

4 June 2024

[REDACTED]  
[REDACTED]



**CAMBRIDGESHIRE  
& PETERBOROUGH**  
COMBINED AUTHORITY

Dear [REDACTED]

**Re: Freedom of Information request ref CA316**

Thank you for your request for information received on 26 April 2024. Please accept our apologies for the late response. The response is given below:

**Request – Question 1**

Specifically, I request the following information for each financial year since 2019/20:

A description of how your authority reports adult education spending to itself and the government each year, including a clear, numbered list of all any any types of formal or informal reporting of this financial information through the year.

**Response**

Cambridgeshire and Peterborough Combined Authority provides a quarterly Budget & Performance Report to its Employment and Skills Committee - a sub Committee of the CPCA Board (Pre 2023 this was called the Skills Committee). All Committee and Board reports, agendas and minutes are published on the CPCA website (see links below)

[CMIS > Committees > Skills & Employment Committee](#)

[Skills Committee reports \(pre 2023\)](#)

Below is a list of the other reports relating to the adult education budget spending. Coincidentally these reports include FCFJ reporting as well.

1. Formal reports to the Skills Committee (all meetings – 4 per year)
2. Formal return to the DfE – Annual Assurance Statement
3. Financial information included in the ILR (monthly)

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4. Formal reports to Skills Committee to allocate expenditure including to grant providers (annually), ITPs – as and when procured and other AEB related programmes such as Innovation Fund and administrative expenditure.
5. Informal budget reports provided to budget holder
6. Formal reports to CA Board including set up of the MTFP and approvals.

## Request – Question 2

Annual reports pertaining to adult education initiatives undertaken by the Mayoral Combined Authority. This should include annual accountability reports or similar documents provided to the Department for Education or any other relevant authority, which contain financial information about end-of-year spend on adult education or skills programs.

## Response

An annual return goes to the DfE. They include the financial information that DfE request.

Adult Education Budget Statutory Annual Report 19-20 [Agenda Item No \(cmis.uk.com\)](#)  
Adult Education Budget Statutory Annual Report 2021-22 [Agenda Item No \(cmis.uk.com\)](#)  
CPCA Annual Statutory Return 2022-23 – attached but parts redacted – exemption Section 43(2) applied (see below)  
CPCA returns FCFJ financial assurance statements to the DfE – exemption Section 43(2) applied (see below)

## CPCA Annual Statutory Return 2022-23

The Combined Authority does hold the CPCA Annual Statutory Return 2022-23 but some of the financial information has been redacted and will not be disclosed to you.

Section 43(2) of the Freedom of Information Act 2000 [“the Act”] provides that:

*(2) Information is exempt information if its disclosure under this Act would, or would be likely to, prejudice the commercial interests of any person (including the public authority holding it)*

In order for this exemption to be engaged the following criteria must be met:

- *the actual harm which the public authority alleges would, or would be likely to, occur if the withheld information was disclosed has to relate to the applicable interests within the relevant exemption;*
- *the public authority must be able to demonstrate that some causal relationship exists between the potential disclosure of the information being withheld and the prejudice*

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*which the exemption is designed to protect. Furthermore, the resultant prejudice which is alleged must be real, actual or of substance; and*

- *it is necessary to establish whether the level of likelihood of prejudice being relied upon by the public authority is met – ie disclosure ‘would be likely’ to result in prejudice or disclosure ‘would’ result in prejudice.*

The guidance explains that:

*“would...prejudice” means that prejudice is more probable than not, ie that there is a more than 50% chance of the disclosure causing the prejudice, even though it is not absolutely certain that it would do so. “Would be likely to prejudice” is a lower threshold. It means that there must be more than a hypothetical or remote possibility of prejudice occurring; there must be a real and significant risk of prejudice, even though the probability of prejudice occurring is less than 50%.*

And defines “commercial interest” as follows:

*“...a commercial interest relates to a person’s ability to participate competitively in a commercial activity, i.e. the purchase and sale of goods or services.”*

Section 43(2) is a qualified exemption and is therefore subject to public interest considerations.

It is the Combined Authority’s view that disclosure of Accountancy reports detailing the financial expenditures associated with adult education programs, including outturn spend per college and private learning provider or other funded organisation, or other adult education associated spend would be likely to prejudice the commercial interests of the Authority and the colleges.

Were the Authority to disclose the information requested it could affect its ability to contract services at a competitive rate in the future by making potential bidders reluctant to engage with procurement exercises for fear of any commercially sensitive information provided in their bid being disclosed to their competitors. Parties who were well placed to submit competitive bids in future procurement exercises might therefore decide not to do so thereby undermining the Authority’s ability to procure goods and services at competitive rates and prejudicing its commercial interests.

The information requested contains commercially sensitive information about the individual participants’ business models, pricing and methodologies for providing the required service. The section 43(2) exemption is therefore engaged. The Combined Authority must therefore consider the balance of public interest in deciding whether to disclose the information.

There is clearly a general public interest in public bodies being open, transparent and accountable particularly in the context of the expenditure of public funds.

However there is also a public interest in public bodies being able to procure goods and services effectively without potential bidders being reluctant to participate for fear of their commercially sensitive information being disclosed to competitors.

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On balance the Combined Authority takes the view that the public interest arguments in favour of maintaining the exemption and withholding the information, in particular the arguments about the likely prejudice to both the Authority's and participants' commercial interests, outweigh the public interest arguments in favour of disclosure.

Your request for this information is therefore refused on the basis that the information requested is exempt from disclosure under section 43 of the Act.

**The CPCA returns FCFJ financial assurance statements to the DfE.** The Combined Authority does hold this information but for the reasons set below will not be disclosing it to you.

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## **2023-24**

The information requested is exempt from disclosure by virtue of Sections 22 of the Freedom of Information Act 2000.

### ***Section 22 – Information intended for future publication***

The information requested is exempt from disclosure under Section 22 of the Freedom of Information Act because at the time of your request the document is a draft and has not been signed by our CFO. When the document to be signed off, it can be released.

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### Request – Question 3

Accountancy reports detailing the financial expenditures associated with adult education programs, including outturn spend per college and private learning provider or other funded organisation, or other adult education associated spend.

### Response

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#### **Request – Question 4**

Reports showing financial information concerning any ring-fenced adult education funding, including bootcamps and free courses for job training, specifying the amount allocated, spent, and remaining unspent at the end of each financial year. Specifically, and ideally, I would like a spreadsheet showing your authority's annual adult skills/education allocation for each financial/academic year in total ( including AEB funding and any other adult education funding), spend, amount left over/unspent, any reserves associated with adult education, whether any clawback was provided to central government.

Please ensure that the provided information is comprehensive and includes details on any grants, subsidies, or allocations disbursed to colleges and private learning providers for adult education purposes. Additionally, if there are any relevant reports or documents that have not been made publicly available, I request access to them as part of this FOI request.

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## Response

Year	Funding Stream	Allocation	Spent	Over/(Under) spent	Reserve Open	Reserve Close
21/22	AEB & FCFJ	14,127,783	12,189,490	-1,938,293	-2,831,611	-3,816,157
22/23	AEB & FCFJ	11,821,560	12,619,269	797,709	-2,606,457	-3,293,252
23/24	AEB & FCFJ	14,592,000	11,547,965	-3,044,035	-3,239,552	-4,365,646
21/22	Bootcamp	1,826,250	180,803	-1,645,447	0	0
22/23	Bootcamp	5,698,813	1,174,846	-4,523,967	0	-507,831
23/24	Bootcamp	2,188,135	1,321,191	-866,944	-507,831	-269,857

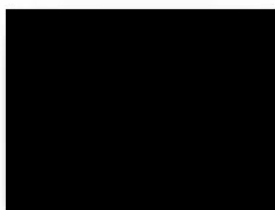
We are, at present, unable to provide any information before 2021/22 as this is on a different finance system and will take time to retrieve. Once the information has been collated, I will ensure that it is sent to you.

I hope this information is helpful but if you are unhappy with the service you have received in relation to your request and wish to make a complaint or request a review, you should write to us via our contact us email address: [democratic.services@cambridgeshirepeterborough-ca.gov.uk](mailto:democratic.services@cambridgeshirepeterborough-ca.gov.uk) or write a letter to Complaints, Cambridgeshire and Peterborough Combined Authority, 2<sup>nd</sup> Floor, Pathfinder House, St Mary's Street, Huntingdon, Cambs PE29 3TN within 40 days of the date of this e-mail.

If you are not content with the outcome of the internal review, you have the right to apply directly to the Information Commissioner for a decision. The Information Commissioner can be contacted at: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF, or via their website: <https://ico.org.uk/>

Generally, the ICO will not undertake a review or make a decision on a request until the internal review process has been completed.

Yours sincerely



Sam Garland  
Procurement and Governance Assistant

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## General Context

Cambridgeshire and Peterborough Combined Authority ("the Combined Authority") has continued to build on the strong foundations established over the first three years of devolution since 2019/20. AEB is managed by a team of four FTE. The expansion of the team has started in Academic Year 22-23 with the intention to move to 6 FTE following an increase in the top-slice for administration of the Adult Education Budget from 3.4% to 5%. Further functions such as finance, legal, marketing and procurement are provided corporately. Data management and analysis is provided through a Service Level Agreement with Cambridgeshire Insights (part of Cambridgeshire County Council).

## Policies for adult education

The Combined Authority's refreshed Employment and Skills strategy 2020 (Annex 1) sets out the high level strategic priorities for the region. The AEB plays a key role in delivering outputs and outcomes within the strategy

### Priorities relating to the Adult Education Budget funding are:

- to target low skilled and low paid residents in the workforce;
- to target people in priority communities by increasing participation, particularly but not exclusively, in Peterborough and Fenland;
- to target sustainable employment for residents during learning and after learning is completed;
- to improve learning progression onto higher qualifications and onto Apprenticeships;
- to increase self-confidence for the low skilled and those furthest from the labour market including ESOL residents and the unemployed
- to increase digital skills for residents with no basic digital skills.

Alongside these priorities there remains a continued focus on supporting the recovery from the impact of the COVID pandemic by increasing participation and supporting resident wellbeing as well as continuing to introduce and improve new approaches to learning such as blended and online learning and modular learning approaches.

The CPCA AEB commissioning statement 2022-27 (Annex 2) articulates the skills needs for the region. The procurement aimed to be more ambitious in targeting AEB resources to meet employer skills needs and address inequalities. Our ambition is to:

1. Focus attention on progression – across levels and in-work progression
2. Double the funding available through ITPs and the number of providers we commission. This will grow the market and improve choice and opportunity for learners and employers
3. Redress the mix and balance of courses that we fund, with a focus on higher-level skills at level 3 while still maintaining an adequate proportion of employability and pre-level 3 pathways for lower-skilled citizens to help close the skills gaps at all levels of study
4. Fund level 4 courses for the first time to support in-work progression
5. Fund more flexible and bespoke programmes for employers, based on identified skills gaps, which could include units and part qualifications – certificated or accredited
6. Enable a twin-track approach: place-based, blended, and online learning
7. Recognise and proactively capture the wider outcomes of learning, as per our six capitals framework

The vision is to increase skills and career progression through the network of providers operating as a 'skills escalator', in enabling adults increasing their skills levels, their productivity, and quality of life, by progressing from lower to higher levels of learning and earnings.

In the 2022/23 academic year, we have made significant progress towards delivering the strategy and highlights are summarised below:

- The CPCA contracted with nine grant funded Colleges and Adult Learning Institutes and eighteen Independent Training Providers (ITPs), including an additional nine ITPs. Allocations for 2022/23 are published on the CPCA website and attached as Annex 3
- ITP commissioning in 2022-23 added new lots to the mix and balance of provision.
  1. A Youth Offer
  2. Skills for Employment
  3. Unlock with Level 3
  4. Growth Sectors and
  5. Net Zero Academy
- There were 59 tenders received against Lots 1-3 and 27 were awarded to seventeen ITPs across the lots. Lots 4 and 5 were less well represented with only one tender received and successful against each lot. The CPCA Economy and Growth team have stimulated activity in this area with investment in facilities at FE providers in Peterborough and Fenland and several grant providers are building relationships with the Retrofit Academy and employers. We expect to see more delivery of net zero and green skills through our AEB grant funded provision in the next academic year. Lot 3, Unlock with Level 3 attracted 14 tenders, 8 were successful sharing an allocation of £1.23m (against a projected allocation of £1m). This increased activity and the introduction of additional L3 aims for the CPCA area has resulted in an increase in enrolments (547 across 539 learners compared to 282 enrolments in 21/22) giving an increase of 91%.
- £820,000 was approved for Innovation Fund projects although spend will occur across Academic Years. [REDACTED]  
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- [REDACTED]  
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[REDACTED]
- A significant consequence of this devolved skills funding has been a rebalancing of the region's skills provision to significantly increase courses of value to local employers, particularly level 3 courses which grew from 0.9% to 4% of enrolments. We are now developing a regional skills system that is much more responsive to employers.

- Increased local flexibility has also enabled us to offer more outstanding support to learners from less advantaged backgrounds. For example, increases in ESOL enrolments from 4,717 (21/22) to 5,890 (22/23) have been driven by refugee re-settlement programmes such as Homes for Ukraine.
- The ESOL Planning Partnership has gone from strength to strength with a second conference where good practice was shared and beneficiaries of the CPCA funded CELTA and TESOL courses shared their experiences. ESOL training (English for Speakers of other Languages) is one of the key success stories of how the CPCA has deployed its regionally devolved skills funding.
- One of the deliverables for 2022/23 was to commission an external organisation to manage and deliver the ESOL Single Point of Contact (SPOC). Following an open procurement process, the Combined Authority was unable to award a tender to the organisation who applied. Alternative solutions are now being explored.
- The new place-based approach to Skills development consists of 3 Skills Partnership Managers located in the 3 sub-regions identified in the Employment and Skills Strategy. Caseloads with providers were allocated to match the sub-regions. Skills Partnership Managers will develop relationships across the system to develop sub-regional skills partnerships the focus on local demand for skills.
- A dedicated data specialist has been appointed to work alongside the Skills Partnership Managers to monitor providers' performance using the CA's AEB Performance Dashboard, with Quarterly Review Meetings taking place and a risk-proportionate approach taken.
- Robust contract management processes have entailed rebasing the funding allocations who were underperforming and terminating contracts for unsuccessful providers. Two contracts were ended, One provider was terminated and another withdrew from AEB delivery. Funding agreements and contracts for high-performing providers were also increased in-year to make our local system more responsive.
- The CPCA has partnered with Purlos (<https://www.purlos.com/>) to track learner destinations of adult learners for 10 of its further education institutions. This has resulted in 77% of destinations captured, 80% of which are positive destinations for 3700 adult learners. Overall destination data however has remained static at about 55% and there is more to do around unknown destinations.
- Over 100 people replied to our open AEB consultation with providers, local stakeholders and citizens on future funding flexibilities and priorities, providing views on funding policy.
- Continued to develop the communications function and number of press releases, with regular coverage in local publications and social media channels to promote AEB and the impact in our local communities. (See section on supplementary information below for case studies).
- The CPCA worked in partnership with LSIP leaders to support them in writing the plan. In doing so we ensured alignment between our Employment and Skills strategy and the LSIP. The CPCA's skills team is now working very closely with the LSIP CEO in ensuring that employers, providers and skills provision across the region come together with a shared approach based on the LSIP.



We have made significant strides in our maturity as the region's skills leader, and we continue to do so. We know this demands from us the highest calibre of system-wide leadership. We are working together with the Chamber of Commerce, DWP, Public Health, our constituent authorities and many other partners on a shared vision to ensure that our collective contribution is much greater than the sum of its parts. Alongside excellent governance and our stewardship of devolved public money, we are focused on system-wide leadership of skills and convening/ leading coalitions of interest in order to achieve strategic growth which benefits all.

#### Funding Flexibilities

With the publication of Census 2021 data highlighting educational inequalities and economic inactivity, we continue building momentum with our ambitious package of local funding policy changes and flexibilities. We expect our progressive policies will help 'level up' skills across the sub-region and widen participation in adult learning, these include:

- Disadvantage uplift - targeting and support for residents in the most relatively deprived areas of the sub-region – an additional 8 per cent above the ESFA value.
- A flat amount of £250.00 per learner under our Youth Offer for 19-23 Entitlement for enrichment, tutorial, work experience etc.
- 50% flexibility to deliver other level 3 courses, other than the national list
- Fully funded first Level 2 and first Level 3 qualifications
- Fully funded ESOL (English for Speakers of Other Languages)
- Increase funding for Essential Skills qualifications by 10 per cent (English, maths, and Essential Digital Skills - entitlements) claimed on achievement.
- Implement a 10% increase to Essential Skills qualifications and First Full Level 2
- For 2023/24 academic year, it is proposed to introduce an additional 10% uplift to Adult Skills funding under at least one of the following categories:
  - All first full level 2s under the legal entitlement
  - All English and maths learning which is fully funded under the legal entitlement plus Basic Skills English and maths qualifications
- Second Level 3 courses for the unemployed or economically inactive, for in-work progression or entry into growth or foundational sectors
- Extending our Low Wage Scheme to £22,500 before fees are payable
- Our Bursary for Care Leavers, 19-22 increases to £1,500, with an enhanced package of support.
- An entitlement to fully funded learning for individuals and their dependents, covered by our Armed Forces Covenant.
- Application of a 20% boost on top of earnings for all AEB formula-funded provision in six sector subject areas: Engineering, Manufacturing Technologies, Transport Operations and Maintenance, Building and Construction, ICT for Practitioners, and Mathematics and Statistics
- Licenses to Practice (SIA) fully funded for learners that meet CPCA eligibility rules. The AEB Funding Rules and flexibilities aim to provide the right mechanism to deliver our ambitions but remain under review to ensure they remain inclusive.

For Annual Year 2022-23 only an additional Earnings Boost was applied that matched the ESFA approach including the option to over delivery by 10%.

<b>Funding by 2022/23 CPCA Funding Flexibilities - 2022/23 Individualised Learner Record (R14) - Education and Skills Funding Agency</b>		
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Category	Adult Skills Funding	% of Total Adult Skills Funding
Low wage scheme	£688,702	7%
Fully funded ESOL	£1,879,594	20%
Disadvantage Uplift (amount spent within disadvantage areas)	£5,285,056	55%
19-23 enrichment (flat rate £250 - 58 enrolments only 2 claimed)	£500	0.7%
CSCS card	£283,332	3%
HGV Driver training	£136,535	1.4%
<b>Total</b>	<b>£8,273,719</b>	

There is a modest trend of increased participation of learner entitlement by 2.8% annually. Enrolments in maths have remained static between years, however, enrolments in English have increased this year. Enrolments on Essential Digital Skills entitlements have remained stubbornly low. There was a +20% increase in ESOL enrolments between 2021/22 – 22/23 reflecting the flexibility to fully fund ESOL provision.

#### Future Priorities

The focus is increasingly centred on building sector based talent pipelines. Aimed at supporting the region's economic needs and community disadvantage.

AEB provision and the use of our flexibilities will enable us to support increased productivity.

Over the next year we will be piloting sector based test and learn approaches in construction and health. In doing so we are taking a whole system approach, bringing together colleagues from health, DWP the sectors employers, FE and HE providers and the third sector.

A Community Learning Review will be undertaken, underpinned by research into a wider outcomes framework.

#### AEB evaluation 2019/20 – 2021/22

An evaluation of the first three years of Adult Education Budget (AEB) devolution including an extensive programme of interviews with CPCA colleagues, providers and partners alongside workshops and a survey of participants. This piece of work builds upon process evaluations which were undertaken by (Cambridgeshire Research Group / Cambridge County Council) in 2019/20 and 2020/21. The final report is not yet approved. A summary of the findings is attached at Annex 4

The AEB evaluation demonstrated positive evidence that the CPCA is 'buying better' using its funding flexibilities to focus funding on identified local need. Performance in terms of both volumes and spend has increased significantly in 2022-23 with a more diverse learner population. The commissioning strategy has targeted learning that better supports local demand.

In terms of next steps the CPCA is focussing on strategic commissioning to buy the best provision for the region, focussing on high growth and priority sectors. There is a need to strengthen the geographical focus which will be realised by Skills Partnerships across the 3 sub-regions of the CA area. Elements of the approach to this will be a focus on sector talent pools, driving skills delivery to meet economic demand and a Community Learning Review to ensure funding is has the most impact and is focussed in the areas with most need.

## Case studies

Several case studies are attached

They relate to:

- HGV driver training – funding introduced through devolved flexibilities to meet an urgent demand for drivers demonstrating the agility of devolved areas to mobilise and address urgent need. (Annexes 5a – d)
- How new entrants can access training to support them to rebuild their lives after fleeing war zones (Annex 6)
- A study of three providers demonstrating how support from the CPCA has helped them to realise an uplift in social value in their community. (Annex 7)

## Spend from AEB – Academic Year 2022-23

Costc (T)	Account (T)	Sum of Amount
AEB Programme Costs	Salary allocated to gr	£ 156,824.40
	Training	£ 1,088.50
	Hospitality	£ 137.00
	Audit Fees	£ 8,182.50
	Consultants Fees	£ 155,600.13
	Professional Member	£ 195.00
	Subscriptions	£ 130.00
	Telephones	£ 1,111.74
	Computer software -	£ 35,000.00
	Computer Hardware -	£ 1,500.00
<b>AEB Programme Costs Total</b>		<b>£ 359,769.27</b>
AEB Local Innovation Fund		£ 165,123.44
AEB Provider Capacity Building		£ 88,207.91
AEB Strategic Partnership Development		£ 89,302.11
		<b>£ 702,402.73</b>

## Funding by 2022/23 CPCA Legal Entitlement Category - 2022/23 Individualised Learner Record (R14) - Education and Skills Funding Agency

Legal Entitlement Category	Adult Skills Funding	% of Total Adult Skills Funding
English	£585,103	6%



Maths	£699,533	7%
Digital	£14,445	0%
First Full Level 2 (Including 23+)	£74,223	1%
First Full Level 3	£410,076	4%
Non-Entitlement	£7,747,199	81%
<b>Total</b>	<b>£9,530,579</b>	

#### Performance Data

The following annual returns are for AEB for the 2022/23 academic year. For 2022/23 we have included learners who were active in that year. For 2022/23 we have also separated by the Adult Education Budget Base Allocation and Free Courses for Jobs Allocation where applicable.

#### Adult Education Budget – Base Allocation Only

#### Overall Participation - Base Allocation Only

Overall Participation in AEB Funded Provision - Base Allocation Only		
Funding Category 2022/23	Learner Participation*	Number of Enrolments
Adult Skills Learning (Including Learning Support Funding)	8,939	14,834
Community Learning	2,788	4,087
<b>Total</b>	<b>11,332</b>	<b>18,921</b>

Source – Individualised Learner Record (2022/23, R14), Education and Skills Funding Agency

NOTE: \*Learners are counted using a count of UKPRN+Learner Reference Number. A learner who has taken part in learning across multiple providers may, therefore, be double counted. As a learner can enrol in multiple learning aims an individual may have taken part in both Adult Skills and Community Learning aims. Therefore the total will not equal an addition between the number of Adult Skills Learners and Community Learners

#### Completion Status - Base Allocation Only

The table below shows the enrolments for 2022/23 against their completion status:

Funding Model	Total Enrolments	Completed Learning Activities	Withdrawal Break in Learning	Study Continuing
Adult Skills	14,834	12,464	1,702	668
Community Learning	4,087	3,867	188	32
<b>All Enrolments</b>	<b>18,921</b>	<b>16,331</b>	<b>1,890</b>	<b>700</b>

Source – Individualised Learner Record (2022/23, R14), Education and Skills Funding Agency

#### Outcome Status - Base Allocation Only

The following table shows enrolments against their 2022/23 Outcome status:

<b>Funding Model</b>	<b>Total Enrolments</b>	<b>Achieved</b>	<b>Partial Achievement</b>	<b>No Achievement</b>	<b>Withdrawal, Break in Learning or Transfer to new aim</b>	<b>Study Continuing or Outcome Unknown</b>
Adult Skills	14,834	11,733	59	661	1,702	679
Community Learning	4,087	3,784	23	59	188	33
<b>All Enrolments</b>	<b>18,921</b>	<b>15,517</b>	<b>82</b>	<b>720</b>	<b>1,890</b>	<b>712</b>

Source – Individualised Learner Record (2022/23, R14), Education and Skills Funding Agency

### Adult Education Budget – Free Courses for Jobs

#### Overall Participation – Free Courses for Jobs

<b>Overall Participation in AEB Funded Provision - FCFJ Allocation Only</b>		
<b>Funding Category 2022/23</b>	<b>Learner Participation*</b>	<b>Number of Enrolments</b>
<i>Adult Skills Learning (Including Learning Support Funding)</i>	542	547
<i>Community Learning</i>	N/A	N/A
<b>Total</b>	<b>542</b>	<b>547</b>

Source – Individualised Learner Record (2022/23, R14), Education and Skills Funding Agency

NOTE: \*Learners are counted using a count of UKPRN+Learner Reference Number. A learner who has taken part in learning across multiple providers may, therefore, be double counted. As a learner can enrol in multiple learning aims an individual may have taken part in both Adult Skills and Community Learning aims. Therefore the total will not equal an addition between the number of Adult Skills Learners and Community Learners

#### Completion Status - Free Courses for Jobs

The table below shows the enrolments for 2022/23 against their completion status:

<b>Funding Model</b>	<b>Total Enrolments</b>	<b>Completed Learning Activities</b>	<b>Withdrawal Break in Learning</b>	<b>Study Continuing</b>
Adult Skills	547	242	99	206
Community Learning	N/A	N/A	N/A	N/A
<b>All Enrolments</b>	<b>547</b>	<b>242</b>	<b>99</b>	<b>206</b>

Source – Individualised Learner Record (2022/23, R14), Education and Skills Funding Agency

#### Outcome Status - Free Courses for Jobs

The following table shows enrolments against their 2022/23 Outcome status:

<b>Funding Model</b>	<b>Total Enrolments</b>	<b>Achieved</b>	<b>Partial Achievement</b>	<b>No Achievement</b>	<b>Withdrawal, Break in Learning or Transfer to new aim</b>	<b>Study Continuing or Outcome Unknown</b>
Adult Skills	547	213	0	13	99	222
Community Learning	N/A	N/A	N/A	N/A	N/A	N/A
<b>All Enrolments</b>	<b>547</b>	<b>213</b>	<b>0</b>	<b>13</b>	<b>99</b>	<b>222</b>

Source – Individualised Learner Record (2022/23, R14), Education and Skills Funding Agency

#### Legal Entitlement – Cambridgeshire and Peterborough



The following table sets out the number of learners, enrolments and adult skills funding that were a part of the legal entitlement for eligible learners. That is:

- English and maths, up to and including level 2, for residents who have not previously attained a GCSE grade A\* - C or grade 4, or higher, for residents aged 19 and over
- First full qualification at level 2 for residents irrespective of age; and
- First full qualification at level 3 for residents aged 19 to 23
- Essential Digital Skills up to level 1

Please note that the figure for 'Non-Entitlement' includes provision under the Base and Free Courses for Jobs Allocation.

Cambridgeshire and Peterborough Legal Entitlement 2022/23	Learner Participation*	Number of Enrolments
Digital	51	51
English	703	772
Maths	782	877
First Full Level 2 (19+ & Including 23+)	30	30
First Full Level 3	104	114
<b>All Entitlement</b>	<b>1,390</b>	<b>1,844</b>
Non-Entitlement	8,417	13,537
<b>Total Adult Skills</b>	<b>9,431</b>	<b>15,381</b>

Source – Individualised Learner Record (2022/23, R14), Education and Skills Funding Agency

NOTE: \* Learners are counted using a count of UKPRN+Learner Reference Number. A learner who has taken part in learning across multiple providers may, therefore, be double counted.