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Sheffield City Region
COMBINED AUTHORITY

SKILLS EXECUTIVE BOARD

Date: **Thursday 21 April 2016**
Venue: Meeting Room 1, 1st Floor, 11 Broad Street West, Sheffield
Time: 8.30 am

<u>**AGENDA**</u>

Item	Subject	Method	Lead	Page
	<u>**Introduction**</u>			
1	Welcome and Apologies	Verbal	Chair	
2	Minutes and Actions of the Previous Meeting	Paper	Chair	1 - 6
3	Declarations of Interest	Verbal	All	
4	Urgent Items/Announcements	Verbal	All	
	<u>**Business Items/Discussion Items**</u>			
5	Devolution of Employment Programmes	Presentation	R Adams, C Bowie	
6	SCR Education Initiative	Paper	J Miller	7 - 10
7	SCR Independent Review of Post 16 Curriculum	Paper	N Brewster	11 - 14
8	SCR Institute of Technology	Paper	K Wooffinden	15 - 26
9	SCR Apprenticeships/Careers Proposition	Paper	R Adams, C Bowie	27 - 48
10	SCR Skills and Employment Strategy	Paper	R Adams, C Bowie	49 - 54
11	Skills Summit	Verbal	R Adams, C Bowie	

Sheffield City Region

SCR SKILLS EXECUTIVE BOARD

25th FEBRUARY 2016

AMP, WAVERLEY, ROTHERHAM

No.	Item	Action
1	**Welcome and Apologies** Present: Board Members Nigel Brewster, Brewster Pratap, CHAIR Cllr Chris Read, RMBC Julie Kenny, Pyronix / LEP Apologies were received from Board Members Cllr Ann Syrett (BoDC) and Dorcas Bunton (DDDC) and Jo Miller (DMBC) In Attendance / Advisory Members Tony Tweedy, Sheffield CC Conor Moss, SHU Simon Perryman Dan Fell, Doncaster CoC Ruth Adams, SCR Executive Team Tom Smith, Barnsley MBC Stuart Cutforth, Chesterfield College Craig Tyler, Joint Authorities Governance Unit	
2	**Minutes of the Previous Meeting** The minutes of the previous meeting held on 14th January were agreed to be an accurate record. The following matters were noted as arising: 5. Gainshare Priorities It was reported that the Working Group has met and raised a number of important questions for consideration. It was agreed at the Working Group that the matter warrants substantive SEB agenda time and therefore recommended that this be afforded at the next meeting. **RESOLVED, that the Board Members agree to consider Gainshare in detail at the next meeting.**	

		6. <u>Social Inclusion</u> It was noted that work is progressing well on consideration of how the social inclusion objectives will be incorporated into the areas of work under the Board's remit. 7. <u>Devolution</u> It was confirmed the resolutions agreed at the last meeting are all being progressed as expected, including the appointment of the secondee to assist with the development of the Work and Health programme. 8. <u>ABR Update</u> It was noted that a meeting of the Chairs of Governors was held recently to consider the latest situation ahead of formal reporting to the next meeting of the Steering Group. It was noted that the next steps will be supported by the modelling work currently being undertaken to inform the identification of the area 'groupings'. 11i. <u>LEP Skills Summit</u> It was reiterated that plans for this event have been postponed until the new financial year 11iii. <u>SCR Overview and Scrutiny Committee</u> It was confirmed that an update on the work of the post-19 working group will be presented to the next Scrutiny Committee meeting. Cllr Read, Jo Miller and Ruth Adams will be in attendance to deliver the presentation.	
3	**Declarations of Interest** Cllr Read declared an interest in the matters to be considered at agenda item 6 - SCR Capital - Rotherham Centre for Higher Level Skills	
4	**Urgent Items / Announcements** No urgent items were requested.	
5	**SCR Devolution Deal - Apprenticeship Grant for Employers (AGE)** A paper was received to remind Members that in 2015/16 the SCR was responsible for £2.4m of AGE grant for the South Yorkshire districts and note that due to the success of the administration of this the SFA are proposing to continue this arrangement into 2016/17 with a £2.93m grant plus any rollover of 2015/16 underspend (rollover figure to be confirmed). It was noted that whilst officers working on the project have some concerns that BIS / SFA are restricting the use of this funding (and not in the spirit of devolution), the paper asks the Board Members to endorse this proposal with a view to formally accepting the grant at the Combined Authority Board Meeting on the 14th March 2016.	

		RESOLVED, that the Board Members:	
		1. **Endorse the acceptance of the grant offer letter subject to Section 151 officer approval.**	
		2. **Endorse the Monitoring Officer delegating grant award powers in relation to this activity to the Head of Skills & Employment to allow for efficient grant processing.**	
6		**SCR Capital - Rotherham Centre for Higher Level Skills**

A paper was presented to provide Members with an update on the current status of the proposal submitted and to provide a summary of the Moderation Panels feedback following appraisal of the Outline Business Case (OBC).

It was noted that the Moderation Panel in appraising the OBC identified a number of significant weaknesses in the evidence provided in support of the strategic, economic and commercial cases and that further clarity is requested regarding scheme costs and finances.

Ruth provided a verbal additional summary of the weaknesses of the OBC.

The Executive Board was therefore being asked to consider whether (a) the Scheme Promotor addresses the concerns regarding the strategic, economic and commercial case and submit a second iteration of the outline business case (OBC) or (b) whether the scheme progresses to full business case (FBC) but with caveats detailed and requesting that a clear action plan is put in place to address the urgent gaps in information, prior to the assessment of the FBC.

It was noted that the Moderation Panels opinion is that the development of the evidence of this scheme would strongly benefit from the input of the LA economic and educational leads in addressing the gaps in evidence and development of the FBC.

RESOLVED, that the Board Members:

1. **Agree to the development of a timeline for the Scheme Promotor to address the areas requiring urgent clarity and for this to be undertaken in tandem with development of the FBC, on the understanding the final FBC will not be appraised until all additional information required to properly evaluate the strategic, economic and commercial case is submitted.**

2. **That the CA be recommended to offer a grant of 33% of the scheme value with the potential to offer the remaining 7% as a repayable loan.** | |

	3. That regular updates will be provided to give assurances that the FBC is development as expected.	
7	**SCR Capital - National College for High Speed Rail** A paper was presented seeking the Board's endorsement to submit to the SCR CA a recommendation to release of the £6m Local Growth Fund commitment for the National College scheme. It was noted that this follow confirmation from the SFA national property and finance team that the scheme has been approved at the Detailed Application (full business plan stage). Noting that in accordance with the approved SCR LEP and CA Assurance and Accountability Framework, the national SFA capital team conduct due diligence on behalf of the SCR CA regarding skills capital investment. **RESOLVED, that the Board Members:** 1. **Agree to recommend to the SCR CA that, following the confirmation from the SFA of a successful bid, approval for the £6m funding commitment from the LGF is secured and the scheme progresses to contract award.**	
8	**Gainshare Principles** Members were reminded that subject to the 9 district councils and the CA ratifying the Devolution Deal, funding will be received from April 2016, there is therefore a requirement to progress work on how the funding will be best invested. It was noted that a Leaders' workshop will be held in mid-March to bring the various themes' work streams together. It was suggested the first year of operation might present some additional challenges and programmes commence and address any preliminary hurdles. It was confirmed that efforts will be maintained to ensure all funding decisions are undertaken in consideration of what additional government funding might be leveraged or identified as 'complementary'.	
9.1	**Devolution - Employment Programme** A paper was received seeking endorsement of the Executive Board to reassign the original allocation of SCR ESIF funds for Progress to Work, to the devolution strands of our work with the aim of meeting a timetable for the delivery of the Work and Health Programme by October 2017 and an SCR pilot for the harder to help from autumn 2016.	

	It was noted that the recommendation for this action is based on the conclusions of the SCR Employment Working Group. **RESOLVED, that the Board Members** 1. **Endorse the recommendation to the ESIF Committee to withdraw £3.589 million of ESIF (funding previously allocated to Progress to Work) in favour of co-investment in the Work and Health Programme and SCR pilot proposal for the harder-to-help. Noting discussions are continuing with DWP regarding procurement and commissioning of services.**	
9.2	**Devolution - Adult Education Budget** A paper was presented asking the Board to discuss and endorse the final Skills Outcomes Agreement developed for the SCR Adult Education Budget in academic year 2016/17. Members were reminded that since November 2015, the SCR Post 19 Working Group, consisting of BIS, SFA, Local Authorities and FE Principals, has been working towards the development of a Skills Outcomes Agreement; designed to influence and shape and the mix and balance of provision delivered under the Adult Education Budget by SCR Colleges. **RESOLVED, that the Board Members:** 1. **Endorse the SCR Skills Outcomes Agreement in order to progress this work onto the next phase in developing more detailed delivery agreements with individual colleges.**	
10	**Area Based Review** Matters were addressed at agenda item 2.8.	
11	**Skills Executive Board Business Plan 2016/17** A paper was provided to present the draft Skills Executive Board Business Plan for 2016/17. The Board was asked to comment on the narrative table of the plan and recommend this to the SCR CA for inclusion in the composite SCR Delivery Plan 16/17 which is currently under development based on each of the Executive Boards programme of activity. It was noted that information to populate definite outputs and costs profiles is still progressing. Members were asked to note that the Business Plan incorporates the key objectives for the City Region as set out in the Strategic Economic Plan and the programme of activity in place as developed throughout 2015/16, and that which is in the pipeline for 2016/17.	

	The Board was also asked to note a draft of the composite Delivery Plan, incorporating the Skills Annex, will be circulated, when approved in draft form and each of the annexes included delivery plan will be revisited subject to devolution ratification as this will significantly influence the direction of the 2016/17 activity and priorities. **RESOLVED that the Board Members note the contents of the draft Business Plan and support the actions being taken to develop the final iteration.**	
12	**Any Other Business** i. <u>'CDI' Sector Group</u> Conor informed the Board that following the discussion held at the last meeting, regarding the need to further develop our understanding of the local CDI sector to support the identification and implementation of actions going forward, it was noted that the Group had identified a preliminary need to define what 'we' mean by 'creative and digital' noting this means different things to different stakeholders. It was noted that plans are being developed for an assessment of the key strengths of the SCR's current CDI landscape, to profile the companies currently operating and assess the potential future gaps that might exist in respect of how it is envisaged the sector will expand. It was noted that this approaches mirrors that being taken by officers working on other sectors e.g. construction. Simon noted similar undertakings nationally and offered to help generate some introductory leads to enable further discussion. **Action: Conor / Simon to progress**	
		CM / SP
11	**Any Other Business** i. <u>Refresh of the Skills Strategy</u> Ruth reminded the Board of the Devolution Deal's reference to undertaking a refresh of the Strategy post – ABR. It was noted that a panel of independent industry experts is being created to help critique and steer this process.	
12	**Date of Next Meeting** 21st April, 8.30am at AMP, Waverley Rotherham.	

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SCR COMBINED AUTHORITY SKILLS EXECUTIVE BOARD

21st April 2016

SCR Education Initiative

Purpose of paper

The paper asks the Board to consider and advise on the scope and commissioning of an SCR Education Initiative, taking into account emerging national policy and local activity already underway.

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1. **Issue**

   1.1. At the SCR Chief Executive's meeting held 6th April 2016 a paper developed by the Universities, outlining a proposal to commission an SCR Education Initiative, was discussed. See Annex A.

   1.2. It was agreed that this paper would be brought to the SCR Skills Employment and Education Board for further discussion about how such a proposal should be developed in the city region.

2. **Recommendations**

   2.1. The Board is asked to consider the proposal and advise on the scope and commissioning of such a proposal for the city region.

3. **Background Information**

   3.1. This paper has been developed against a backdrop of national policy developments, as well as activity already underway in the city region to improve educational attainment, both of which should be taken into consideration.

   3.2. In March 2016 the Chancellor announced a commitment to focus on the performance of schools in the north, referencing the success of the London School's Challenge. It goes on to state that this same approach should be adopted across the Northern Powerhouse with a plan to be developed by Bradford head teacher Sir Nick Weller. A budget of £80m over four years has been allocated to turn around performance in the toughest areas, expand high performing academy chains and improve teacher retention.

   3.3. At a city region level Doncaster's Education Commission is already underway. Furthermore, discussions led by Jo Miller at an All Party Parliamentary Group meeting

in March 2016 led to positive support for the replication of a similar school's challenge across Yorkshire and Humber.

4. **Implications**

    i.   Financial

         No financial implications at this stage.

    ii. Legal

         No legal implications at this stage.

    iii. Diversity

         There are no diversity implications of this report although consideration will need to be made to any actions following the report to ensure diversity is taken into account when developing proposals further.

    iv. Equality

         There are no equality implications of this report although consideration will need to be made to any actions following the report to ensure equality is taken into account when developing proposals further.

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ANNEX A

"The Northern Powerhouse must liberate the potential of its greatest asset - its people - through huge improvements to the development of skills, starting with the very youngest." IPPR State of the North 2015

1. Summary

Intervention to improve standards of attainment in the Sheffield City Region (SCR) at the scale required for the Northern Powerhouse demands strong ambition, clear leadership and effective collaboration - no single education body in the SCR has the authority, capacity or capability to impact at regional scale. A big issue needs a bold solution.

Following discussions among some of the region's major institutions, it is proposed that the region's two universities, under the leadership of Sheffield Hallam University's Sheffield Institute of Education (SIoE) and in partnership with the region's Combined Authority, will consider the merits of establishing a Sheffield City Region Education Initiative (SCREI) to identify an action plan to enhance attainment, to support school improvement and to develop the capacity of schools across the City Region. Similar approaches have been successful in areas as diverse as Camden (Education Commission) and Oldham (Education & Skills Commission)

2. Context

Educational attainment in the SCR is mixed. Sustained and sometimes striking improvement is apparent alongside persistent challenges. Attainment gaps in the SCR are geographic with stark disparities between neighbouring wards; systemic with improvements Key Stage 2 not reflected at Key Stage 4; and economic with the poorest pupils falling behind more advantaged pupils.

Central government education policy since 2010 has replaced the role of local authorities with a 'self-improving school system' – producing a complex landscape of school provision, funding, oversight and intervention. The Budget Statement confirms plans to convert all English schools to academies by 2022.

The rise of Multi Academy Trusts (MATs), Regional School Commissioners (RSCs) and Teaching School Alliances (TSAs) is both a stimulus for improved standards but risks fracturing resources, expertise and equity between schools. Any initiative needs to work with the grain of a school-led system whilst equipping schools to improve.

3. The SCR Education Initiative

A small (maximum 10 person) working group, comprising representatives from the two universities and the Combined Authority plus some current school system leaders/practitioners, will be convened by SIoE in April 2016. The working group will set out, for approval by the Combined Authority in summer 2016, the scope and the terms of reference, including clear and measurable goals, modus operandi, timescale, costs/funding and membership for a Sheffield City Region Education Initiative. The working group will consider how it will mobilise collaborative action across the region's school system and wider partners and how it would draw in education experts, policy makers and regional leaders, including the universities and the private sector, to map the next steps for school improvement as well as a longer-term trajectory. It will also consider whether SCREI would benefit from having an external credible and high profile leader.

Without pre-empting the working group's output, it is considered that an early area of focus set for an SCR Education Initiative might be **workforce development** – how to recruit, retain, develop first class teachers/ leaders and best deploy their expertise. The SCREI would deliver a

specific report to the Combined Authority on this aspect to inform action and practice at local level within the SCR.

If, following receipt of the first report, the Combined Authority feels the SCREI is proving a positive force for beneficial change, subsequent areas of attention which might be set may include:

- **GCSE performance**: identifying and removing barriers to success
- **School Improvement**: mobilising expertise across the region
- **Routes to higher education and work**: signposting and supporting aspiration
- **Longer-term priorities** including early years and sustainable partnerships

Sheffield City Region
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SCR COMBINED AUTHORITY SKILLS EXECUTIVE BOARD

21st April 2016

SCR Independent Review of Post 16 Curriculum

Purpose of paper

As the Area Based Review (ABR) process is preparing to make recommendations, with an indicative conclusion date of early summer, the board is asked to consider and endorse the commissioning of an independent curriculum review of all post 16 education institutions in SCR.

1. Issue

1.1. Whilst the original ABR process as set out by Government intended to include detailed curriculum analysis of all post 16 education institutions in SCR, in practice the review has only completed high level analysis of institutions in scope of the review.

1.2. In order for the SCR CA to effectively commission future skills provision against economic need (e.g. Adult Education Budget) and for institutions to effectively curriculum plan in the medium to long term, it is proposed that an independent curriculum review of all post 16 education institutions in SCR is commissioned upon conclusion of the ABR and to include FE Colleges, Sixth Form Colleges, private training providers, Local Authorities and School Sixth Forms.

2. Recommendations

2.1. The Board is asked to endorse the commissioning of an independent review of all post 16 curriculum across SCR.

2.2. The Board is asked to advise on the scope and commissioning of the review.

3. Background Information

3.1. The ABR process has been designed by Government to ensure the financial sustainability of the FE and Sixth Form College sector. As a result, only 6 FE and 2 Sixth Form Colleges in SCR are in scope of the review - other post 16 education institutions such as school sixth forms, local authorities and private training providers have been excluded. Furthermore, the review has focused primarily on financial, spatial and cultural compatibility of institutions when making recommendations.

3.2. At the end of April 2016, the review is likely to make the following recommendations to the steering group:

- Barnsley and Doncaster College Grouping

- RNN and Dearne Valley College Grouping
- Sheffield College as a stand-alone option with recommendation to explore future options within a 12-18 month period.
- Longley Park and Thomas Rotherham Sixth Form Colleges to explore academisation option with recommendations to re-visit alternative options should the institutions fail to achieve academy status within a set timeframe.
- Chesterfield College to explore collaboration/merger with Derby College
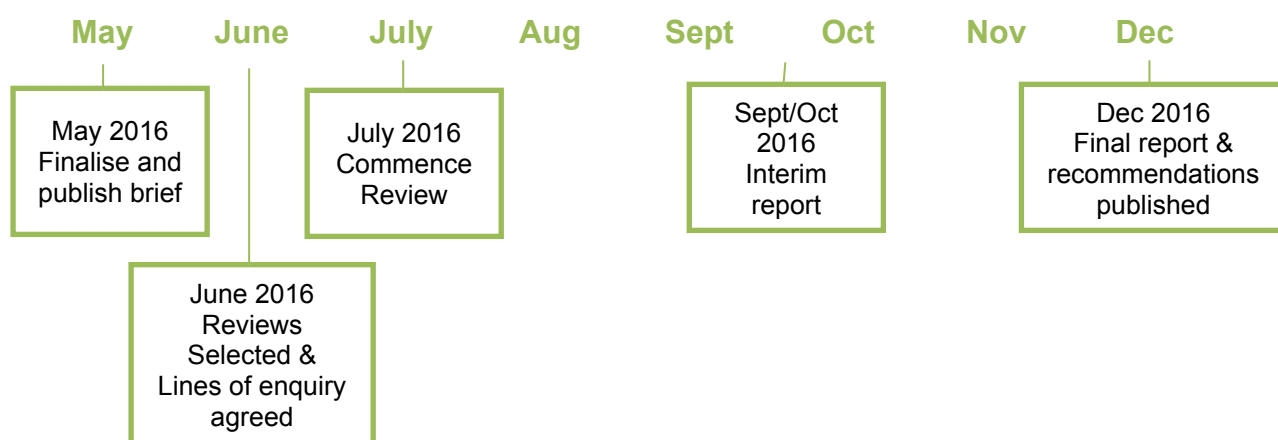
4. Why does SCR need a second Review?

4.1. As well as ensuring the FE sector remains financially resilient it is critical that the sector, and other post 16 education institutions in SCR, align their curriculum with local economic demand and priorities to ensure we are able to:

- Respond to identified skill gaps
- Tackle the hour glass make-up of skill level in our region by increasing the availability of level 3+ provision (linked to an SCR Institute(s) of Technology)
- Provide clear progression pathways
- Improve outcomes for young people, those already in employment, the unemployed and employers
- Achieve the targets set out in the Strategic Economic Plan

4.2. A full curriculum review of post 16 education institutions including comparison against labour market information will allow us to develop a deeper understanding of delivery across the city region and fit with future skills needs.

4.3. As a commissioner of skills programmes including a devolved Adult Education Budget, ESF funded services and Skills Capital, the review will enable the SCR CA to procure more targeted interventions, services and outcomes.

4.4. For education institutions, a detailed understanding of the current educational offer (and a clear indication of where gaps may lie) will support more effective planning; providing the detailed evidence case for Governing bodies/Chief Executives to invest in new provision, equipment, teaching styles and learning methodology. Furthermore, it will enable institutions to better respond to employer led programmes such as SCR Skills Bank and Apprenticeship levy.

4.5. Local Authorities will also be a key beneficiary should the review include school sixth forms, although it will need to take into account Government's announcement regarding academisation of all schools by 2022. It is also imperative that the review builds on and does not duplicate Doncaster's current Education Commission.

4.6. A full review of post 16 curriculum will also support the case for an Institute(s) of Technology and development of curriculum specialisation strategies, as well as skills capital investment.

5. Scope and commissioning of the review

5.1. Taking key learnings from Doncaster's Education Commission, the Board is asked to consider and discuss the following proposal regarding the scope and commissioning of the review:

- The review will be commissioned by this Executive Board (incorporating views from the SCR Expert Panel) with a lead sponsor from the Board.

- The review will be independently chaired with a project board of SCR and external stakeholders. Individuals appointed to the project board will be made against selection criteria approved by this Executive Board. Critical membership of the project board will include the Regional Schools Commissioner, Local Authority lead, and others, to be agreed by the Executive Board
- The review will be commissioned against a brief set by this Executive Board but will allow the project board to develop lines of enquiry as appropriate that could include but are not limited to:
  - In depth data analysis from qualification type to destination data
  - Mapping of progression pathways
  - Stakeholders consultations (Regional Schools Commissioner, Head Teacher Representative, FE Principals/Chairs, Local Authorities and Employer groups)
- The review may prioritise curriculum analysis in key sectors to SCR as determined by this Executive Board
- The review will consider the Government's response to the development of professional and technical pathways
- The review will be launched in July 2016 subject to ABR recommendations being made and will report no later than December 2016. Interim findings will be presented to this Executive Board.
- The review will include all post 16 education institutions including FE and Sixth Form Colleges, School Sixth Forms, Local Authorities and Private Training Providers. This allows a thorough interrogation of existing provision and to future proof education.

6. Key milestones

May	June	July	Aug	Sept	Oct	Nov	Dec

May 2016 Finalise and publish brief

June 2016 Reviews Selected & Lines of enquiry agreed

July 2016 Commence Review

Sept/Oct 2016 Interim report

Dec 2016 Final report & recommendations published

7. Implications

i. Financial

No financial implications at this stage.

ii. Legal

No legal implications at this stage.

iii. Diversity

There are no diversity implications of this report although consideration will need to be made to any actions following the report to ensure diversity is taken into account when developing proposals further.

iv. Equality

There are no equality implications of this report although consideration will need to be made to any actions following the report to ensure equality is taken into account when developing proposals further

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SCR COMBINED AUTHORITY SKILLS EXECUTIVE BOARD

21st April 2016

SCR INSTITUTE OF TECHNOLOGY

Summary/Purpose of paper

The Board is asked to endorse an initial submission to Government on the establishment of one or multiple Institutes of Technology (IoT) in the Sheffield City Region.

1.   **Issue**

   1.1. The Government has set aspirations to create a series of Institutes of Technology (IoTs) across the country with a focus on high-level STEM provision at levels 3-5 to provide the skills required by employers at this level in a local area. However, very little policy has been released by Government in relation to the form or format of an IoT and they are looking to regions to develop ideas for initial case studies.

   1.2. This paper outlines to the Board initial thinking around the establishment of IoTs in the SCR with a recommendation around the suggested process to enable us to submit an initial case study to Government in May 2016 followed by a full Business Case by November 2016.

2.   **Recommendations**

   2.1. The Board to endorse ideas presented in this paper which will be developed for submission to Government as a Case Study.

3.   **Background Information**

   3.1 Intermediate and higher level skills are critical to the UK economy in order for it to raise productivity and growth. The role that post 16 education and training can play is crucial. However, current predictions place the UK 28th out of 33 OECD countries for intermediate skills by 2020. This means action needs to be taken now to develop a new approach/system for delivery of professional and technical education which allows the country to nurture the talent it needs.

   3.2 This is even more critical for the SCR as we are currently ranked 38th out of 39 LEPs for GVA per head which implies relatively low productivity and a lack of strength in 'high skill, high value' sectors (RIEU Labour Market Review 2015). The region is also still behind the Yorkshire and Humber average for the number of residents qualified to Level 4 and above (27.9% compared with 29.7%) which will cause supply issues with job growth predicted at this level and above.

   3.3 The concept of IoTs was launched by Government in 2015 through the HM Treasury Paper 'Fixing the Foundations- creating a more prosperous nation' to support their plans

'to deliver high-standard provision at levels 3, 4 and 5'. There is little policy direction from Government at present but what we do know;

- IoTs should achieve a step change in the delivery of higher level STEM provision linked to industry
- IoTs must respond to local economic need
- IoTs will deliver post 16 education
- IoTs must build on existing assets
- Capital funds will be available from 17/18, although there is no detail on the level or type of funding available
- Regions must have completed the ABR process to be eligible to apply

4. **What could an IoT in SCR look like?**

4.1 An IoT presents the SCR with an opportunity to tackle head on the issues around high level skills and the impact the relative lack of higher level skills are having on productivity and growth. The focus of the IoT will be crucial for SCR to transform the skills system to become more responsive, encouraging collaboration among education institutions, ramping up employer involvement and breaking down barriers surrounding the credibility of work based learning.

4.2 The SCR submission needs to clearly articulate to Government why an IoT is needed and what the guiding principles of our IoT model are. This may include;
- Provision at levels 3-5
- Industry led, building on the example of the National Rail College and UTCs with employers directly imputing into curriculum design and delivery
- Apprenticeships at its heart, breaking down misconceptions around the validity and currency of this type of learning at this level with employers
- Underpinned with digital skills that cover a broad spectrum of requirements from basic digital literacy skills to those required at a higher level
- Collaboration across the education system (schools, FE, Universities) for initial feeder routes, delivery and progression pathways

4.3 Through initial discussions there are two possible emerging opportunities that could be supported via an IoT and combine meeting economic need with utilising existing assets in the region.

4.4 Firstly an Institute for Infrastructure (IfI), delivering high level skills in rail, infrastructure, construction and engineering. This could build upon the existing energy and employer involvement in the National Rail College and employer clusters in this part of the region around transport and logistics.

4.5 Working in conjunction with the National Rail College, schools and FE providers, an IfI could provide the seamless progression pathways into employment and higher education these sectors need to grow and develop the next generation of transport and infrastructure technicians. This would not only support HS2 but also SCR's involvement in the £460 billion UK Infrastructure Plan (please see Appendix A for further detail on an IfI)

4.6 The second opportunity for an IoT centres on the distinct need across the region to develop the digital/technological expertise of the workforce to enable them to drive growth and support some of the regions key growth sectors (i.e. Advanced Manufacturing, Healthcare Technology and Digital Industries). An Institute for Technology (IfT) could allow us to build on existing infrastructure in this area at the AMRC, AMID, UTC (Engineering and Digital) and the new UTC for Health, Sport and Computing to be opened in September 2016 to nurture the talent required by these industries to grow and compete.

4.7 Discussion is needed around the proposed focus of an IfT. Curriculum at an IfT could specialise around the sectors identified above e.g. developing the digital manufacturing skills the Healthcare Technology sectors requires alongside the high specification design skills for product development. Alternatively, it could deliver high level digital skills that cut across a range of industries and provides a more generalist skill base (please see Appendix B for an example of the need for high level digital skills in the CDI sector).

5. **Next Steps**

5.1 Across the region there are a number of interested parties in the development of an IoT. We propose circulating a board led operating model for both IoTs for consultation with all key stakeholders (FE, HEI, Local Authorities) before submission to Government

5.2 To support the submission of a full Business Case, a proposed independent curriculum review (post conclusion of the Area Aased Review process) will enable us to clearly identify where gaps are in provision down to level and qualification type. This coupled with an annual Labour Market Review over the summer and comprehensive employer involvement will provide us with a clear evidence base for the full Business Case.

6. **Issues for Consideration**

6.1 It is likely that within the Governments national remit for IoTs that they will only fund part (or one) of our IoTs. However, there is clearly an economic need for both so consideration needs to be given to using Skills Capital funds, either currently or through the round 3 submission for LGF pre summer recess to support these developments.

7. **Implications**

   i. <u>Financial</u>

   No financial implications at this stage, although development of the case study should take into account SCR Skills Capital funding.

   ii. <u>Legal</u>

   No legal implications at this stage.

   iii. <u>Diversity</u>

   There are no diversity implications of this report although consideration will need to be made to any actions following the report to ensure diversity is taken into account when developing proposals further.

   iv. <u>Equality</u>

   There are no equality implications of this report although consideration will need to be made to any actions following the report to ensure equality is taken into account when developing proposals further

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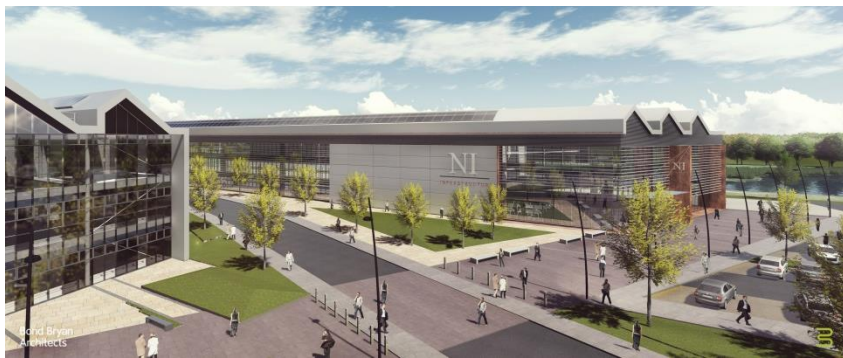**Email: ruth.adams@sheffieldcityregion.org.uk**

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National Institute for Infrastructure
Doncaster

National Institute for Infrastructure

The National Institute for Infrastructure (NII) would deliver the high level skills for rail, infrastructure, construction and engineering required to provide a skilled workforce to deliver the UK Infrastructure Plan.

Learning from the leading technical institutes of the world, it is proposed the NII will be based around the NCHSR as the foundation school providing vital STEM sector technical skills training and a centre for applied innovation to become a key economic driver for the UK, from a Northern Powerhouse base

THE NEED

The NII will increase the knowledge and education levels of the UK workforce to the required standard for the infrastructure, construction and engineering sectors.

Through institutions like the City of Sheffield College of Education and the Mechanic's Institute in Manchester, the UK once led the world in technical and vocational education, training a workforce that exported the UK's engineering and infrastructure know-how around the globe. But while we are rightly proud of the UK's engineering history, in recent decades, the UK has not trained enough young people for skilled technical roles in infrastructure, construction and engineering.

Today, other countries set the pace. Germany's system of *Fachhochschule* ("Universities of Applied Science") or France's IUT ("Institute of Technology") network help upskill these countries' workforces for STEM sector roles. Partly as a result, productivity in the UK is over 20 per cent below the average of G7 countries.

The UK is particularly challenged by training people for skilled technician roles at levels 3 to 5. The inadequate, dispersed provision of technical education across much of the UK has been blamed for this. The UK Government recognises that a small, dedicated and well-resourced network of prestigious technical colleges – "National Institutes of Technology", is needed to address this challenge.

We believe a National Institute for Infrastructure is critical to the UK's success. With the right investment, there is no reason why this NII cannot compete and lead the best technical education providers around the world, addressing the UK's technical skills shortages, helping close the productivity gap and supporting renewed growth by the UK's engineering and infrastructure firms.

The time is right to establish the NII as a pathfinder for the wider "National Institutes of Technology" network. There is an urgent need for a skilled workforce to deliver HS2; and the UK Infrastructure Plan sets out over £460 billion of planned public and private investment to the end of the decade and beyond, including the most ambitious investment in road, rail and energy infrastructure in recent times.

At the same time, opportunities overseas are increasing. The McKinsey Institute estimates over $50 trillion of investment is needed in the world's infrastructure by 2030, the majority in fast-growing, rapidly urbanising regions in Asia, South America and Africa.

For the UK to both build the infrastructure it needs and export its engineering skills and expertise around the world, we need to ensure that industry has a continuous pipeline of skilled workers qualified to deliver major infrastructure projects. Without action, it is estimated that the UK faces an estimated shortfall of 700,000 STEM sector technicians over the next decade – limiting the UK's growth potential and benefiting our global competitors.

WHY LOCATE IN THE SHEFFIELD CITY REGION?

Evidence from around the world demonstrates the economic benefits provided by specialist regional 'clusters' of activity that tie together high-quality technically focused education provision with clear pathways to employment – such as through the universities of Stanford and Berkeley and the IT sector in Silicon Valley.

One of the UK's most established hubs for education in advanced manufacturing, materials and infrastructure engineering is clustered around the Sheffield City Region (SCR), including via:

- The Advanced Manufacturing Research Centre in Rotherham
- Sheffield University – ranked in the top five British universities for mechanical engineering
- The forthcoming delivery of the National College of High Speed Rail (NCHSR) in Doncaster.

SCR has placed this burgeoning education cluster at the heart of its ambitions for the city region, with its economic strategy focusing on two key growth poles:

- Advanced manufacturing and materials in Sheffield
- Engineering and logistics in Doncaster.

This cluster, when combined with the NII, can offer a world-class network of institutions focused on up-skilling the UK's workforce to compete in the STEM industries both within the region and nationally. Locating the NII in SCR will allow a greater degree of specialisation, while potentially enabling synergies to be realised across these organisations. Students will benefit from clear pathways to employment offered by the many advanced manufacturing and infrastructure employers active in this area and, more widely, across the country.

Within the SCR, Doncaster is the stand-out location for the NII. Through close ties with the NCHSR, and supported by partnerships with the many transport and logistics businesses present in the area, the NII can help to train and develop the UK's next generation of transport and infrastructure technicians.

We are pleased that the UK Government has agreed to work with SCR authorities to support the development of the NII in Doncaster as part of the city region's devolution settlement. This investment will establish a new UK centre of excellence for road, rail, and aviation infrastructure, construction and engineering. The NII will become a vital part of the city region's Advanced Manufacturing Innovation District and support the UK Government's wider ambitions to rebalance the national economy as a key "Northern Powerhouse" initiative.

Whilst a new institute of technology is at the heart of our proposal, our vision for the NII in Doncaster incorporates the boarder ambition, appeal and impact offered an Innovation District model by:

- Combining some of SCR's key economic, physical, and networking assets within a distinct location, developing a synergistic relationship between people, firms and place that facilitates the generation and implementation of new ideas. For example, major rail

companies are already clustered within walking distance of the NCHSR emerging campus in Doncaster.

- Enabling the adaptation of the specialist provision of the NCHSR curriculum (e.g. relating to: advanced manufacturing; power supply and distribution; advanced construction; cyber security; digital modernisation) for a wider transport and infrastructure remit.
- Trailblazing through better linking business skills demand with supply – in line with wider UK Government policy to redevelop technical and vocational education provision.

DEVELOP EXISTING FACILITIES -> SYNERGIES

Developing and expanding the NCHSR in Doncaster into a centre of excellence for the wider infrastructure sector represents a significantly lower cost option than building a new institute of technology elsewhere.

We expect, for example, some high-cost specialist technical machinery and equipment will be able to be shared between the NCHSR and NII, reducing costs, and it should be possible to share some back and middle office costs between the two institutions.

EXPANDING THE NCHSR CURRICULUM

Cross –disciplines:	Rail Only:
Business Management	Traction, Rolling Stock &
Asset Management	Advanced Manufacturing
Project Management	Railway Operations
Leadership & Management	Railway infrastructure &
Commercial Awareness	geotechnics
Safety & Sustainability	Track, power supply &
Engineering Principles	distribution

Current rail bias expanded for wider remit:
Command, Control & Communication;
Digital Railway (Intelligent customer);
Advanced Construction & sustainability;

We anticipate the NII will provide opportunities for around 1000 students, including apprenticeships. It will focus on Level 4+, though provision at partner learning providers will ensure all levels from 1 to 5+ are catered for.

GOVERNANCE
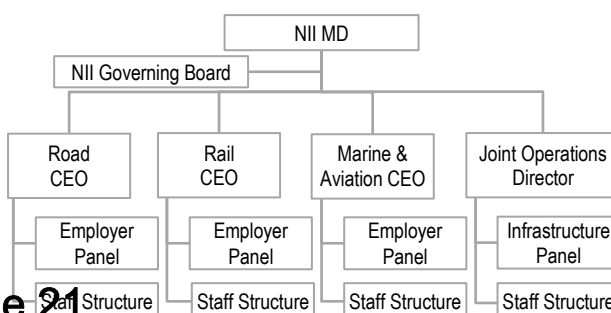
SUPPORTING THE RE-BALANCING OF THE ECONOMY

The NII would maximise the transformational growth for UK PLC. SCR and Doncaster in particular, are uniquely well situated to both support the development of the Northern Powerhouse and, through the region's rapid transport links to London, grow the wider UK economy.

More locally, the NII would directly contribute toward closing the Sheffield City Region's identified output gap of 70,000 jobs and support the LEP's strategy of increasing productivity by £3 billion by creating 30,000 highly skilled jobs. The SCR LEP is fully supportive and recognises how this important investment would catalyse the vibrant and growing infrastructure cluster in the region to be globally competitive.

EASE OF ACCESS FOR STUDENTS

Doncaster is one of the country's premier business locations served by major road and rail networks (M1, M18 motorways, East Coast Mainline, and Doncaster Robin Hood International Airport). By locating the NII in Doncaster, the Government would be placing it within easy access for students from across the whole country – a true national institute.

Accessibility analysis shows that 66% of the population of England and Wales are within 3 hours of Doncaster. Doncaster rail station is only 88 minutes from London King's Cross, and 3 hours from Edinburgh. Employers already in Doncaster list its accessibility as a key reason why they have chosen this area as their base.

SIZE AND AVAILABILITY OF SUITABLE SITE

Our proposed site for NII meets all the requirements for delivery of an elite institution. This expansive greenfield site at Doncaster Lakeside is ready for construction immediately and the NII itself could be ready to open to students for the start of the 2019 academic year.

Doncaster Lakeside is the town's premier business and leisure location framed within a high quality mixed use development of nearly 1,000 acres and formed around a sculptured manmade lake of 50 acres. Development of Lakeside was master planned by world renowned urban planners Skidmore Owings and Merrill.

Today only about 50 acres remain for business development. Development at Lakeside has been enabled by the completed £32 million White Rose Way

Development made possible by a £10 million Department of Transport investment.

Lakeside is, of course, now the home of the National College for High Speed Rail; NII would be located on the adjacent plot – 11+acres owned by Doncaster Council.

ESTABLISHED LINKS WITH OTHER FURTHER AND HIGHER EDUCATION PROVIDERS

The NCHSR is the central hub of a wider network of further and higher education providers in the SCR. The University of Sheffield is the strategic HE partner to the NCHSR and has a major commitment to rail research amongst the best in the country.

Its cross-faculty Rail Innovation & Technology Centre (RITC) spreads across the entire engineering faculty and focuses on intelligent systems engineering involving detection, sensing, communication, materials, structures and software technologies that can be applied to all infrastructure sectors. The Advanced Manufacturing Research Centre in Rotherham is a world leader in its field; and Sheffield Hallam University and Doncaster College are adapting their course offer to serve both as an entry point and follow-on route to the NCHSR.

PRIVATE SECTOR SUPPORT

Accompanying this document you find supportive letters from some of the world's leading infrastructure providers signifying their support for the creation of a national institute for technology and infrastructure linked to the National College for High Speed Rail.

We see private sector involvement – and co-investment - in developing the NII as critical to its success, and we will be working with potential business partners to design and develop the campus and the courses it offers.

Appendix B

Institute for Technology – supporting the Creative and Digital Sector

Overview of Sector

The CDI sector may be defined in various ways. For this paper, we have used the definition of the Department for Culture, Media and Sport (DCMS)[1], which relies on the Government's 2001 Creative Industries Mapping Document. The creative sector is broken down into 9 groups (detailed below), based on occupations (SOC 2010) and industries (SIC 2007). It should be noted that SIC and SOC definitions have not kept up-to-date with fast-moving industries and hence the classifications do not necessarily match perfectly to the CDI sector.

The CDI sector is broken down into 9 groups:

1. Advertising and marketing
2. Architecture
3. Crafts
4. Design: product, graphic and fashion design
5. Film, TV, video, radio and photography
6. IT, software and computer services
7. Museums, galleries and libraries
8. Music, performing and visual arts
9. Publishing

The total number of SCR companies that lie within each of these 9 groups in 2015 is shown in Figure 1. It is clear that the predominant CDI group is "IT, software and computer services", with just over half of the CDI companies falling in this group. Figure 2 details the breakdown of groups by date (2010 until 2015).   It is clear that "IT, software and computer services" is growing quickly, as well as dominating the sector. The remaining groups seem fairly stable.

Figure 1: Percentage of Companies within each of the 9 CDI groups

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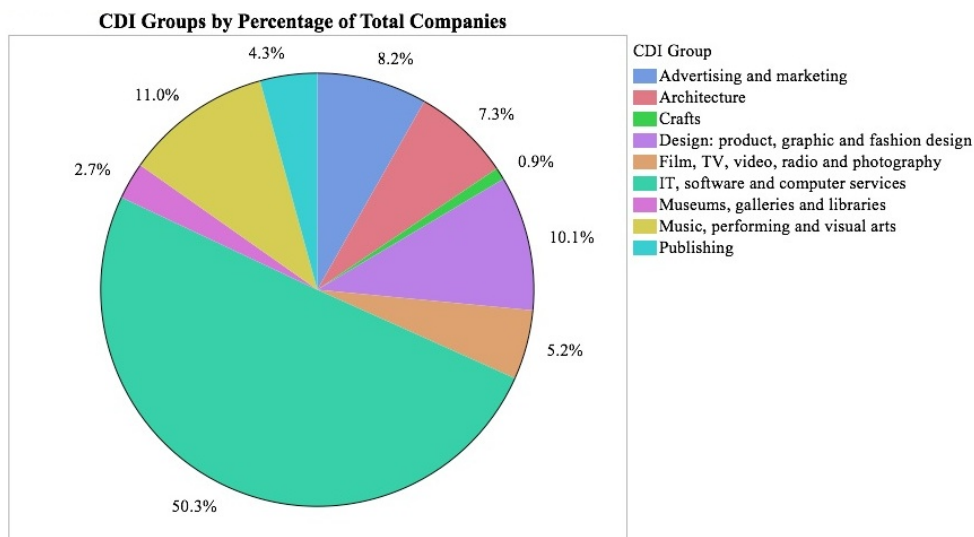
[1] "Creative Industries and Digital Sector Economic Estimates Methodology", Department for Culture, Media and Sport, 26th January 2016, https://www.gov.uk/government/publications/creative-industries-and-digital-sector-economic-estimates-methodology/creative-industries-and-digital-sector-economic-estimates-methodology
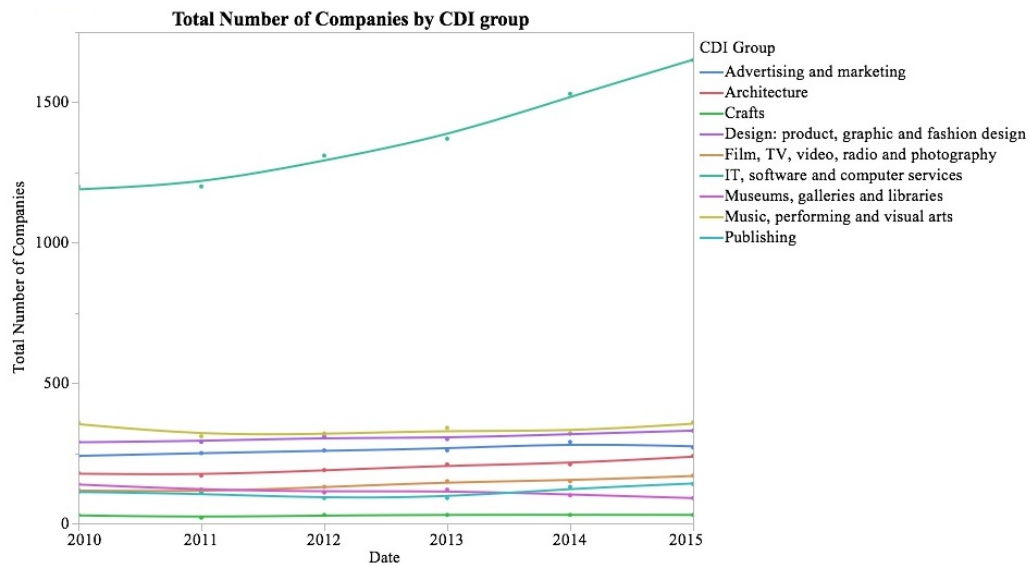
Figure 2: Breakdown of CDI companies in SCR by groups and date (2010 till 2015)

It is important to consider the size of company within the CDI sector. Figure 3 shows the breakdown of CDI companies in the SCR by number of employees. Very small companies dominate (0-4 employees), with very few companies with large numbers of employees. Additionally, the number of small companies has grown significantly since 2010. There are no companies hiring over 250 people.
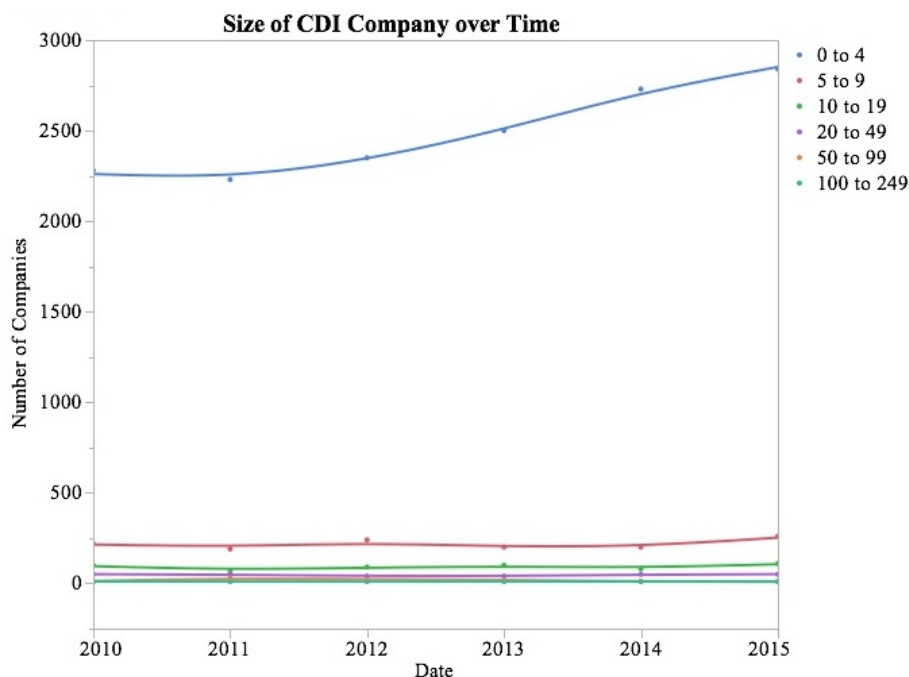
Figure 3: Number of SCR Companies broken down by number of employees (in bandings)

Skill Shortages

It is evident through recent studies that there is a growing skills shortage amongst both digital and non-digital industries for tech jobs affecting all sectors. Continuing skill shortages threaten

to hinder the achievement of the productivity gains expected through the use of digital technologies, in up to half of all companies[2].

Furthermore, in SCR LEP priority sectors there are significant challenges with the introduction of new technologies and new processes requiring technology and IT specific skills.

For example, UKCES predicts that the creative and digital sectors will *"need 1.2 million new workers between 2012 and 2022, to both support growth and replace those leaving the sector"*. However, it raises *"concerns about the ability of the education system to supply the quantity and quality of workers needed for digital roles"*. [3]

This lack of workforce and concerns around the ability of the education sector to meet need is crystallised even further for SMEs with *"…….80% of organisations with over 250 employees provided training in technology, compared to just 46% of organisations with 2-4 employees[4]"*.

It is often more difficult for smaller businesses to implement technology changes and embed training, by default it is more costly and time consuming. SMEs are, in theory, more able to be flexible to external changes and adapt to market need, however they often have neither the capacity nor funds to take advantage of new technologies.

The Tech Nation Report outlines some 16 digital sectors that are emerging areas of expertise across the Sheffield City Region. Specifically, we have emerging expertise in the following digital sectors (as defined by Tech Nation and knowledge of the region):

- App and software development
- E-commerce and marketplace
- Hardware, devices and open source hardware
- Enterprise software and cloud computing
- Digital advertising and marketing
- Education Technology
- Gaming and games design
- Healthtech

The Tech Nation Report provides a short overview of 'Sheffield and Rotherham' tech sector detailing some 14, 313 digital tech jobs with an average salary of £42, 058 contributing £273 million GVA and digital density of 18%[5].

The Role of an IoT

An IoT that supports the Creative and Digital sector to develop the skills required to grow and compete would allow the region to engage with the full mix of employers in the region and drive up the skill level and mix of market entrants ensuring skill gaps are met.

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[2] TP 2015a. *Digital skills gaps holding back half of UK firms reveals the Tech Partnership*. The Tech Partnership. Published May 1. Available: https://www.thetechpartnership.com/news-events/news/employer-insights/. [Accessed June 22 2015], TP 2015b. *Employer Insights: skills survey 2015*. The Tech Partnership. Published May 1. Available:

[3] DASS, M., GOODWIN, A., WOOD, M. & NI LUANAIGH, A. 2015. *Sector insights: skills and performance challenges in the digital and creative sector*. UK Commission for Employment and Skills. Published June 9. Available: https://www.gov.uk/government/publications/sector-insights-skills-and-performance-challenges-in-the-digital-and-creative-sector

[4] Definitions from Digital Skills for the UK Economy, January 2016 page 14

[5] Tech Nation 2016 – Transforming UK Industries, pages 74-75

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SCR COMBINED AUTHORITY SKILLS EXECUTIVE BOARD

21st April 2016

SCR Apprenticeships/Careers Proposition

Summary/Purpose of paper

In November 2015 the SCR Skills, Employment and Education Board commissioned a number of working groups to progress key areas of the secured devolution plan (Adult Education Budget and Employment) as well as develop policy in areas where SCR have no existing devolution funding or powers (Apprenticeships and Careers).

This paper updates the board on proposals developed by the Apprenticeship and Careers working groups including proposals for the development of SCR strategies in these respective policy areas including key investment priorities.

1. **Issue**

    1.1. In light of the SCR devolution deal agreed in October 2015, the SCR Careers and Apprenticeship working groups have reviewed the challenges and issues within the current policy landscape, proposing draft recommendations on where the gaps and opportunities are, the role that SCR LEP / CA should take and potential investment priorities that should be made in these respective policy areas, subject to budget or securing further devolved funding.

    1.2. Without devolved funding or powers in these key policy areas our challenge is to consider how we can fund activity through either further asks of Government, identification of alternative revenue streams or through strategic partnerships through which we can influence and shape the agenda.

    1.3. The recommendations on investment priorities made within this paper are therefore presented to the board for consideration, from which subsequent work will be required to identify funding options.

2. **Recommendation**

    2.1. Draft recommendations on key investment priorities for Apprenticeships and Careers made by the working groups are presented to the Board for consideration and endorsement.

3. **Background**

    3.1. **Apprenticeships – Challenges and recommendations**

3.2. In 2012, prior to the creation of the SCR Combined Authority, a £27.3m City Deal was agreed with Government leading to the creation of an Apprenticeship and Skills Hub branded Skills Made Easy (SME).

3.3. The purpose of this hub was to engage the majority of small to medium sized businesses in the city region that were not currently using the publicly funded skills system through an impartial business brokerage service; specifically sourcing new apprenticeship opportunities and upskilling the existing workforce.

3.4. The latest evaluation of this service is circulated with this board paper.

3.5. From 2017 Government are proposing to implement new reforms which will radically transform the way in which Apprenticeships are funded and delivered, moving from a system of provider-led funding allocations to an employer-led system. Apprenticeship Standards designed by businesses will also replace existing Apprenticeship Frameworks to streamline the number of course routeways and better align curriculum with business needs.

3.6. The SCR working group has considered these reforms in light of best practice and lessons learnt from Skills Made Easy and existing Apprenticeship delivery and identified a range of issues across 4 thematic areas – Learner Supply, Employer Demand, Innovation and Quality. See Annex A for further detail.

3.7. Against each thematic area the working group has made recommendations on key activities which it considers to be a priority investment for the city region.

3.8. However, some of the priority investments recommended are contingent upon the continuation of services currently in place such as Skills Made Easy which will conclude in July 2016. Such risks must be considered when appraising investment priorities and the impact of losing existing provision.

3.9. **Careers – Challenges and recommendations**

3.10. Careers and Education Information Advice and Guidance (CEIAG) services are currently commissioned by a wide range of organisations including SFA, DWP, the Careers and Enterprise Company, Local Authorities and schools; resulting in a complex and fragmented landscape of provision competing in the same space.

3.11. The SCR Careers working group has conducted a comprehensive mapping exercise of current provision and in spite of pockets of best practice operating across SCR, the city region lacks a coherent CEIAG strategy. However, the major challenge that the SCR LEP / CA face is how it develops and implements such a strategy without control of a single devolved budget.

3.12. Considering this challenge, the working group has identified four thematic areas of activity that should be prioritised – Aspiration, Parent and Families, Employer Engagement and Quality.

3.13. Annex B outlines further detail of this including a draft vision statement and objectives for the board to consider.

3.14. The board should note that the SCR CA has no devolved funding or powers over careers provision apart from an annual grant of £150k to fund an Enterprise Adviser network. As such, when considering priorities it must also consider how priority activity could be funded through either future asks of Government, alternative funding streams or through influencing / strategic partnership with existing budget holders at a central level e.g. Careers and Enterprise Company and local level e.g. Local Authorities and schools.

4.   **Implications**

    i.   Financial

         No financial implications at this stage. Early engagement with the finance team will be necessary when proposals are being considered.

    ii. Legal

         Early engagement with the Legal Team will be necessary where proposals are being considered.

    iii. Diversity

         There are no diversity implications of this report although consideration will need to be made to any actions following the report to ensure diversity is taken into account when developing proposals further.

    iv. Equality

         There are no equality implications of this report although consideration will need to be made to any actions following the report to ensure equality is taken into account when developing proposals further.

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Background papers used in the preparation of this report are available for inspection at:
N:\PROGRAMMES\SKILLS\WORKING GROUPS

ANNEX A APPRENTICESHIPS

1. **Apprenticeship reforms**

   1.1. In December 2015 the government announced plans to increase the quality and quantity of Apprenticeships in the UK which it set out in the document 'Apprenticeships 2020'. Over the next 2 years, the Government is reforming the way Apprenticeship training is handled moving the control from training providers, colleges and awarding bodies and placing it in the hands of employers.

   1.2. The SCR working group has considered these reforms in the development of a draft strategy and draft recommendations have been made following discussion around the policy changes and the perceived opportunities and gaps they bring.

2. **SCR vision for Apprenticeships**

   2.1. To be a Centre of Apprenticeship excellence and innovation:
      - Integrating Apprenticeships at the heart of an SCR Institute of Technology and Area Based Review recommendations
      - Sheffield City Region as a leading innovator in Apprenticeships and first choice for inward investors

   2.2. To make Apprenticeships and vocational education a choice for more people across the city region.

   2.3. To use Apprenticeships as a lever for economic growth by creating a higher skilled workforce with the knowledge and practical experience in demand by local businesses and inward investors (measured against SEP targets of GVA, jobs created and higher skilled occupations).

3. **SCR objectives**

   3.1. To create accessible and aspirational Apprenticeship route ways for young people and adults within the SCR (including those already in employment).

   3.2. To support the development of an outcome based agreement in SCR.

   3.3. To achieve Apprenticeship growth across all employers, with an emphasis on LEP priority sectors and a focus on higher levels across all sector subject areas.

   3.4. To successfully manage the transition of Apprenticeship reforms in SCR, supporting all relevant stakeholders through the process.

   3.5. To facilitate the development of the best Apprenticeship providers in the country.

   3.6. To hit a target of [*Figure TBC]* Apprenticeship starts by 2020.

4. **Interventions and investment priorities**

   4.1. In response to these objectives, four thematic areas emerged from discussions.

   4.2. The priority activities identified by the working groups are identified in **bold** in the following tables:

   4.3. **Learner Supply**

   4.4. The issue of learner supply was re-iterated from stakeholders across the group as one of the key challenges in SCR. It was stated that not enough people are making the choice to enter into Apprenticeships for multiple reasons (perceptions of

Apprenticeships, lack of impartial careers advice, particularly in schools etc.) and that too many were also failing to meet entry requirements when they do apply.

4.5. Specifically, the group discussed the following issues and investment decisions:

Issue	Activity
1. Improving the awareness of Apprenticeship programmes available within the SCR to inspire people to choose a vocational education pathway	• **SCR Apprenticeship campaign (inc. call for action for Apprenticeship Ambassadors/local Apprenticeship champion)** • Programme of school engagement to raise Apprenticeship awareness with students, parents and teachers • SFA/NAS Marketing suite
2. Better connect employed and unemployed people to Apprenticeship opportunities in SCR	• Pilot UCAS style clearing house for young people and adults aged 16+
3. Clarity on vocational education pathways from GCSE equivalent to degree level that are accessible within SCR so that we can better educate employers/employees on what is available	• **Mapping exercise of existing vocational pathways in SCR in line with a) national technical and education pathways and b) SCR specification for IoT.** • **Booklet broken down by sector subject area**
4. Limited pre-Apprenticeship pathways including Traineeships	• Use the statement of priorities within the Adult Education Budget to increase the development and delivery of Traineeships by providers

4.6. **Employer Demand**

4.7. Whilst the issue of learner supply was agreed to be paramount on the basis that anecdotal feedback suggested employer demand far outstripped learner supply, there was strong consensus within the group to develop a clear proposition for SCR businesses on the basis that the proposed reforms would impact both levy paying businesses and SMEs, and in such a way that the national Digital Apprenticeship Service (DAS) could not effectively support.

4.8. Specifically, the group discussed the following issues and investment decisions:

Issue	Activity
1. Knowledge building of the 540+ levy	• **Communications campaign to manage**

paying businesses in SCR, with a particular focus on those who may not currently be engaged in an Apprenticeship programme	**transition of reforms – outlining new rules, business impact, "use it don't lose it" ethos, promoting Apprenticeship schemes as alternative/complementary to graduate schemes** • **Local Authority led/HUB account management support** • **Toolkit and resources to support employers with Apprenticeship reforms specifically in relation to levy** • Employer pledge • SFA/NAS marketing suite
2. Lack of market penetration of Apprenticeships with SMEs who currently do not employ Apprentices, particularly in growth /emerging sectors.	• **Communications campaign to manage transition of reforms - outlining new rules, promoting business benefits etc.** • **Apprenticeship Hub – business brokerage service to engage, support and signpost employers. Alignment of hub to future IoT / Skills Bank brand.** • Increase in the number of appropriate Trailblazer employers • Employer pledge • Upskilling Growth Hub and Skills Bank Advisors
3. Ensuring public sector employers respond to and take leadership on Apprenticeship reforms	• Mapping exercise of existing vocational pathways in SCR in line with a) national technical and education pathways and b) SCR specification for IoT

4.9. **Innovation**

4.10.   A key focus of discussions included the need to encourage innovation within the local Apprenticeship market. For example, only 5 trailblazers have been delivered in SCR suggesting a lack of innovation and market leadership in the locality. The issue was also raised due to the disparity in Apprenticeship uptake amongst local Colleges and providers, and the need to encourage different behaviours in this space.

4.11.   Specifically, the group discussed the following issues and investment decisions:

Issue	Activity
1. Lack of responsiveness to changing employer demand / limited introduction of new standards / mismatch between frameworks and standards and economic needs of SCR	• Invest in Labour Market Information and feedback mechanisms for employers and providers to agree local priorities / new standards in demand • Provide investment to enable employers, providers and stakeholders to influence, shape and develop Apprenticeship standards in demand in SCR • Capacity building/innovation fund to support local Colleges/providers deliver new and higher level Apprenticeships
2. Lack of progression pathways with employers (Schools through to HE)	• Provider/College/HE partnerships • **Cross reference "Learner Supply" point 3**

	• IoT
3. Lack of competition in the supply of L4 and above Apprenticeships	• Use the statement of priorities within the Adult Education Budget to reward providers that deliver more L4+ Apprenticeships • Include within the outcome agreement

4.12. **Systems and Quality**

4.13. Finally, there was significant discussion around if and how SCR should set its own minimum expectations in alignment with any future national standards set through the Institute of Apprenticeships on the basis that in order to achieve its vision as a national centre of excellence, we need to be operating at the highest level in terms of quality and performance. In short, setting the bar high with the right mechanisms in place to both track and incentivise achieving this objective.

4.14. Specifically, the group discussed the following issues and investment decisions:

Issue	Activity
1. Performance (attainment) levels remain varied across providers 2. Providers delivering Apprenticeship programmes should exceed National minimum performance benchmarks (62% in 2015/16 increasing to 65% in 2016/17)	• Development of a SCR Kitemark for high quality, high performing Apprenticeship providers in the SCR. To include employer, learner feedback, performance, investment in Standards and higher level Apprenticeships • Employer/learner feedback mechanisms • Provider pledge committing to an aspirational SCR performance benchmark.
3. Clarity on national policy and implementation of reforms	• **Strategic leadership within Apprenticeship Hub to directly implementation of national Apprenticeship policy e.g. development of assessments, collaboration with Institute of Apprenticeships**

ANNEX B Careers Working Group

1. **Background**

   1.1. Since 2011, there have been a series of significant changes to Careers Education, Advice and Guidance (CEIAG) policy. As a result, the CEIAG landscape is complex and there is incoherent policy on careers.

   1.2. As such, we have a confusing picture on the ground, which is not correlated to SCR vision or objectives. However, there are pockets of good practice across the region, which should be maintained and built on.

   1.3. The direct challenge for the region is how we bring together providers and businesses in a fast-changing environment, in order to build on good practice and enhance the CEIAG provision in a seamless and coherent manner.

2. **Careers Education, Information and Guidance landscape**

   2.1. The unsteady policy landscape has led to distinct inequality of provision across SCR, with a complex network of CEIAG providers acting across the districts. There is also a distinct gap in provision from 16-18 guidance into adult CEIAG.

   2.2. In January 2016, the government confirmed £70M of funding is to be given to the Careers and Enterprise Company, which will recruit mentors for young teenagers.

   2.3. CEIAG activities within the SCR were assessed for strengths and weaknesses. Strength levels were assigned to each activity and are listed fully in Annex 3. It is clear that, where some projects were championed, activity was strong, but overall the standard of CEIAG activity was designated to be "reasonable" or "low".

3. **SCR vision for CEIAG**

   3.1. When considering the main benefit of good CEIAG, equity lies in individuals who are trained or taught to higher levels. Naturally, this equity in people usually manifests itself in equity within businesses, as skilled workers lead to higher productivity and larger economic growth. There are therefore 3 natural long-term beneficiaries: the individual, the company (or companies) to which they may later join and the Sheffield City Region (assuming they remain locally).

   3.2. Therefore, CEIAG for both vocational and academic paths must be viewed as more than just providing young people with information and progression routes; it must be seen as a mechanism to prepare individuals (of all ages) for effective participation in all aspects of life and work, whilst also fostering an attitude of lifelong learning. It is therefore an aspiration to strengthen CEIAG linked to both skills policy and employment growth in the SCR.

   3.3. CEIAG underpins much of the activity within SCR Exec Team, due to the link to economic growth.

4. **SCR CEIAG mission statement**

   4.1. Our mission is to put individuals of all ages at the heart of CEIAG in Sheffield City Region (SCR). By developing their self-determination and self-awareness, SCR will empower individuals to aspire higher and self-manage their careers.

   4.2. SCR will ensure quality in all SCR education and training, by encouraging the uptake of Quality in Careers Standards (QiCS) Awards. The existence of quality awards will

ensure individuals access impartial advice that assists with career exploration and enhances understanding of career processes.

4.3. SCR will increase individuals' investigation of work and working life, by encouraging employer engagement within and without education and training boundaries. An understanding of business will be embedded within CEIAG support.

4.4. SCR will target CEIAG activities on individuals (as well as their parents and families where relevant), in order to broaden horizons and prevent career stereotyping or prejudice.

4.5. SCR will actively encourage all those involved in the CEIAG agenda to work together in partnership to ensure quality, impartial, equal and cost efficient provision.

4.6. SCR will commit to timely releases of information that inform and add insight into employment opportunities and career pathways in the region.

5. **Objectives**

5.1. To aid with these ambitions, it is necessary to map the possible career pathways (both vocational and academic) in the region, utilising state of the art Labour Market Information. Such an LMI exercise should be reviewed annual, as a minimum, and knowledge gained should be shared across all facets of the SCR Executive Team.

5.2. The LMI output should be disseminated widely across the region, in order to inform businesses and policy makers as well as CEAIG advisors.

5.3. The assessment of SCR provision should be refreshed annually as an operational check on progress of activities. It is important that this assessment exercise should be separated from the CEIAG strategy, in order to provide an independent evaluation on progress.

6. **Interventions and investment priorities**

6.1. The Careers Working Group identified several key activities as crucial to take forward. These activities were grouped into four key themes: aspiration, parents and families, employer engagement, quality.

6.2. The focus of these themes should be towards individuals, who should sit at the heart of the CEIAG strategy.

6.3. A final priority list of activities was developed collaboratively. According to the level of importance the group put on each activity, three levels of "asks" were identified:
   1. Bronze level – "Must do" activities
   2. Silver level – "Should do" activities
   3. Gold level – "Could do" activities

6.4 The final proposed strategic plan is represented in the diagram of Figure 1. Each activity is marked as either "new activity" (†) or as "building on existing activity" (*). In addition, those activities which will rely on securing new funding are marked (‡).

6.5 It should be noted that new, additional funding (eg gainshare if this is agreed as a priority) will be required to maintain overarching facilitation of the strategy to ensure coherence of activities. The strategy may be managed in-house or may be commissioned externally. Facilitation is required oversee the complete activity list and will bring together existing and new activity under one umbrella (without replacing or funding existing activities).

* Builds on existing activity
† New activity
‡ Requires funding
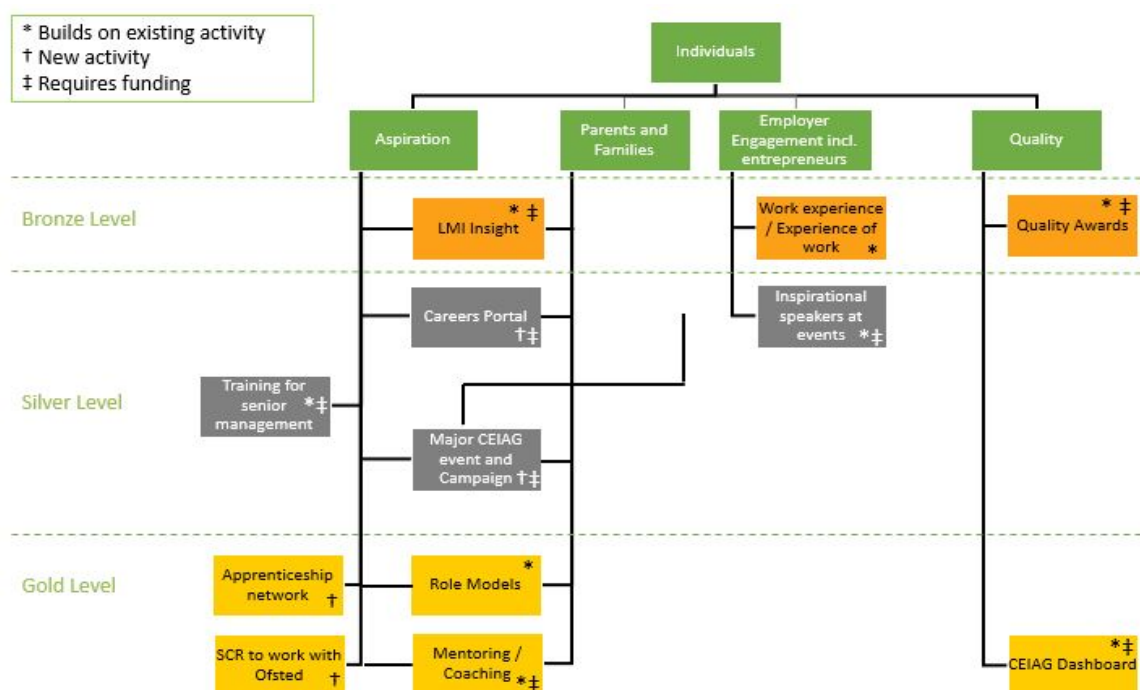
Figure 1: Diagram of proposed CEIAG strategic actions.

6.6 Activities that require specific funding include:

6.6.1 LMI Insight – for marketing of LMI Insight towards a CEIAG audience (individuals, families, schools, advisors). LMI is currently being commissioned through Skills Bank Programme Management funding which could be broadened to convert data into meaningful city region careers information.

6.6.2 Quality Awards – funding to incentivise schools to become quality award accredited, which will ensure a quality standard across the complete region. For example, funding could pay for the cost of gaining a quality award or school management costs.

6.6.3 Careers Portal – A single online portal to advertise existing and new SCR CEIAG activity to a wide audience. Advertising revenue may be possible (for example, vacancies information).

6.6.4 Major Event and Inspirational Speakers – funding may be matched by local companies to bring many CEIAG advisor and employers under one roof, in order to attract a wide audience to become informed.

6.6.5 Training for Senior Management – commissioning of training for management in schools and potentially local authorities to inform of the importance of CEIAG activities within and without schools.

6.6.6 Mentoring / Coaching – this may involve some commissioning of high-level CEIAG advisors to coach or mentor individuals (typically aged 19+).

6.6.7 CEAIG Dashboard – a unique one-stop-shop for schools and Local Authorities to obtain data on success statistics of their CEIAG activities. Data includes destination statistics. This would be especially useful to governors of schools to compare against SCR baselines.

Proposal: an Apprenticeship and Skills Hub for Sheffield City Region

1.   **Executive Summary**

1.1   As part of the City Deal agreed with government in December 2012, SCR created an **Apprenticeship and Skills Hub**, branded Skills Made Easy (*SME*). The purpose of the hub was to use skills brokers to engage that majority of SCR small and medium size enterprises that were not using the publicly funded skills system with a view to sourcing new apprenticeship opportunities and agreeing training for the existing workforce (upskillings).

1.2   *SME* was negotiated in the face of considerable opposition from the Skills Funding Agency (SFA) that argued that wholescale reform of the skills system was not merited. However, within three years government announced national apprenticeship reforms that adopted the majority of the design principles that were being tested by SCR in its pilot.

1.3   The one element of the SCR City Deal that the government failed to adopt in its apprenticeship reforms is the use of **skills brokers**. *SME* has accumulated a substantial body of evidence to suggest that a critical feature of increasing apprenticeship take up by small businesses is the use of impartial, face to face brokerage that offers employers real choice of provision and provider, which helps them identify their training needs as part of their business growth strategies, which guides them through the labyrinth of courses and qualifications, which minimises the bureaucracy associated with publicly funded training and which helps them source suitably equipped and motivated young people.

1.4   SME is now generating up to 100 new apprenticeships per month among those small and medium size businesses in SCR that were not previously users of the skills system and the programme has been responsible for almost half (47%) of the growth in apprenticeship numbers in the city-region during its lifetime.

1.5   The programme is due to end in July 2016. This paper proposes that SCR commits to the continuation of an impartial Apprenticeship and Skills Hub that draws on the learning, strengths, successes and infrastructure accumulated by *SME*, but which is adapted both to meet the challenges of the national apprenticeship reforms and which strengthens its links with all SCR stakeholders in the apprenticeship system.

3. Background

3.1 *SME* was designed as a SCR-wide pilot to test the following propositions:

- **Demand -** that there was significant latent demand for training among the small and medium size enterprises that make up the majority of companies in SCR.
- **Choice** – that employers will invest more in apprenticeships and the upskilling of their existing workforce if they can be confident that they are being offered the opportunity to choose from a range of providers, qualifications and candidates that best meet their business needs.
- **Brokerage** - that untapped demand can be most readily realised if the employer is offered face to face brokerage by an impartial broker.
- **Flexibility** – that the training system can better respond to employers' needs by tailoring training to reflect specific business requirements and by sourcing provision accordingly.

4. Outcomes and Impact

4.1 Demand

4.2 *SME* set out to prove that many of the small companies that failed to engage with the training system would do so if they were offered a brokerage service that offered them real choice, minimised the bureaucracy, simplified the offer and sourced suitable trainees.

4.3 The hub used BIS data to show that before the advent of *SME* only about 10%, or less than 5,000, of the small and medium size enterprises in the city-region accessed the skills system. Over the lifetime of the pilot, and from a standing start, the **hub has engaged more than 3,400 additional small businesses who are now using the publicly funded skills system for the first time, or who are returning to it after a significant break**. Moreover, as business confidence in the programme has grown, a fifth of employers engaged have returned to take further apprentices, or to arrange more upskillings. The brokerage service is regarded as an important feature of the successful operation of the hub by many of the employers that have responded to *SME* customer satisfaction surveys and there is no doubt that it has been central to the programme's continued growth.

4.4 *SME* faced the problem of recruiting sufficient, suitably qualified and motivated young people to meet the increased employer demand for apprentices that the programme was stimulating. By 2014 *SME* was creating two apprenticeship opportunities for every young person available to the programme. The bottleneck in the supply of apprenticeship candidates was a national as well as an SCR problem that was compounded by the fragmentation and variable quality of careers guidance in schools after 2005 and the neglect of apprenticeships being considered as a progression opportunity.

4.5 The hub needed to make school students and those who had left school aware of the apprenticeship opportunities on offer and the career paths to which they can be the gateway. It needed to do more to connect young people to the opportunities that *SME* was creating. With this in mind the hub has taken steps to boost recruitment through:

- the introduction of a user-friendly and dedicated *SME* **website** (www.skillsmadeeasy.org.uk)
- a **communications campaign** developed jointly with employers and local media,
- the creation of the **Talent Pool** – a small team that specialises in recruiting preparing and matching young people to suitable *SME* apprenticeship opportunities, which follows up leads supplied by

participating SCR local authorities for teenagers not in education, employment or training and by providing access to a **bursary fund** for candidates who need to help with such things as travel to interview and interview clothing

- the appointment of a **Schools Engagement** Officer who works in schools across SCR to enhance careers guidance provision by promoting apprenticeships, by organising employers to attend school careers evenings and by setting up local recruitment fairs.

4.6 Choice

4.7 The hub makes a commitment that every employer that expresses an interest in training is offered a choice of at least three providers. In the first half of the programme it proved difficult to meet this requirement, but, incrementally, blockages have been removed to allow this goal to be achieved. For instance, when employers asserted that they had too little information to inform their choice, the hub commissioned an **on-line tool** that allowed brokers to compare providers and provision. This tool and the enhancement to employer decision making that it allows could be usefully employed in support of businesses faced with the perplexity of the choice driven system that will be introduced as part of the national apprenticeship reforms.

4.8 There were, initially, too few training providers on the *SME* framework to guarantee sufficient choice. This was remedied by increasing to 59 the number of training providers that can be called on. This has opened up the training market, made it more competitive and made providers more responsive to employers' needs. In this, the hub anticipated the apprenticeship reforms.

4.9 Some niche training requested by individual businesses proved impossible to source within SCR, but *SME* has now assembled **a range of niche providers capable of offering specialised training** e.g. commercial drone piloting, robotics, brewing and arboriculture. Gaps in the local training offer identified by *SME* brokers are fed back to the provider network and some SCR colleges have proved particularly responsive in developing provision to meet previously unmet demand.

4.10 Flexibility

4.11 *SME* quickly exposed the extent to which the existing training offer did not always fully match employers' needs. The hub has worked with SCR providers to develop new training products, negotiate changes to existing apprenticeship frameworks and, as a last resort, source provision from outside of SCR. Since 2012, **the hub has introduced 24 new apprenticeship frameworks that were not previously offered by any**

provider in the city-region e.g. Fenestration, Roofing and Steel Erection, Estate Agency, and Theatre Technicians.

4.12 Apprenticeship provision across SCR remains focused at Level 2, but the hub has taken steps to introduce some new, higher level frameworks including Social Media & Digital Marketing and IT, Software, Web & Telecoms. If the hub is to continue, it will need to give greater attention to the higher level apprenticeships that will support SCR in its ambitions for growth.

4.13 The programme offer has been enhanced by the strengthening of the customer focus exhibited by some forward thinking providers seeking to a win a competitive edge in the local skills market. Increasingly, providers have proved themselves willing to offer **bespoke packages better able to meet the specific training needs** of the individual business by:

- adding additional units to existing provision e.g. CNC, TIG Welding and CAD
- partnering with other providers to deliver bespoke training packages that they alone could not supply
- offering 'catch up' sessions to new trainees thereby allowing them to be fast tracked into existing provision and preventing businesses having to wait until a new course commences.

4.14 The hub anticipated that many providers would find it difficult to respond quickly to the demands of an employer-led system because of the risk inherent in committing existing resources, or investing in new provision even when some of this e.g. roofing and rigging could be anticipated to be opportunities for growth. As a result, *SME* created an **Incentive Fund** that providers, particularly colleges, could access to meet the costs of developing new provision. A key lesson from *SME* is that the prudent and appropriate use of an Incentive Fund can prove useful in helping the provider network to adjust and manage the risks associated with creating training. This needs to be borne in mind when considering the challenges that providers, faced with tightening budgets, will need to respond to with the introduction of apprenticeship reform.

4.15 Targets

4.16 The numerical targets for *SME*, as negotiated with SFA, were to:

- Increase the number of employers in target sectors who employ apprentices by 45%.

> By February 2016, *SME* had increased numbers by 40% and, with brokers confirming leads with new businesses for the next quarter, the hub is confident of achieving the 3% increase in engagements necessary to meet this target. Over a third of the employers engaged by the pilot have been in the engineering sector and *SME's* apprenticeship starts in ICT have been three times that of the SCR average for mainstream provision and 2.6 times greater in construction.

- Upskill 2,000 existing SCR employees

> By February 2016, SME had generated 1,519 upskillings. With more in the pipeline, the hub is confident of meeting its target by July 2106.

- Create 4,000 additional apprenticeships in small and medium size enterprises that had never, or had not recently (one year or more) accessed the publicly funded skills system*

> By February 2016 *SME* has secured 1,831 eligible apprenticeship starts. This is equivalent to 45% of its target for the lifetime of the programme. With over 380 apprenticeship starts still in the pipeline**, the pilot is confident that it will achieve more than 50% of its target recruitment.

* The decision to include only those small and medium size enterprises that had never, or had not recently accessed the publicly funded skills system was agreed with SFA to avoid any displacement of existing provision.

** The final outturn will be greater because there is an inevitable time lag of up to three months between the point at which an employer is engaged and that at which an apprentice is recruited and commences training.

4.17 Two of the three targets are therefore likely to be met. However, arguably the key target of additional apprenticeships will be missed. The reasons for this are:

- when set against a national and local trend of falling apprenticeship numbers, the *SME* apprenticeship target negotiated with SFA was over ambitious for the agreed timescales and the nature of the labour market

- the pilot was constrained by limiting its recruitment to smaller SCR employers that were not regular users of the skills system. In fact, *SME* has, to date, generated an additional 537 apprenticeships among larger employers, or those who have used the publicly funded

system recently. These have been passed on to the provider network, but not included in the *SME* outturn. If the hub is to continue beyond the lifetime of the current programme, it would be sensible for it to target *all* employers regardless of size, or previous use of training funds with a view to helping the provider network to grow the volume, increase the breadth and raise the level of apprenticeships provided in SCR

- insufficient account was taken of the time needed to achieve full performance - it took 18 months after the start of the programme to iron out problems and achieve steady state. The model was innovative and untried, as such some issues should have been anticipated e.g. the bottleneck in securing suitably motivated and prepared young people for apprenticeships

- the single most important performance inhibitor was the decision to contract out the skills brokerage function. Some of the six contracted organisations struggled to adapt to target driven employer engagement and the limited margins available through the programme did not merit their investment in wholesale change. Others found it very difficult to separate their role as independent skills brokers from that of their main business as training providers. As a consequence, the decision was made to end the contracts of some underperforming brokers and to bring the function under the direct management of the hub after which the improvement in apprenticeship recruitment rose dramatically, as the line graph below demonstrates.

Total Starts
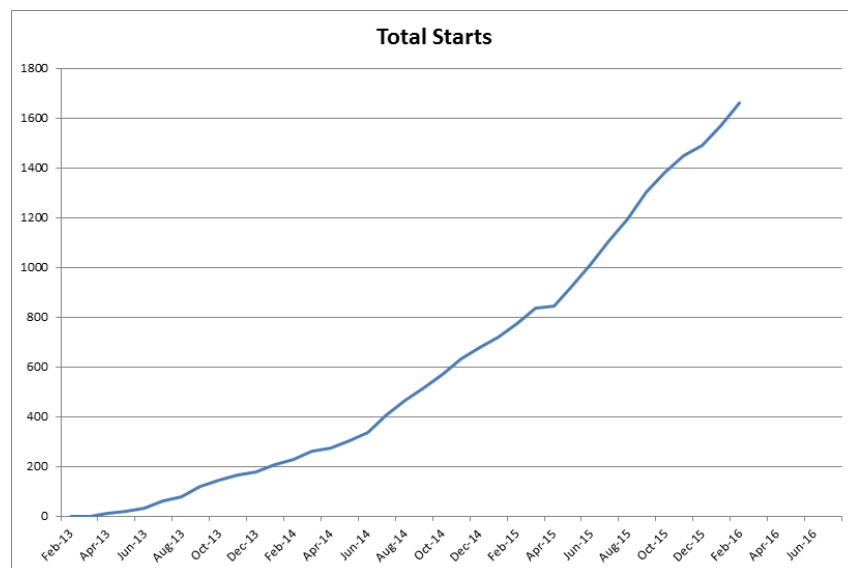
4.18 **Finally**, the performance of *SME* has to be set in the context of apprenticeship performance for the whole of the SCR training provider network where:

- between 2011/12 to 2013/4 there was a steady decline in apprenticeship starts from 20,468 to 17,113 and although there was a recovery to 19,486 in 2014/15, apprenticeship starts still failed to return to the level achieved in 2011/12

- the proportion of 16-18 year olds has averaged only 28% of all apprenticeship starts during this period, the majority being made up of the conversion of adult training to publicly funded apprenticeships

- only 3% (5,356) of the learning aims recorded for SCR colleges could be attributed to apprenticeships in 2014/15.

4.19 By contrast, SME:

- in its first full year and from a standing start, was ranked 6th out of the 252 SCR apprenticeship providers for the number of apprenticeships created
- has generated more than a third of its apprenticeships from the 16-18 age group, seven percentage points higher than the SCR average and as such has been responsible for 43% of the growth in teenage apprenticeships in SCR since 2013
- has been responsible for almost half (47%) of the growth in SCR apprenticeship numbers (all ages) between 2012/13 and 2014/15
- is now generating up to 100 apprenticeships per month thereby making an important contribution to the government's 3 million target and SCR's part in achieving this goal.

4.120 The Learning and Work Institute (LWI) has been commissioned by the Combined Authority to undertake an independent evaluation of *SME*. In preparing for this, LWI has conducted an initial assessment of the design and delivery of the pilot based on a review of all *SME* reports to date, management information collected quarterly by Cabinet Office, interviews with hub managers and a review of national policy as it may affect the hub and SCR.

4.20 As a result, LWI has arrived at initial judgements that will be tested further in the final evaluation. These are that:

- *SME* has brought added value to the city region by increasing the number of small employers who otherwise might not have engaged an apprentice

- the brokerage role is an important and valued service which enables small employers to express their demand and opens up new opportunities for jobseekers and upskilling of existing employees

- matching demand and supply is difficult within current labour market conditions and requires an active brokerage service to achieve good job and training matches.

5.   Next Steps

5.1   It is widely predicted by the CBI, the TUC and the Association of Employment and Learning Providers among others, that the introduction of the national apprenticeship reforms from 2017 will pose considerable challenges for both small employers and training providers which could lead to a decline in apprenticeship recruitment thereby confounding the prime minister's stated aim of creating three million apprenticeships during the lifetime of this Parliament.

5.2   The success of the reforms rely, heavily on the introduction of a Digital Advisory Service (DAS) which will be the main mechanism through which employers will choose a relevant apprenticeship, secure a candidate for that opportunity and purchase training from an approved provider.

5.3 In many respects the DAS model replicates the system pioneered by *SME*. SCR is therefore well placed to support the introduction of the new service quickly and efficiently through its Apprenticeship and Skills Hub.

5.4 However, DAS is distinguished by the absence of one feature that has proved critical to apprenticeship recruitment among small employers in SCR: the skills brokerage function. There is widespread concern that placing the whole burden for sourcing, organising and paying for apprenticeships on those small employers who make up the greatest part of the SCR business community and who do not have access to the training and development infrastructure prevalent in larger firms will act only as a disincentive to their participation in apprenticeships.

5.5 Faced with this likely scenario, there is an opportunity to recast the role of the existing SCR hub to ensure that the majority of small SCR businesses are properly supported by a service that:

- promotes apprenticeships, but does so within the context of the benefits to the individual business
- guarantees choice of provision and allows for informed choice on the basis of impartial information and advice
- reduces the transactional costs associated with the use of DAS by supporting small businesses with their choice of provision, the funding arrangements and the sourcing of suitable apprenticeship candidates
- works with colleges, universities and the rest of the provider network to inform them of trends in employer demand and to help them respond with innovative and flexible training solutions that better meet customer needs
- organises, on behalf of smaller, niche training providers, an assessment centre that will be a necessary feature of the new national apprenticeship regime
- develops with schools, local media and constituent local authorities an SCR campaign to promote apprenticeships as an attractive career pathway, to prepare teenagers for the world of work and to connect the right applicant to the right opportunity through an Apprenticeship Exchange.

5.6 However, it is recognised that if the Apprenticeship and Skills Hub is to continue beyond July 2016 and if it is to be deployed in support of small businesses and providers who are required to adapt to the considerable challenges posed by the introduction of apprenticeship reform, then it will

need to change and strengthen its sense of ownership on the part of two keys sets of stakeholders:

- SCR local authorities - *SME* was conceived at a time when the SCR LEP was in its infancy and the Combined Authority was not yet a legal entity. Without the city-region architecture needed to properly engage SCR's constituent local authorities, *SME* struggled to develop a sense of local ownership that would have allowed it to benefit from economic intelligence and regeneration planning in each local authority. Now that Combined Authority structures and local authority collaboration within SCR are more mature it will be critical that the next iteration of the city-region's Skills and Apprenticeship Hub is designed in ways that allows each local authority to integrate the hub with local services and that the hub is designed to respond to local priorities, plans and opportunities.

- SCR colleges - *SME* was designed to be disruptive of the status quo and this was always going to generate some friction. Moreover, *SME* hasn't always been an attractive option to colleges that have, understandably, sought to maximise the value of their mainstream contracts rather than engaging with this much smaller, less lucrative programme. This stands in contrast to that wide range of smaller providers that have benefited from an opening up of the training market. Colleges might well make their own collaborative arrangements to respond to the market-led apprenticeship system to be introduced from 2017, but there is no doubt that they will need all the help they can get to respond quickly and effectively to an apprenticeship system in which spending power lies with the employer, in which they will need to significantly increase their market penetration among smaller companies and where the target-driven approach will require both the coordinated promotion of apprenticeships and a steady supply of suitably prepared young people. The hub has three years' experience in meeting these needs and in its next incarnation will need to strengthen its relationship with colleges and new entrants into the higher level apprenticeship market, such as our universities.

5.7 Growth in apprenticeship numbers and the rapid expansion of higher and degree apprenticeships are strategic economic goals for national government and SCR. The achievement of these goals and the need to continue supporting the engagement of those smaller businesses that make up the majority of SCR employers in the pursuit of these goals, point to the need to maintain the skills brokerage and talent pool infrastructure

developed as part of the hub, particularly if the DAS focuses its support on large employers, as the latest indications from BIS suggest.

5.8 The advisability of this approach is further strengthened by the introduction of the apprenticeship levy for larger employers, including those in the public sector, and the stipulation that all public sector employers should seek to ensure that at least 2.3% of the workforce comprises apprentices. The hub is well placed to support the Combined Authority and its constituent local authorities in employees in rising to the challenge of maximising the value of the levy and meeting this target, particularly if public sector placements are used as a stepping stone to sustainable private sector employment with training thereafter.

5.9 It for these reasons that the LWI, following its independent assessmentof *SME*, suggests that:

1. capacity should be maintained prior to decisions on the scope and operations of the new Digital Advisory Service within SCR

2. at a minimum, hub services should be maintained until July 2018 to ensure continuity and support to employers

3. if the Digital Advisory Service is focused on large employers, SCR should decide on the relative priority to reach small and medium enterprises and therefore the future role and scale of the hub

4. SCR should explore the potential for hub activities to deliver new services which will enhance positive employer and learner experiences of training

5. the final evaluation should focus on the lessons from *SME* which can inform the new Digital Advisory Service, locally and nationally.

Supporting documents

- *Skills Made Easy – three years on*. Sheffield City Council, February 2016

- *Skills Made Easy, Interim Assessment*, Learning and Work Institute, March 2016

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SCR COMBINED AUTHORITY SKILLS EXECUTIVE BOARD

21st April 2016

SCR Skills and Employment Strategy

Purpose of paper

The paper asks the Board to consider and endorse the commissioning of a 3-5 year SCR skills and employment strategy that will create the vision and objectives necessary in achieving the best employment and skills outcomes for residents, businesses and the city region economy overall.

The strategy will be used to inform an effective and coherent approach to commissioning, as well as informing future devolution negotiations.

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1. **Issue**

   1.1. Since the development of the SCR Strategic Economic Plan in March 2014 the SCR CA as accrued significant levels of contracted and devolved funding and power in the commissioning of employment and skills programmes.

   1.2. To ensure effective and coherent implementation of these powers and to inform future devolution negotiations, it is recommended that a 3-5 year skills and employment strategy is commissioned for the city region.

   1.3. With requirements to develop key commissioning plans in year, it is advised that this strategy is commissioned and completed no later than early autumn 2016.

2. **Recommendations**

   2.1. The Board is asked to endorse the commissioning of 3-5 year SCR Skills and Employment Strategy

   2.2. The Board is asked to advise on the scope and commissioning of the strategy

3. **Background Information**

   3.1. In March 2014 SCR submitted to Government a Strategic Economic Plan (SEP) outlining its vision and economic growth targets for the next 10 years.

   3.2. Since this point the SCR CA has accrued over £193m[i] of devolved funding plus a range of commissioning powers from Government in the delivery of employment and skills programmes.

Includes £140m ESF (influence over commissioning only), £28m Skills Capital, £21m Skills Bank, £5.4m AGE grant and £250k Enterprise Adviser. Exclude Adult Education Budget

3.3. Whilst this success places the city region at the forefront of the devolution agenda, the approach in securing devolved funds and powers to date has been largely based on project or programme specific 'asks' to Government, although in our devolution submission to Government in September 2015 we set out our vision or an end-to-end skill system (See Annex A).

3.4. Given the size, scale and breadth of both current devolution funding/powers and future 'asks', it is critical that a strategic approach to city region policy and commissioning is adopted to ensure services are developed and implemented in priority areas and against our economic targets, achieving the best outcomes and value for money for the city region without duplication or conflict.

3.5. However, it is recognised that the building blocks of such a strategy are already developed and should be built upon going forward e.g. SCR working groups, Adult Education Budget priorities etc.

4. Commissioning the strategy

4.1. The following commissioning approach is recommended to the Board to review and endorse.

- It is recommended that the 3-5 year strategy is commissioned externally.
- The strategy will focus on developing a vision and objectives for an SCR employment and skills 'eco-system', ensuring direct correlation to SCR's higher level economic targets and subsequent commissioning plans in this thematic area. The diagram below illustrates in red the current gap in strategic planning that this work will aim to address.
- In developing a brief for this work it is recommended that the Board instruct the newly appointed SCR Expert Panel (See Annex B) to develop the 'exam question' and lines of enquiry for the strategy to explore. The SCR Expert panel will be accountable to the Executive Board in the development of the strategy.
- Existing work undertaken by the SCR Executive Team and SCR Working Groups will inform and be used as evidence e.g. Adult Education Budget priorities, Apprenticeship and Careers objectives etc.
- Strategy specific stakeholder engagement should form a key part in developing the strategy without duplicating existing or previous work
- The work should also include a consideration of opportunities and barriers e.g. policy and financial, to achieving the vision and objectives developed within this strategy; informing both future devolution asks and subsequent commissioning plans.
- It is recommended that the strategy is commissioned by June 2016 and completed no later than October 2016

5.   Implications

    i.   <u>Financial</u>

       No financial implications at this stage.

    ii. <u>Legal</u>

       No legal implications at this stage.

    iii. <u>Diversity</u>

       There are no diversity implications of this report although consideration will need to be made to any actions following the report to ensure diversity is taken into account when developing proposals further.

    iv. <u>Equality</u>

       There are no equality implications of this report although consideration will need to be made to any actions following the report to ensure equality is taken into account when developing proposals further

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POST   **Head of Skills and Employment**

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ANNEX A Extract from SCR devolution submission (September 2015)

Our vision addresses learning, skills development and employment across all ages. We are proposing a devolved model which delivers an integrated plan for employment and skills, underpinned by high quality impartial information, which is focused upon outcomes and has the flexibility to respond locally.

To realise our vision and to deliver against the devolution asks we have made, we will develop an SCR Skills and Employment Strategy that will take the shape of a 5 year plan and programme in which we will be held accountable to Government and which will be the responsibility of the SCR to deploy.

In return and to ensure clear lines of accountability SCR will implement a strengthened governance model working with Government. This requires government to commit to honouring the Joint Venture Partnership agreed in our first devolution agreement. Where government departments and all education and skills commissioners are accountable for performance and delivery within their remit locally.

This does not mean we are seeking full devolution of funding for all elements of learning and employment. Our approach is more nuanced. Recognising and distinguishing those areas where local management of budgets will drive value and those where we seek to play a greater role in designing and co-commissioning services.
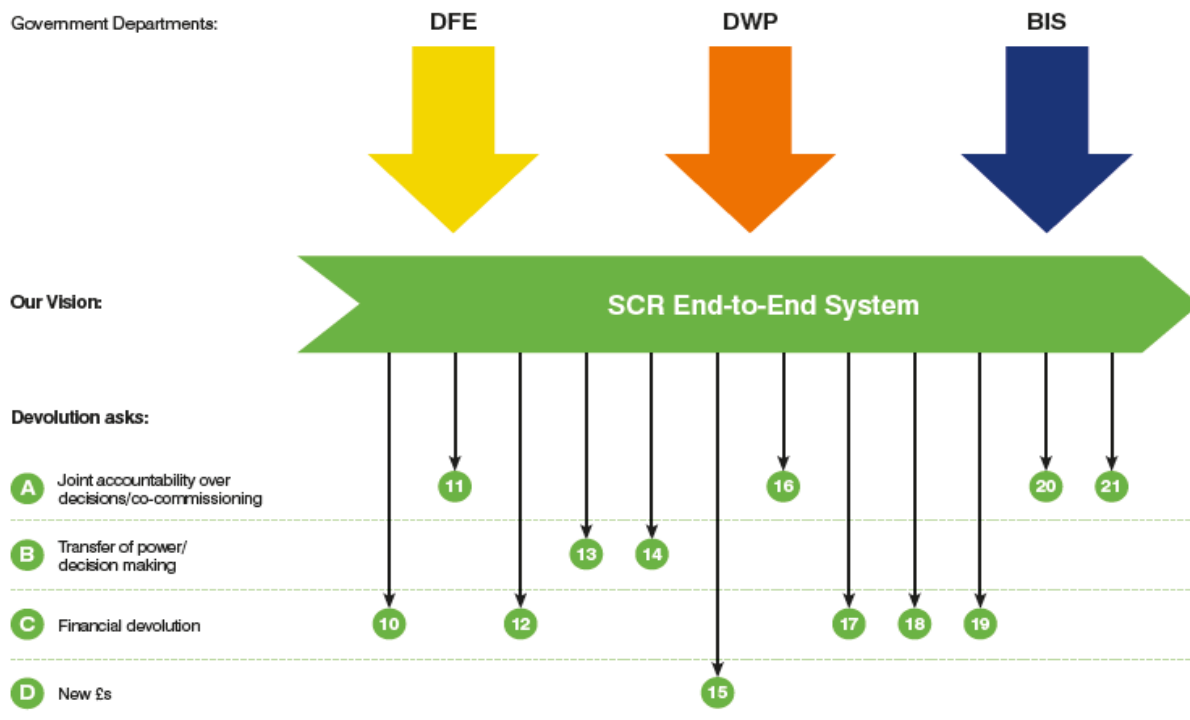
ANNEX B SCR Expert Panel

The SCR Expert Panel will be convened quarterly and will meet for the first time on 21st April 2016.

Members have been selected as experts in the field of employment and skills and will be charged with advising, and where appropriate providing the necessary challenge to the city region, in developing its skills and employment policy and commissioning strategy.

Membership:
- David Cragg (Chair) – former Interim CEO SFA, current Deputy Chairman Find a Future (National Skills Show)
- David Hughes – Chief Executive, Learning and Work Institute
- Michael Davis – former Chief Executive of UKCES
- Julie Robson – former SFA Director
- Anne Green – Institute of Employment Research, University of Warwick
- Huw Morris – Welsh Assembly Government
- Simon Nokes – Chief Executive, New Economy
- Jo Miller – CEX DMBC and SCR lead CEX Skills and Employment
- Nigel Brewster – LEP Vice Chair, Private Sector lead

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SCR COMBINED AUTHORITY SKILLS, EMPLOYMENT AND EDUCATION EXECUTIVE BOARD

21st April 2016

Performance Dashboard

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Summary/Purpose of paper

This paper and supporting dashboard appended in Annex 1 provides an update to the Skills and Employment Executive board on the performance of all skills and employment programmes delivered across the city region.

1.   **Issue**

   1.1. In January 2016 the SCR Skills, Employment and Education Executive board approved a draft performance dashboard and requested updates to be presented at every other board cycle.

2.   **Recommendations**

   2.1. This paper asks board members to review current performance.

3.   **Background Information**

   3.1. The performance dashboard has been developed as a tool to track and performance manage city region employment and skills programmes, including programmes that operate on a city region footprint but are not directly contracted by the Combined Authority.

   3.2. Attached in Annex A is the second iteration of the performance dashboard and includes data to the end of March 2016 (except Skills Made Easy which is up to the end of February 2016).

   3.3. The report is split into the following sections –
   - Programmes delivering jobs (Skills Made Easy/Grant for Apprentices)
   - Programmes supporting employment (Ambition SCR/Skills for Jobs)
   - Programmes supporting skills (Skills Made Easy/Skills Bank Pilot/Skills Bank Main)
   - Infrastructure (Skills Capital projects)

   3.4. Headline performance information to the end of February 2016:

- 1,831 jobs created against a target of 3,605
- 282 people assisted into employment against a target of 311
- 1,198 people assisted with skills against a target of 2,025
- £600,000 of private sector investment leveraged

3.5. Additional updates since the last dashboard was reported in January 2016:

- The RNN group (North Notts College site) capital project has started, works are on-going until November 2016. The SCR CA contribution has been invoiced within the 2015/16 financial year (£308,055).
- Initial ground works have started on the National College for High Speed Rail.

4. **Implications**

i. Financial

There are no financial implications. Report for update only.

ii. Legal

There are no legal implications of this report. Report for update only.

iii. Diversity

There are no diversity implications of this report however work continues with all contractors to monitor numbers of learners coming from diverse backgrounds.

iv. Equality

There are no equality implications of this report however work continues with all contractors to monitor numbers of learners coming from differing ethic groups.

REPORT AUTHOR: **Roz Bentley**
Economic Policy and Delivery Officer

Officer responsible: **Dave Smith, Interim Executive Director**
SCR Combined Authority and LEP
Tel: 0114 220 3476
Email: dave.smith@sheffieldcityregion.org.uk

Background papers used in the preparation of this report are available for inspection at:

MARCH 2016\Annex A March SCR Programme Dashboard SKILLS 2016.xlsx

Other sources and references:

N:\POLICY and PERFORMANCE\SKILLS\PERFORMANCE DASHBOARDS

Infrastructure

Monthly Performance Dashboard

Summary performance - Infrastructure total

Spend performance	2015/16	2016/17	2017/18	Project total
Budget	326,055	10,500,000	6,482,000	17,308,055
Actual Expenditure	315,684	0	0	315,684
Over expenditure	0	0	0	0
Under expenditure	10,371	10,500,000	6,482,000	16,992,371
Variance	-10,371	-10,500,000	-6,482,000	-16,992,371
% Achieved	96.8%	0.0%	0.0%	1.8%

Results	Jobs created	New business	GVA uplift
Forecast	0	0	0
Actual	0	0	0
Over performance			
Under performance			
Variance	0	0	0
% Achieved			

£ 0.3m
TOTAL FINANCIAL BUDGET TO DATE

£315,684
TOTAL ACTUAL SPEND TO DATE

£315,684
VARIANCE TO DATE

Financial performance to date

Jobs created   **New business**   **GVA uplift**

Appendix A
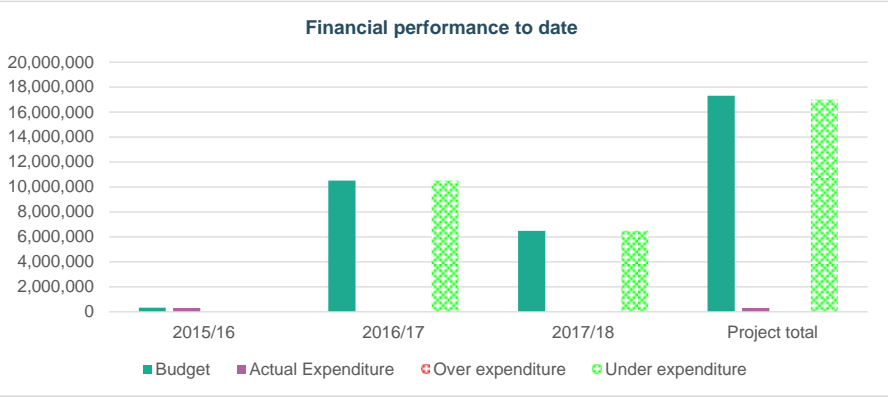
Infrastructure

Monthly Performance Dashboard

FINANCIAL OUTCOMES

RNN Group (North Notts College)

£ 0.3m
TOTAL FINANCIAL BUDGET TO DATE

£308,055
TOTAL ACTUAL SPEND TO DATE

£308,055
VARIANCE TO DATE

Financial performance

Spend performance	2015/16	2016/17	2017/18	Project total
Budget	308,055	0	0	308,055
Actual Expenditure	308,055	0	0	308,055
Over expenditure	0	0	0	0
Under expenditure	0	0	0	0
Variance	0	0	0	0
% Achieved	100.0%			100.0%

Financial performance to date
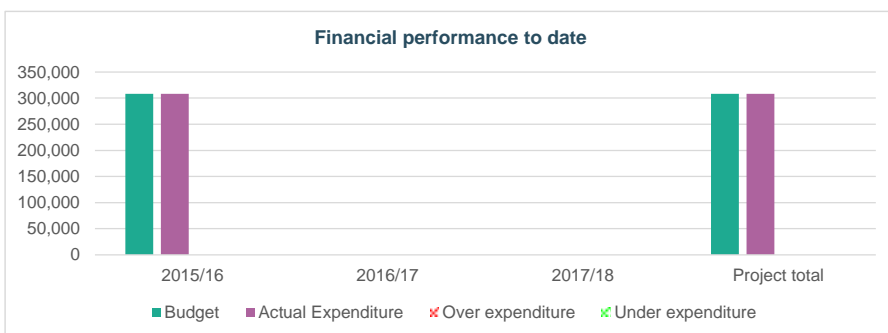
Narrative on overall progress to date:
Contract signed. Works started on 8th February 2016. No issues and on target for completion by the end of November 2016.

Milestones and change control

	Milestones	Planned completion	Forecasted completion	Actions	Owner	RAG status
North Notts College	Contract clarification	Jan-16	Jan-16	Contracted signed	North Notts College	Green
	Skills Plan/Survey analysis/Staff development	May-16	May-16	Completed	North Notts College	Green
	Employer engagement	Aug-16	Aug-16	On-going	North Notts College	Red
	Quarterly reporting	Nov-16	Nov-16		North Notts College	Red
	Construction phase	Nov-16	Nov-16	Long stop date	North Notts College	Red
	628 additional students	Aug-17	Aug-17		North Notts College	Red
	Final Evaluation	Mar-18	Mar-18		North Notts College	Red

Project element	Change	Proposer	Reason	RAG status

Sheffield City Region

Report Author: Roz Bentley   Report Approver: Claire Bowie

Infrastructure

Monthly Performance Dashboard

Programme performance

Results	Jobs created	New business	GVA uplift
Forecast			
Actual			
Variance			
% Achieved			

Jobs created	GVA uplift	New business

Outputs	New Build development	Refurbished training space	Rationalised training space	People assisted with skills	Private leverage £m
Forecast		1635		628	£ 541,445.00
Actual		2000		500	£ 600,000.00
Variance		365		-128	£ 58,555.00
% Achieved		122.3%		79.6%	110.8%

Infrastructure

Monthly Performance Dashboard

Sheffield City Region
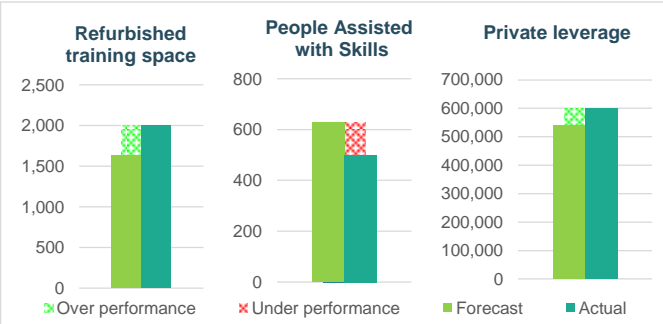
OUTCOMES

National Rail College - Doncaster campus

£ 0.0m
TOTAL FINANCIAL BUDGET TO DATE

Financial and programme performance

Spend performance	2015/16	2016/17	2017/18	Project total
Budget	0	6,000,000	0	6,000,000
Actual Expendtiure	0		0	0
Over expenditure	0			0
Under expenditure	0	6,000,000	0	6,000,000
Variance	0	-6,000,000	0	-6,000,000
% Achieved		0.0%		0.0%

Financial performance to date

Legend: ■ Budget ■ Actual Expendtiure ▨ Over expenditure ▨ Under expenditure
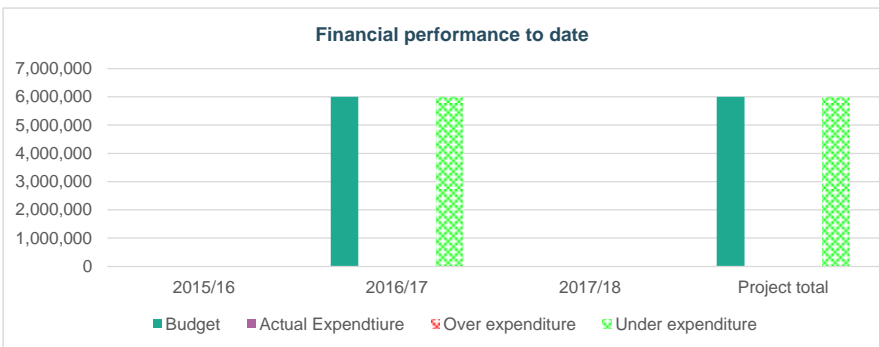
Narrative on overall progress to date:

* Groundworks started on site 18th March.

Infrastructure

Monthly Performance Dashboard

£ 0.0m
TOTAL ACTUAL
SPEND TO DATE

£ 0.0m
VARIANCE TO DATE

Milestones and change control

	Milestones	Planned completion	Forecasted completion	Actions	Owner	RAG status
National Rail College	Design gap analysis	Sep-15	Sep-15	Completed	DMBC	Green
	Agreement from Highways Agency for proposed site access	Oct-15	Oct-15	Completed	DMBC	Green
	Planning agreed	Mar-16	Mar-16	Completed	DMBC	Green
	Fire strategy and building controls agreed	Mar-16	Mar-16	Completed	DMBC	Green
	Design strategy signed off	Mar-16	Mar-16	Completed	DMBC	Green
	Drainage approval	May-16	May-16	On-going	DMBC	Amber
	Design/procurement and consultation periods throughout the programme	Aug-17	Aug-17	On-going throughout the build process	DMBC	Red
	Waste management strategy agreed	Aug-17	Aug-17	Legislatively agreed, Further confirmation to be given by HS2 following build completion.	DMBC	Red
	BREEM excellence achieved	Aug-17	Aug-17		DMBC	Red
	Works on-going	Aug-17	Aug-17		DMBC	Red

Project element	Change	Proposer	Reason	RAG status

Infrastructure

Monthly Performance Dashboard

Programme performance

Results	Jobs created	New business	GVA uplift
Forecast			
Actual			
Base variance	0	0	0
Over performance			
Under performance			
Variance			
% Achieved			

Outputs	New Build development m2	People assisted with skills	People assisted in employment	Private leverage £m
Forecast	7206	450	TBC	18.7
Actual	6000	300		16.0
Variance	-1,206	-150		-3
% Achieved	83.3%	66.7%		85.6%

Jobs created / New business / GVA Uplift charts

Over performance — Under performance — Forecast — Actual

New build development m² / People assisted with skills / People assisted in employment / Private leverage £m charts

Over performance — Under performance — Forecast — Actual

Report Author: Roz Bentley   Report Approver: Claire Bowie

![Sheffield City Region]

Infrastructure

Monthly Performance Dashboard

OUTCOMES
Remaining
Competitive fund

£ 2.0m
TOTAL FINANCIAL BUDGET

RAG status

£ 0.0m
TOTAL ACTUAL SPEND

-£ 2.0m
VARIANCE

Financial and programme performance

Spend performance	2015/16	2016/17	2017/18	Project total
Budget	0	0	2,000,000	2,000,000
Actual Expendtiure	0		0	0
Over expenditure				
Under expenditure			2,000,000	2,000,000
Variance	0	0	-2,000,000	-2,000,000
% Achieved			0.0%	0.0%
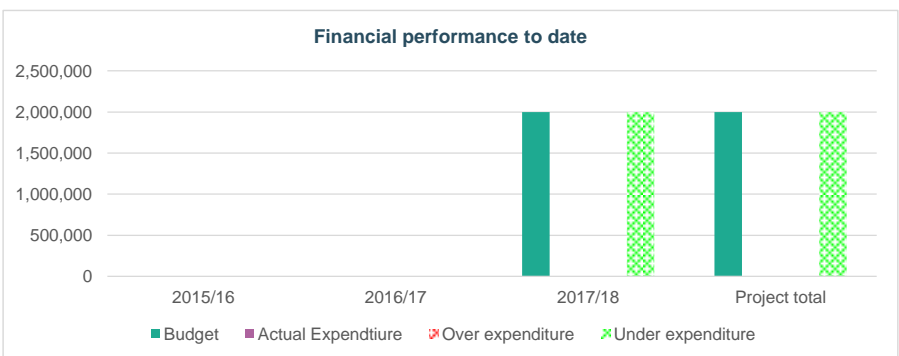
Financial performance to date

Narrative on overall progress to date:

Milestones and change control

	Milestones	Planned completion	Forecasted completion	Actions	Owner	RAG status
Remaining Comp. Fund						

Project element	Change	Proposer	Reason	RAG status

Infrastructure

Monthly Performance Dashboard

Report Author: Roz Bentley   Report Approver: Claire Bowie

OUTCOMES

British Glass

£18,000
TOTAL FINANCIAL BUDGET TO DATE

£7,629
TOTAL ACTUAL SPEND TO DATE

-10,371
VARIANCE TO DATE

Financial and programme performance

Spend performance	2015/16	2016/17	2017/18	Project total
Budget	18,000	1,500,000	3,482,000	5,000,000
Actual Expendtiure	7,629			7,629
Base variance	7,629	0	0	7,629
Over expenditure				
Under expenditure	10,371	1,500,000	3,482,000	4,992,371
Variance	-10,371	-1,500,000	-3,482,000	-4,992,371
% Achieved	42.4%	0.0%	0.0%	0.2%

Financial performance to date
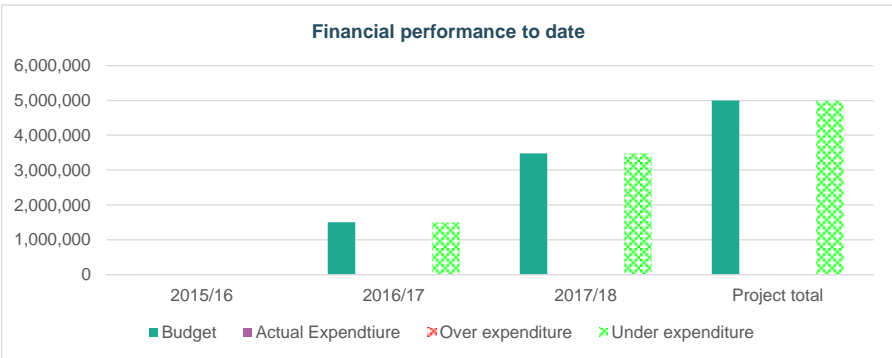
Narrative on overall progress to date:

  * Actual spend of £7,629 against this proposal in 2015/16. Costs relate specifically to work undertaken by ARUP.
  * To be discussed at CEX meeting.

Milestones and change control

	Milestones	Planned completion	Forecasted completion	Actions	Owner	RAG status
British Glass	Awaiting further update on this.					

Project element	Change	Proposer	Reason	RAG status

Infrastructure

Monthly Performance Dashboard

Programme performance

Results	Jobs created	New business	GVA uplift
Forecast	0		
Actual	0		
Variance	0		
% Achieved			

Outputs	New Build development m2	People assisted with skills	Private leverage £m
Forecast			
Actual			
Variance			
% Achieved			
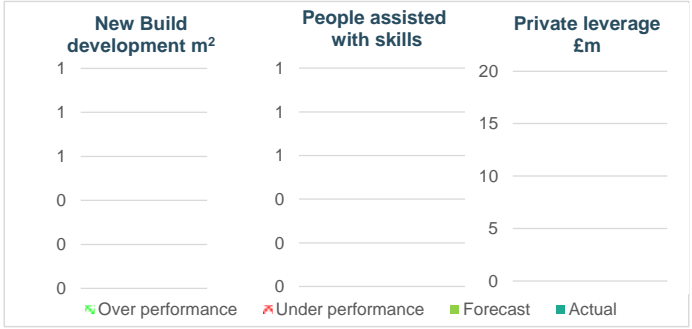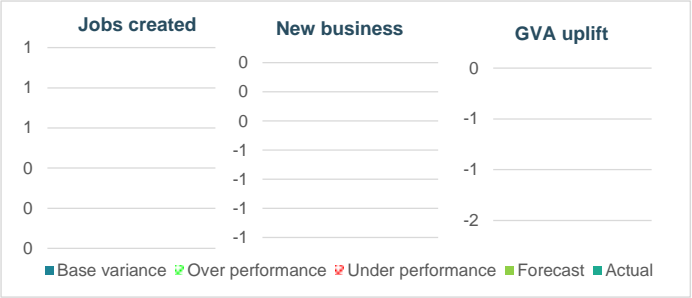
Jobs created — New business — GVA uplift

Base variance · Over performance · Under performance · Forecast · Actual

New Build development m^2 — People assisted with skills — Private leverage £m

Over performance · Under performance · Forecast · Actual

Infrastructure

Monthly Performance Dashboard

Sheffield City Region

Financial performance

Spend performance	2015/16	2016/17	2017/18	Project total
Budget	0	3,000,000	1,000,000	4,000,000
Actual Expenditure	0			0
Over expenditure	0			
Under expenditure	0		1,000,000	4,000,000
Variance	0	-3,000,000	-1,000,000	-4,000,000
% Achieved		0.0%	0.0%	0.0%

Financial performance to date
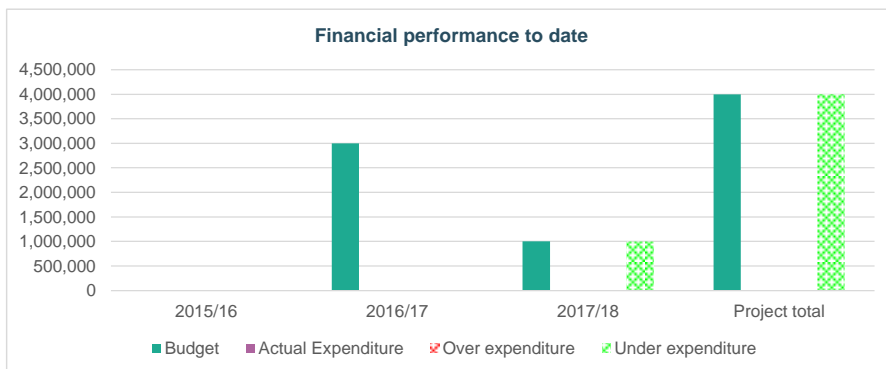
Narrative on overall progress to date:

* New build currently going through business case process. OBC submitted December 2015.
* Moderation panel held on the 8th January 2016. Paper to skills board 25th February.
* RNN Group will be submitting FBC alongside clarification of the issues raised by the moderation panel.
* RNN Group have asked for 33.3% RGF contribution and alongside this £6m in loans (£3m SCR CA and £3m RMBC).
(provisionally allocated funding in table to the left is on the back of the original OBC sent in December 2015)

FINANCIAL OUTCOMES
RNN Group
(Rotherham College HE Centre)

£4,000,000
TOTAL FINANCIAL BUDGET

£ 0.0m
TOTAL ACTUAL SPEND TO DATE

-£4,000,000
VARIANCE TO DATE

Page 66

Milestones and change control

	Milestones	Planned completion	Forecasted completion	Actions	Owner	RAG status
Rotherham HE Centre	Outline business case	Mar-16	Apr-16	Moderation panel asked for further clarification on the back of the OBC	RNN Group	Amber
	Full Business Case	Jun-16	Jun-16	To be submiited by RNN Group along with moderation clarification	RNN Group	Red

Project element	Change	Proposer	Reason	RAG status

Infrastructure

Monthly Performance Dashboard

Programme performance

Results	Jobs created	New business	GVA uplift
Forecast	0	0	0
Actual	0	0	0
Variance	0	0	0
% Achieved			

Jobs created   **New business**   **GVA uplift**

■ Base variance ◌ Over performance ◌ Under performance ■ Forecast ■ Actual

Outputs	New Build development m^2	People assisted with skills	Private leverage £m
Forecast	0	0	0
Actual	0	0	0
Variance	0	0	0
% Achieved			

New build development m2   **People assisted with skills**   **Private leverage £m**

■ Base variance ◌ Over performance ◌ Under performance ■ Forecast ■ Actual

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Sheffield City Region

COMBINED AUTHORITY

SCR COMBINED AUTHORITY SKILLS AND EMPLOYMENT EXECUTIVE BOARD

21st April 2016

SCR Enterprise Adviser Programme

Summary/Purpose of paper

The board is asked to endorse acceptance of a grant offer for a further £100k of funding from the Careers and Enterprise Company (CEC) to continue and extend delivery of the Enterprise Adviser Programme (EAP) into 2016/17.

---

1. **Issue**

    1.1. In 2015/16 the SCR Combined Authority was awarded £150,000 from the Careers and Enterprise Company (CEC) to extend the original Enterprise Advisor Pilot with a requirement to provide of £150,000 in-kind match. Due to the success of this the CEC are proposing to continue this arrangement into 2016/17 with a further award of £100k with in-kind match requirements.

    1.2. This paper requests the board endorses this proposal with a view to formally accepting the grant at the Combined Authority Board Meeting on the 9th May 2016, and subject to approval from the CA's Director of Finance and financial approval from the s151 officer.

2. **Recommendations**

    2.1. Endorse the acceptance of the grant offer letter subject to Section 151 officer approval.

    2.2. Endorse the Monitoring Officer delegating grant award powers in relation to this activity to the Director of Skills and Performance to allow for efficient grant processing.

3. **Background Information**

    3.1. The Enterprise Adviser network is a national initiative of the Careers and Enterprise Company which aims to create powerful, lasting connections between local businesses and schools and colleges.

    3.2. In January 2015 to July 2015 a pilot programme was rolled out connecting 32 secondary and special schools with employers in SCR.

    3.3. In September 2015 the board approved acceptance of a £150,000k grant from the Careers and Enterprise Company, matched through in-kind contributions from local authorities, to roll out the programme in academic year 2015/16.

3.4. During this period the programme is funding 4 Enterprise Coordinators to develop a network of Enterprise Advisers from the business community who will work with the leadership teams of 80 schools and colleges within South Yorkshire to develop effective employer engagement programmes and business led curriculum planning (noting that the Districts chose to operate under the D2N2 Enterprise Adviser Network). The programme is delivered by Sheffield City Council on behalf of the SCR CA.

3.5. To the end of March 2016 the programme has engaged with 55 schools and has connected 18 of these schools with an Enterprise Adviser.

3.6. In March 2016 the Careers and Enterprise Company made a further offer to the SCR CA to extend delivery of the programme into academic year 2016/17 with a grant offer of up to £100k against which in-kind match is required.

3.7. This additional funding will extend the role of 4 Enterprise Coordinators for a further year to continue on-going support of existing Enterprise Advisors who may be at an earlier stage of the strategic planning relationships with schools/colleges by July 2016, as well as the engagement of an additional 17 schools. Local authorities have confirmed provision of in-kind match.

4. **Implications**

   i. Financial

To continue with the Enterprise Adviser network the SCR CA will be required to sign a grant determination letter that will allow it to access £100k of funding.

Acceptance of this grant is a matter reserved to the statutory finance officer.

Administration of the activity will be resource intensive, and it is anticipated that Sheffield City Council will deliver the scheme on an agency basis for the SCR CA.

To enable this, it is expected that the CA will enter into a contract for services with SCC.

Accordingly, it is not expected that acceptance of this grant, and the associated capacity pressures its management will bring, will have an adverse effect on the SCR CA's revenue budget.

   ii. Legal

There are no legal implications arising directly from acceptance of the grant other than it must be accepted on behalf of the CA by the s151 officer. Unless there are other conditions imposed upon the CA by the granting body, the future administration and operationalisation of the grant must be in accordance with the CA's constitutional processes – all of which are established.

   iii. Diversity

There are no diversity implications of this report however work continues with SCC to monitor learners from disadvantaged backgrounds.

   iv. Equality

There are no equality implications of this report.

REPORT AUTHOR: Roz Bentley
                        Economic Policy and Delivery Officer

Officer responsible: **Ruth Adams, Director Skills and Performance**
                        SCR Combined Authority and LEP
                        Tel: 0114 2203476
                        Email: ruth.adams@sheffieldcityregion.org.uk

Background papers used in the preparation of this report are available for inspection at

N:\PROGRAMMES\SKILLS\EAP (3)\Annex 1 LEP grant funding template 16-17.docx

Other sources and references:

N:\PROGRAMMES\SKILLS\EAP (3)

Previous approving Board Name, Minute Number & Date: **Skills Board, Item 14 - 26th October 2015.**

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