

Leeds City Region Enterprise Partnership

Further Education College Delivery Agreements 2017 – 2020

Autumn and Winter 2018/19

DELIVERY AGREEMENTS

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**Further Education College Delivery
Agreements 2017 – 2020**

ShIPLEY College

Wakefield College



Foreword

Cllr Susan Hinchcliffe, Chair of the West Yorkshire Combined Authority and the Future-Ready Skills Commission:

Skilled people are the lifeblood of the economy. I have seen first-hand the critical importance of skills to the fortunes of West Yorkshire and beyond, in driving forward inclusion and social mobility as well as improving productivity, creating opportunities and for ensuring a strong economy we can all benefit from.

To achieve this we need a skills system that is responsive to local needs and reflects the changing needs of individuals and businesses. That is why the Delivery Agreements, discussed in the following report are so important. These agreements with local colleges across West Yorkshire set out the actions they will do to meet the local enterprise partnership's (LEP) and Combined Authority's ambitions around employment and skills. It is a credit to the mature relationship with the FE community that we are able to agree these and publish the Delivery Agreements for all to see.

We were the first region in the country to do this and the agreements play an important role to strengthen relationships with providers and influence the curriculum offer to ensure the needs of individuals and businesses are met.

We have also recently launched the Future-Ready Skills Commission, bringing together leading figures from business, education, government, research bodies and the young people who represent the future of our workforce. The Commission will focus on how devolution of funding and decision-making to local areas can better meet local skills needs – particularly in terms of vocational training, careers and lifelong learning.

Leeds City Region boasts one of the youngest populations in the country and as a result a strong FE sector is crucial to ensuring that our young people have access to training and qualifications that will lead them to rewarding employment.

Now more than ever we need to ensure that the lifeblood of our economy – our people – are equipped with the skills to keep our economy at the forefront of global competitiveness.

Introduction

During 2016/17 Delivery Agreements were developed and published for each of the seven further education (FE) colleges in West Yorkshire (Bradford, Calderdale, Kirklees, Leeds City College, Leeds College of Building, Shipley and Wakefield), setting out individualised and measurable expectations of how colleges have agreed to work toward Leeds City Region skills priorities in partnership with the West Yorkshire Combined Authority (CA) and the Leeds City Region Enterprise Partnership (LEP).

It is envisaged that Delivery Agreements should influence the full range of college provision and are an important next step in strengthening broader relationships with providers and influencing the curriculum offer to meet the needs of businesses and individuals.

Each college has developed a commentary to be published alongside the Delivery Agreements, setting out the context for the baseline figures and the actions they will put in place to align with the Combined Authority and LEP priorities.

A review of Delivery Agreement content and process was undertaken in autumn 2017 followed by an informal review during spring and summer 2018. This report reflects the outcomes and findings from the first formal review of the Delivery Agreement undertaken during autumn and winter 2018/19.

The LEP has a clear strategic leadership role with regard to the local skills system, in ensuring that skills investment is driven by employer needs and the current and future profile of labour market opportunities. Future devolution of skills funding and powers by central government, as is already taking place in Mayoral Combined Authority areas, will aid the LEP in this role. The Delivery Agreements demonstrate how much can be achieved through a voluntary approach, with local colleges demonstrating a genuine commitment to supporting the region's skills agenda, whilst the LEP has further developed its understanding of the range of issues that colleges face in meeting their own remits.

The formal review meetings were led by the Leeds City Region Skills Funding and Economic Evidence Managers alongside representatives from each college. Representatives from the relevant local authorities employment and skills/economic services teams were also present.

Structure of report

The report reflects the format of the Delivery Agreements published in July 2017. This summary report provides an overview of progress towards the aims set out in the Delivery Agreements reflecting the combined findings, comments and feedback from the seven colleges.

A separate report for each of the seven colleges provides narrative and data showing progress towards the original aspirations.

Skills challenges in the City Region

The Delivery Agreements provide a response to the distinctive skills challenges that face Leeds City Region and the priorities for action set out in the LEP's Employment and Skills Plan. Addressing these challenges is central to improving local productivity performance and promoting inclusive growth. As the Delivery Agreement documents demonstrate, further education colleges have a unique role to play in taking forward this agenda.

In summary, the key issues are as follows:

1. Raising the bar on high level skills

Leeds City Region faces a considerable deficit of the higher level skills needed to drive innovation and productivity growth. Only 34 per cent of the working age population of the City Region are qualified to level 4 and above compared with the national average of 38 per cent. This is equivalent to 80,000 fewer people with higher level skills in the City Region.

2. More and better apprenticeships

Apprenticeships provide an important mechanism for addressing the City Region's wider skills challenges. They are widely valued, both by employers, as a means of addressing their specific skills needs; and among individuals (including young people) as a route into a sustainable career. Only one-fifth of employers in the City Region currently have or offer apprenticeships at their workplace. The number of apprenticeship starts in the City Region fell by 26 per cent or close to 8,000 in 2017/18, as a result of the disruption associated with the introduction of national reforms to apprenticeship policy.

3. Great education connected to businesses

In order to prepare people effectively for the world of work the skills system must have a close relationship with business. However, only 36 per cent of employers in the City Region offer work experience opportunities and only 7 per cent offer work inspiration opportunities. Colleges can help to address this challenge by promoting engagement through their networks of employer contacts.

4. Building workforce skills and attracting talent

Workforce development has a key role to play in addressing the deficit in the local skills base and contributing to productivity

growth. However, 41 per cent of employers acknowledge that they under-invest in training relative to their own business needs. There is also a challenge around equality of access to workplace training: workers qualified at level 3 and below are half as likely to receive training as those qualified at level 4 and above.

5. Employability, accessing jobs and realising potential

A lack of skills is a key barrier holding people back from entering employment and progressing within work. Around 200,000 people in the City Region have no formal qualifications with a further 290,000 qualified below level 2, the recognised benchmark for employability. Less than half of people with no qualifications are in employment compared with around 85 per cent of people qualified at level 4 and above.

6. Priority skills: addressing skills gaps and shortages that are a barrier to growth in the City Region

An inability to obtain the skilled people that are needed by employers is one of the key barriers to business growth and improved productivity for firms. Particular sectors and occupations, specifically the priority areas of construction, engineering and manufacturing and digital, are acutely affected. For example, more than 35 per cent of vacancies in the construction sector are hard-to-fill due to a shortage of applicants with the right skills. In terms of specific occupations the proportion rises to almost 50 per cent for digital professional roles and more than 40 per cent for engineering professionals. One in seven employers in the City Region are affected by skills gaps, where existing staff are not fully proficient in their roles, with administrative and sales and customer service most susceptible to gaps.

Progress towards Delivery Agreement indicators

The following section focuses on the combined performance of the Colleges in respect of the Delivery Agreement indicators, with a view to assessing their overall contribution to meeting the skills priorities set out by the LEP in its Employment and Skills Plan.

In order to provide context, a table summarising the scale and profile of each college's provision is provided below, with further detail contained within each college's report. This demonstrates the diversity of the seven institutions and the provision that they offer. For example, they range in scale from Shipley College, one of the smallest colleges in the country, to the much larger institutions of Leeds City College and Bradford College. In addition, Leeds College of Building is a specialist construction college with a nationwide reach, although it engages with a large number of local students. The curriculum offer of each college is distinctive, as reflected in the profile of delivery of each institution in the LEP's priority skill areas.

Overview of the delivery of West Yorkshire colleges

All data relate to 2017/18 academic year unless otherwise indicated

	Bradford College	Calderdale College	Kirklees College	Leeds City College	Leeds College of Building	Shipley College	Wakefield College
FE and skills funded learners: total participation*	15,030	4,250	9,870	17,610	3,460	2,930	6,060
Higher level starts	1,210	230	290	890	510	50	400
Apprenticeship starts	600	430	780	580	590	170	500
Priority skills							
% of total apprenticeship starts in priority skills subjects	55%	37%	68%	47%	98%	22%	52%
Proportion of total non-apprenticeship starts in priority skill subjects	13%	19%	16%	9%	78%	15%	16%
Number of starts on construction apprenticeships	30	70	180	10	580	-	40
Number of starts on construction non-apprenticeship courses	240	370	100	80	1,900	-	60
Number of starts on engineering and manufacturing apprenticeships	140	60	290	140	-	-	180
Number of starts on engineering and manufacturing non-apprenticeship courses	210	70	240	260	-	-	200
Number of starts on digital apprenticeships	0	10	10	10	-	10	-
Number of starts on digital non-apprenticeship courses	80	20	30	170	-	-	20
Number of starts on health and care apprenticeships	160	20	60	100	-	30	40
Number of starts on health and care non-apprenticeship courses	1,200	590	1,300	1,350	-	530	320

Leeds City College

Leeds City College is set to open its new £60 million state-of-the-art Quarry Hill Campus this summer, a project that has received £33.4 million funding from the Leeds City Region Enterprise Partnership (LEP), delivered by the West Yorkshire Combined Authority.

The purpose-built facility will welcome approximately 3,000 students this summer, at the start of the 2019/20 academic year, with the campus set to house two of the College's biggest schools – Creative Arts and Social Science.

The new facility will be an enormous asset in the development of skills and creation of jobs in the Leeds City Region. Investment in these new facilities will help meet skills demand in important sectors such as healthcare and social care, as well as developing talent in growing creative industries in the region.

More and better apprenticeships

The government's apprenticeship reforms, introduced in the last quarter of the 2016/17 academic year, have had a radical impact on colleges' business models and funding, as set funding allocations have been replaced by the need to secure paying business from levy paying organisations and smaller businesses have been required to make an up-front financial contribution to the cost of apprenticeship training for the first time.

Inevitably, these changes have been reflected in the level of take-up of apprenticeships, with the overall number of starts across the seven West Yorkshire colleges falling by 530 (13 per cent) in the 2017/18 academic year.

The Colleges were responsible for 3,650 apprenticeship starts during the year.

To place this into context, the total number of apprenticeship starts across England fell by a much larger 24 per cent over the same period.

Three of the seven colleges saw an increase in apprenticeship take-up in 2017/18 – of more than one third in the case of Leeds College of Building, with strong growth (+23 per cent) also experienced by Wakefield College.

The West Yorkshire colleges have also maintained a high level of quality in apprenticeship delivery, as reflected in their achievement rates.

All West Yorkshire colleges exceeded the national average for apprenticeship achievement rates.

This is based on data for 2017/18. In the case of Shipley College, the achievement rate was 18 points higher than the national average.

This is also reflected in the outcomes from learning. Four of the seven colleges exceeded or matched the national average rate for entry into sustained positive destinations from apprenticeships, with performance being consistently high across the Colleges, ranging from 86 per cent to 92 per cent.

Building workforce skills and attracting talent

In contrast to the mixed performance of colleges with regard to growth in apprenticeship starts, the Colleges have all seen an increase in apprenticeship income.

All seven colleges have seen an upward trend in apprenticeship income secured from employers.

This points towards an increasing commercial orientation among colleges and provides an early indication of their ability to adapt to the new levy arrangements.

Performance in respect of learner satisfaction (based on FE Choices data for 2017/18 academic year) was more variable than for employer satisfaction, with only three of the Colleges outperforming the national average of 84 per cent, two of them with excellent ratings in excess of 90 per cent.

A number of the Colleges were well below average in terms of the proportion of learners who would recommend the institution to friends or family.

Wakefield College - apprenticeship growth

Wakefield College appears to be 'bucking the trend' on apprenticeship starts with year on year increases. Wakefield was one of a small minority of colleges to see growth in apprenticeship starts in 2017/18, and this growth was substantial at 22 per cent. The evidence also indicates that the College's apprenticeship offer is of high quality, with an achievement rate above the national average for the College sector and a positive destination rate in line with the national average.

The apprenticeship reforms led the College into taking a very different approach in working with businesses on apprenticeship provision. They provide a more professional, bespoke, client/case managed approach to businesses beginning with a skills audit followed by a skills plan that lays out long term learning plans for the company. The College has examples of how they are tailoring provision to meet employer needs eg where a standard doesn't quite meet an employer needs they will add additional units that respond to the employer requests.

They know this approach will pay dividends year on year, as they secure continuous contracts. The College feel that their current position around apprenticeships is due to the initial groundwork and planning which took place to prepare for the Reforms and Levy, where they took a positive approach and anticipated how it might impact on provision and addressed their delivery accordingly.

Great education connected to business

The Colleges performed strongly with regard to feedback received from employer customers.

All of the seven achieved a satisfaction rating higher than the national average.

The proportion of employers who would recommend each college to another employer range from 83 per cent to 93 per cent. Five of the seven saw an increase in their employer satisfaction rating during 2017/18.

Employability, accessing jobs and realising potential

A key indicator of college performance is the extent to which learners progress into positive destinations, including employment. The most robust and consistent data in this regard is the government's outcome-based success measure series; although by its nature it is affected by a significant time lag, with the latest data available being for learners who completed their studies in 2015/16. More timely data relating to outcomes drawn from each college's Individual Learner Record (ILR) returns is considered below in the section dealing with each college's performance.

The positive performance of colleges in respect of apprenticeship outcomes has already been noted. With regard to the outcomes from the wider range of provision offered by colleges, the picture is more mixed, with two of the five achieving sustained positive destination rates that are higher than the national average and a number with achievement rates well below the average. In some cases this may reflect the profile of students and provision at particular colleges, with some institutions focusing on an intake comprising individuals who are further from the labour market. Looking specifically at outcomes from skills provision for learners aged 19+ (and excluding apprentices) there is a similar picture, with three of the seven colleges outperforming the national average.

This pattern of performance suggests that more needs to be done to understand college performance in getting learners into employment in order to identify and disseminate good practice.

As a contextual measure, colleges provided data on the proportion of learners resident in deprived neighbourhoods, based on the government's index of multiple deprivation. This data highlights the significant role played by further education colleges in supporting inclusion.

The two largest colleges, by volume of learners, draw around 60 per cent of their students from neighbourhoods that fall within the 20 per cent most deprived nationally.

Priority subjects

The Delivery Agreements contain a series of indicators around delivery of apprenticeships and other provision in priority subject areas – specifically construction, engineering and manufacturing, digital and health and care.

The overall decline in apprenticeship starts at West Yorkshire colleges was reflected in reduced take-up of priority subjects.

The Colleges were responsible for a combined 2,170 apprenticeship starts in priority subjects.

The number of apprenticeship starts in priority subjects in 2017/18 fell by 16 per cent compared with the previous year and the proportion of

total starts in priority subjects fell from 62 per cent to 59 per cent. This was mainly due to a 52 per cent decline in health and social care starts for that academic year. For some colleges the apprenticeship reforms had a strongly negative impact in respect of this subject area, as explained below.

Engineering and manufacturing, the largest of the priority subject areas with more than 1,000 starts in 2017/18, fell by 14 per cent. Digital is an area in which colleges have struggled to increase take-up: there were fewer than 50 starts overall in 2017/18, a decline of 28 per cent on the previous year. The factors behind the lack of progress around digital are explored in the general findings, below. Declines in engineering and manufacturing and digital were partly offset by substantial growth in construction apprenticeship take-up of 38 per cent (or 190 additional starts) to a total of 680 in 2017/18.

There are also indicators within the agreements that relate to take-up of non-apprenticeship provision (including classroom-based FE courses) in priority subject areas, reflecting the commitment within the Employment and Skills Plan to drive growth in the supply of skilled people in these disciplines.

The number of starts across the West Yorkshire colleges is considerable.

apprenticeship starts grew in this subject area). ICT and engineering / manufacturing starts also fell by 18 per cent and 9 per cent respectively. In contrast, health and care starts grew by 6 per cent (+310), serving to offset the declines elsewhere. Feedback from the Colleges suggests that the increase in non-apprenticeship take-up and the parallel reduction in apprenticeship starts in health and care reflects problems experienced by care employers in complying with the 20 per cent off-the-job requirement for apprenticeships due to their narrow profit margins.

In 2017/18 there were 2,590 starts in construction, 1,140 starts in engineering and manufacturing and 320 in digital.

Starts on priority subjects accounted for 16 per cent of all starts at the West Yorkshire colleges in 2017/18, reflecting a fall in share of one percentage point on the previous academic year, or 6 per cent (-600) fewer starts in the relevant subject areas. The main contributor was a fall in construction starts of 730 or 22 per cent (although as noted above,

Bradford College – supporting personal aspirations

Bradford College has reviewed how it supports its learner's individual aspirations. Support for individuals is now more attentive and responds to individual needs and performance rather than a generic offer responding to numbers on programmes. A new Retention Team is an additional resource to support clients where issues are identified. Learners all have a Career Development Plan (CDP) rather than an individual Learning Plan (ILP). The CDP gives them a long term vision and aspiration. The College no longer promotes particular courses, instead showcasing its support for individuals' career options and progression routes. This approach is resulting in better learner satisfaction and provides a clear pipeline of learners for the College.

General findings

The points below reflect some of the conversations held during the Delivery Agreement review meetings with the seven West Yorkshire colleges during December 2018 and January 2019 and show some of the issues and barriers that our colleges are facing. These will be referred to the Combined Authority's Commission for a Future-Ready Skills System in a Devolved UK for consideration as part of its research and review programme.

- Generally colleges are performing well and striving to respond to the requirements of the Strategic Economic Plan and associated Employment and Skills Plan (2016 – 2020)
- The Apprenticeship Reforms have had a major impact on college delivery, in a more negative way than anticipated when the Delivery Agreements were published, with the following comments reflected by most colleges:
 - Levy companies have been slow to plan and spend their levy contribution with providers
 - Constant changes in policy, guidance and funding rules by Department for Education (DfE)/Education and Skills Funding Agency (ESFA) impact on the logistics of planning and performance and adds extra bureaucracy for businesses which impacts on the business/provider relationship and credibility. It was reported by one college that there had been 37 changes to the funding rules so far in the current academic year
 - Delay in standards being approved, particularly at higher level means colleges cannot respond to business needs
 - A review of the national funding bands of apprenticeships, with many being reduced, is impacting on the cost of delivery and can impact mid programme, meaning that colleges then run the programme at a loss
 - Many non-levy companies are confused by the changes the reform has brought and therefore not committing to apprenticeships including some that were engaged prior to the reforms. The 10 per cent co-financing cost towards the training fee, the 20 per cent off the job training requirement and the added paperwork are quoted as barriers
 - Digital apprenticeship frameworks and standards are in some cases proving to be a barrier to the take-up of apprenticeships. Companies report that they find the framework/standards too prescriptive in what is an ever changing sector and are therefore opting for non-apprenticeship programmes of delivery. Providers find the breadth of knowledge and expertise required to address the different vendor modules of the standards a resource/staffing issue. In addition, the Colleges are finding it difficult to engage younger learners in digital/ICT programmes generally due to negative/non-engaging experiences of IT/digital during compulsory education
- Most colleges, as a result of implementing the Delivery Agreements, have or are reviewing their curriculum offer and adjusting accordingly in response to economic need and utilising consultation with their business contacts as part of the curriculum reviews
- All colleges reflected their commitment to addressing quality of provision and individual support whilst acknowledging that there is a need to respond to customer needs. A tailored approach has added financial implications due to the extra time and support needed for some learners
- Some colleges reflected their approach to supporting individuals' needs through a longer term career and progression offer rather than a one off intervention which the LEP would

want to see rolled out more widely

- Attracting and retaining appropriately qualified and experienced staff was the biggest issue raised by all colleges along with the constant retraining of staff to support new programmes. The examples given were the upskilling and retraining of staff in preparation to deliver the new T level programmes
- Those colleges that have in the past offered sub-contracts for provision are now reducing the opportunities in order to retain delivery within the College which they feel will improve performance rates and quality of provision. However, some sub-contracting will be retained for niche areas and where staff resources are not available – the example given was in relation to lack of tutors available to deliver functional skills
- In relation to funding, colleges are concerned about future external funding opportunities as a result of Brexit and the potential of Education Skills Funding Agency (ESFA) funding allocations being capped
- The 10 per cent co-financing cost towards the training fee, the 20 per cent off the job training requirement and the added paperwork are quoted as barriers to offering apprenticeships by SMEs or non levy paying businesses

Recommendations

Generally colleges are performing well and striving to respond to the requirements of the Strategic Economic Plan and associated Employment and Skills Plan 2016 – 2020. They have voluntarily entered into and supported the spirit of the Delivery Agreement process and made progress towards their original aspirations and actions. Colleges report that significant year on year funding cuts present a challenge. However, there are some areas that the Combined Authority and the LEP would like to see progressed which will support and enhance the aspirations and actions already set in the Delivery Agreements. These include:

- Meaningful collaboration between the Combined Authority, the LEP and college staff at all levels will enable further collaboration and awareness of joint agendas and programmes across the Colleges (some interviewees were not aware of the work that the Combined Authority and LEP are undertaking around preparation for Brexit, obsolescence, digital agenda and how this was supporting their work)
- Collaboration between colleges on T Level preparation and implementation
- Consideration of shared resources and partnerships with businesses particularly in subject areas where it is proving difficult to recruit and retain specialist staff ie IT/digital
- Each institution to consider their learners support programme based on long term learning goals and aspirations rather than just achieving the course they are signed up to
- Light touch Delivery Agreement review meeting and update during summer 2019 with a further formal review end of 2019
- We need a step change/radical approach to promote and engage learners, including through work with schools, to engage more learners in our priority subject areas, especially digital

Bradford College

Targets and actions that contribute to the needs
of the City Region economy

DELIVERY AGREEMENT

Bradford College Group

Progress towards aspirations

The tables below set out the baseline position for 2015/16 (or 2013/14 subject to availability) alongside the aspirations of the College (agreed in summer 2017) against a range of measures relating to the Leeds City Region Employment and Skills Plan priorities and progress to date:

Delivery Agreement performance

Performance and outturn against aspirations 2017/18 and projections for 2018/19 & 2019/20

Raising the bar on high level skills		2015/16	2016/17	2017/18	2018/19	2019/20
Higher level starts	Aspiration	1,400	1,550	1,650	1,800	2,000
	Actual	1,400	1,410	1,210		
Higher level achievement rate	Actual	n/a	70%	75%		

More and better apprenticeships		2015/16	2016/17	2017/18	2018/19	2019/20
Apprenticeship starts	Aspiration	590	796	915	1,052	1,210
	Actual	590	850	600		
Apprenticeship achievement rate	Actual	82%	73%	73%		

		2015/16	2016/17	2017/18	2018/19
Sustained positive destinations rate ¹	Actual	92%	92%	91%	

Great education connected to business		2015/16	2016/17	2017/18	2018/19	2019/20
% of employers who would recommend college to another employer - aspiration	Aspiration	89%	90%	91%	91%	92%
	Actual	89%	93%	89%		

Building workforce skills and attracting talent		2015/16	2016/17	2017/18	2018/19	2019/20
Income from apprenticeships	Aspiration	£4.24m	£4.4m	£5.7m	£6.3m	£7m
	Actual	£4.21m	£5.1m	£5.3m		
% of learners that would recommend the College/training organisation to their friends or family	Aspiration	84%	86%	88%	90%	92%
	Actual	84%	85%	81%		
Advanced Learner Loans facility utilised	Actual	£474k	£764k	£834k		
Advanced Learner Loans facility utilised as a proportion of Adult Education Budget	Actual	5%	9%	9%		

Employability, accessing jobs and realising potential		2015/16	2016/17	2017/18	2018/19	2019/20
Sustained positive destination rate	Aspiration	67%	70%	72%	75%	78%
	Actual	67%	69%	71%		
	Aspiration	66%	70%	72%	75%	78%

¹ Sustained positive destination rate figures for 2015/16, 2016/17 and 2017/18 relate to students who completed their learning at the College in 2013/14, 2014/15 and 2015/16 respectively.

Sustained positive destination rate - Skills Provision	Actual	66%	67%	69%	
Proportion of learners from 20% most deprived neighbourhoods nationally	Actual	58%	58%		

Priority Skills		2015/16	2016/17	2017/18	2018/19	2019/20
% of total apprenticeship starts in priority skills subjects	Aspiration	65%	65%	66%	68%	70%
	Actual	65%	57%	55%		
% of total non-apprenticeship starts in priority skills subjects	Aspiration	15%	17%	19%	22%	25%
	Actual	15%	16%	13%		
Number of starts on construction apprenticeships	Aspiration	40	54	63	75	89
	Actual	40	40	30		
Number of starts on construction non-apprenticeship courses	Aspiration	390	351	420	470	520
	Actual	390	210	240		
Number of starts on engineering and manufacturing apprenticeships	Aspiration	210	272	317	376	445
	Actual	210	260	140		
Number of starts on engineering and manufacturing non-apprenticeship courses	Aspiration	200	240	270	325	385
	Actual	200	230	210		
Number of starts on digital apprenticeships	Aspiration	10	13	16	19	22
	Actual	10	10	0		
Number of starts on digital non-apprenticeship courses	Aspiration	130	220	300	375	430
	Actual	130	160	80		
Number of starts on health and care apprenticeships	Aspiration	130	220	300	375	430
	Actual	130	160	80		
Number of starts on health and care non-apprenticeship courses	Aspiration	1,520	1,800	1,900	2,150	2,250
	Actual	1,500	1,530	1,200		

Data commentary

Bradford College delivers more starts on higher level (level 4 and above) qualifications than any other college in West Yorkshire. However, 2017/18 saw a 14 per cent decline in these starts, following a fairly static position in the previous year. A considerable uplift will be required in the two remaining years of the Delivery Agreement if the 2019/20 aspiration is to be realised. More positively, the College's latest data on achievement rates shows a significant increase in 2017/18.

As with several other West Yorkshire colleges, Bradford College saw a significant fall in apprenticeship starts of 29 per cent during 2017/18, as it sought to respond to the apprenticeship reforms. This is slightly higher than the rate of decline seen nationally and at City Region level. The College's apprenticeship achievement rate has seen some fluctuation in recent years but remains five points above the national average². Meanwhile, the sustained positive destination rate for apprenticeships (which focuses on the destinations of students who completed their qualification in 2015/16 academic year) is higher than the national average and is the second highest of the West Yorkshire colleges.

² These comparisons are based on 2016/17 figures, the latest for which a national average is available.

The College's level of **employer satisfaction**, based on the FE choices dataset, is slightly behind the projected rate but is eight points higher than the national average.

Progress has been made against the **workforce skills** indicators. The level of income from apprenticeships saw an increase in absolute terms in 2017/18, despite the decline in starts experienced by the College over the same period, although it remains slightly below the value projected for 2017/18. In common with most of the Colleges, utilisation of learner loan funding has increased in absolute terms, although it remained static as a proportion of Adult Education Budget in 2017/18, as the value of the latter grew more quickly. A key area where further progress is required is around learner satisfaction, which fell back slightly in 2017/18 and requires a significant uplift if the 2019/20 aspiration is to be achieved.

With regard to developing **employability**, the College has seen an increase in its sustained positive destination rate, both overall and for its skills provision, although both lie slightly below their projected rate for 2017/18. Since by their nature the most recent data for these indicators relate to the destinations of students who left the College two years ago, it is the actions that the College is taking now which will determine whether its destination rates meet its aspirations in 2019/20.

Just under 60 per cent of the College's intake of adult learners are drawn from the 20 per cent most **deprived neighbourhoods** nationally. This demonstrates that the College is responsive to the needs of a district which contains widespread pockets of acute deprivation.

More than half of the College's apprenticeship starts were in the LEP's designated **priority subjects** in 2017/18 but this is below the projected level set out in the Delivery Agreement. This stems from a marked fall in engineering and manufacturing apprenticeships during the academic year and a lack of growth in the other priority subjects of construction, digital and health.

The proportion of total education and training starts in priority subjects also fell in 2017/18. Although there was growth in non-apprenticeship starts in construction, all other priority subject areas saw a measure of decline, which was most pronounced in proportionate terms for digital.

Since the College has fallen behind the projected rate of progress for uptake in all priority skill areas it will be very challenging for it to meet the Delivery Agreement aspirations by 2019/20.

Bradford College Group actions (agreed summer 2017)

The content below has been provided by the College as part of the review process.

To meet these aspirations Bradford College Group commits to carry out the following actions:

1

Increase the uptake of apprenticeship participation, greater engagement with the higher apprenticeships Levels 4-6 and further develop the portfolio of higher level apprenticeships with targeted employers to ensure the relevance of their content.

It has taken 12 months for the College to address the impact of Apprenticeship Reforms. Levy and non-levy businesses are taking their time to also understand the impact and new processes which has had an impact on apprenticeship starts and income generated through levy paying businesses. In particular the 10 per cent co-financed contribution by non-levy paying companies and the additional bureaucracies has reduced the number of businesses currently starting apprenticeships with the College.

Where non-levy paying businesses have chosen the College as their provider they have been slow to pay their contributions and sign the required contracts and paperwork which has an impact on start dates and financial flow and forecasting for the College.

However, Q1 2018/19 has been the best for apprenticeship starts for four years and so the College anticipate that the 'bedding in' period is coming to an end and anticipates using up all of its non-levy contracted funding.

26 per cent of provision has been through sub-contractors, however this number is slowly being reduced with more provision being offered internally, only using sub-contractors for niche and functional skills. This approach was made as the College felt the quality of provision and satisfaction of learners and businesses on sub contracted programmes was impacting on the College's overall provision. Bradford College is a sub-contractor to a number of Primes.

The reducing number of starts will not meet the long term projection/aspiration. The College acknowledges that it needs to review/refresh curriculum plans for higher level learning to improve quality. A clear and well developed plan is in place to deliver 12 higher level apprenticeships in 2019/20.

The College has addressed apprenticeship vacancies to ensure they are high quality with better candidates rather than being driven by volume.

Currently apprenticeship delivery is 50per cent levy and 50per cent non-levy.

2

Further and enhanced engagement with people in employment in the attainment of higher level skills with a focus on Levels 3-5.

Non-apprenticeships starts are growing possibly due to recent apprenticeship reforms affecting take-up. Progression mapping is being addressed for all students at all levels. The College are looking to increase from 10per cent to 25per cent level 3 to level 4+ progressions.

Achievement rates are good compared with national figures but higher apprenticeship achievements are only just starting to contribute. There has been an increase in take-up of Level 3 and 5 Management, Association of Accounting Technician (AAT) and Project Management which has shown an increase from 16 to 60, with further cohorts planned in year.

The slow pace of approvals of apprenticeship standards at level 4+ is having an impact on breadth of provision for businesses. The lack of timelines for approvals is impacting on planning of provision, particularly where this is university validated provision due to the lengthy approval processes.

Bradford College are not currently delivering any degree apprenticeships but will have management, social work and teaching from September 2019.

3

Create a skills pipeline to support growth in the uptake of Advanced Learner Loans and higher level skills.

Support for individuals is now more attentive, responsive and responding to individual needs and performance rather than a generic offer responding to numbers on programmes. A new Retention Team is an additional resource to support clients where issues are identified. Learners all have a Career Development Plan (CDP) rather than an Individual Learning Plan (ILP) – CDP gives them a long term vision and aspiration. The College no longer promotes particular courses, instead showcasing its support for individuals' career options and progression routes. This in turn is resulting in better learner satisfaction and provides a clear pipeline of learners.

Bradford College have a £1.5 million Adult Learner Loan allocation. At the time of the review under 50 per cent had been accessed, possibly due to lack of relevant provision or learners in a position to take-up level 3 opportunities currently. To address this the College are undertaking a mapping and review of provision for 2019/20 to ensure that there is relevant provision and pathways for learners to progress.

4**Implement a robust employer engagement strategy with emphasis on targeting local levy payers.**

The College continues to contract and work with/support employers. The newly embedded Business Development Team have had conversations with 2,000 businesses, actively working with 900.

Income is showing a steady growth with levy contributions making some contribution. Financial aspirations/income generation could be impacted by anticipated capping of future funding opportunities by government. However, the Business Development Team have a commercial target to support these financial targets.

5**Implement the Teaching, Learning and Assessment Strategy – ensuring this is robust enough to manage the increase in apprenticeships growth whilst not compromising success, achievement and quality.**

The College as a whole received a ‘requires improvement’ rating in its October 2017 Ofsted Inspection. However apprenticeships and adult provision was deemed good and has retained its good status in the 2018/19 Safeguarding Adults Review (SAR) validation. This improvement in quality continues to improve with project increase in success rates for 2018/19.

6**Grow the number of apprenticeships, especially in the following areas;**

1. Infrastructure and Construction
2. Engineering and Manufacturing
3. Digital
4. Health and Care

This has not yet been achieved. A drop in 2017/18 starts has been impacted by apprenticeship reforms as reported in action point 1. For those learners already on the apprenticeship journey, the College is having problems with completions due to lack of available End Point Assessment organisations. This is a national issue.

The College reflected that Digital/ICT apprenticeship standards do not respond to businesses training needs. The sector is constantly changing and therefore a fixed programme, as in apprenticeships, does not flex to employment needs. As a result employers are choosing non-apprenticeship programmes to respond to training needs.

70 per cent of apprenticeship provision meets the four key areas of priority.

7**Expand the offer of traineeships aligned with the needs of employers and supporting the apprenticeship growth strategy.**

Bradford College keep running the traineeship programme as it is appropriate provision for some learners and businesses. Employers, see traineeships as an opportunity to have contact with potential recruits but individuals generally don't like the time period of the programme (up to 6 months) and the fact that they do not get paid. The College have set a traineeship target of 40 starts for 2018/19.

8**Working ever closer with employers in developing training that makes a positive impact on the sustainability, growth and profitability of their business.**

The College Business Development/Engagement Team has increased from one member of staff to 14, showing the College's commitment to supported employer engagement. The dip in employer satisfaction is attributed in the main to sub-contractors but it is anticipated that this will improve due to reduction in sub-contracting. The team continues to develop strong relationships with employers and the introduction of an organisation wide CRM system will support the cross college, multi-function work that the team will undertake. The team works with employers to support a "pledge" which commits employers to work with the College on a range of activities such as work placement, mentoring, site visits etc.

9**Supporting skills development for the unemployed, supporting the achievement of employment destinations for our learners and addressing the underpinning skills gap in English, maths and ICT for people in employment.**

Community learning & Forsters College provision supports 700 community and ESOL learners per year. 80+ per cent learners need additional support. Retention and progression rate of these learners is high due to the individual support offered.

The College is part of the 'One Bradford Workforce' partnership delivering a Health Programme in partnership with Shipley and Keighley College. It is also part of the Business Improvement District which is Business Rates Pool funded. The programme similar, to a sector based work academy, will support unemployed learners to prepare for work experience with a guaranteed interview for healthcare employment opportunities within Bradford. The College also works closely with Bradford councils Skills House providing opportunities for unemployed and low skilled workforce.

The College currently has seven sub contracts with local and national providers, utilising £1 million of Adult Education budget funds to deliver local pre and work preparation learning.

10

Continuing to roll-out Bradford College Plus (developing and recognising of the wider employability skills identified by employers – monitoring and evaluating the outputs and benefits to learners and adapting the scheme where necessary).

Bradford College Plus enables students to maximise the chances of getting a job following their studies by helping gain the valuable experience which demonstrates the attitudes and skills prospective employers are looking for. The College are rolling out Young Ambassador programme and encouraging young people on their apprenticeship provision to be national ambassadors.

An accessible, simple guide has been produced for employers explaining the Bradford College offer. Similar documents have been produced for individuals and parents.

11

Expanding our range of short, full-cost programmes – linked to the LEP's priority sectors.

The College's Business Development Team has a commercial target. The College is delivering Skills Service/West Yorkshire Consortium of Colleges provision and fully funded activity to businesses.

12

Increasing take-up of loans from internal progression of Level 2 learners to Level 3 through robust information, advice and guidance (IAG) provided by both curriculum and guidance teams.

Careers provision at City Training Services is being reviewed with additional careers advice being put in place.

Summary

In the past 12/18 months, Bradford College has had to undertake major changes in response to its reported financial position. This has included a structural change to management of the College which has led to a college wide review of priorities and future provision. This period of change has allowed the College to step back and review its position and it is now coming out of it with a refreshed vision and direction. This situation alongside the Apprenticeship Reforms, which has caused a major impact on learner numbers and income to the College and is similar to the national picture, is reflected in limited progress towards its aspirations. However, this period of unrest has allowed the College time to 'regroup' and put in place actions and provision, particularly around individual learner support, sub-contracting provision and employer engagement, which will hopefully along with the management restructure lead to improvements at the next Delivery Agreement Review.

The College reports that frequent government changes in policy, guidance and funding rules is impacting on performance and credibility. Mid programme changes impacts on the learner cohort as each learner is on a different programme depending on what funding rule was in place when they started and every time a funding rule changes a new contract has to be signed with the College by the business and apprentice. In addition, recent changes/reviews of the funding bands (all reduced) mid programme is affecting delivery costs. The College has recruited two staff to manage contracts and funding/payments with businesses.

Like all providers the College is concerned about future external funding opportunities as a result of Brexit and the potential of ESFA funding allocations being capped.

Calderdale College

Targets and actions that contribute to the needs
of the City Region economy

DELIVERY AGREEMENT

Calderdale College

Progress towards aspirations

The tables below set out the baseline position for 2015/16 (or 2013/14 subject to availability) alongside the aspirations of the College (agreed in summer 2017) against a range of measures relating to the Leeds City Region Employment and Skills Plan priorities and progress to date:

Delivery Agreement performance

Performance and outturn against aspirations 2017/18 and projections for 2018/19 & 2019/20

Raising the bar on high level skills		2015/16	2016/17	2017/18	2018/19	2019/20
Higher level starts	Aspiration	240	233	260	290	320
	Actual	240	280	230		
Higher level achievement rate	Actual	80%	81%	80%		

More and better apprenticeships		2015/16	2016/17	2017/18	2018/19	2019/20
Apprenticeship starts	Aspiration	570	580	620	700	800
	Actual	570	590	430		
Apprenticeship achievement rate	Actual	71%	72%	77%		

		2015/16	2016/17	2017/18	2018/19
Sustained positive destinations rate ¹	Actual	90%	88%	86%	

Great education connected to business		2015/16	2016/17	2017/18	2018/19	2019/20
% of employers who would recommend college to another employer - aspiration	Aspiration	72%	74%	77%	81%	85%
	Actual	72%	81%	93%		

Building workforce skills and attracting talent		2015/16	2016/17	2017/18	2018/19	2019/20
Income from apprenticeships	Aspiration	£2.03m	£2.24m	£2.39m	£2.70m	£3.13m
	Actual	£2.03m	£2.05m	£2.13m		
% of learners that would recommend the College/training organisation to their friends or family	Aspiration	80%	81%	82%	84%	85%
	Actual	80%	79%	77%		
Advanced Learner Loans facility utilised	Actual	£467,000	£566,000	£560,000		
Advanced Learner Loans facility utilised as a proportion of Adult Education Budget	Actual	17%	19%	18%		

Employability, accessing jobs and realising potential		2015/16	2016/17	2017/18	2018/19	2019/20
Sustained positive destination rate	Aspiration	61%	63%	66%	70%	75%
	Actual	62%	70%	68%		
	Aspiration	59%	61%	65%	69%	75%

¹ Sustained positive destination rate figures for 2015/16, 2016/17 and 2017/18 relate to students who completed their learning at the College in 2013/14, 2014/15 and 2015/16 respectively.

Sustained positive destination rate - Skills Provision	Actual	60%	68%	65%	
Proportion of learners from 20% most deprived neighbourhoods nationally	Actual	48%	48%		

Priority Skills		2015/16	2016/17	2017/18	2018/19	2019/20
% of total apprenticeship starts in priority skills subjects	Aspiration	43%	44%	46%	50%	55%
	Actual	43%	39%	37%		
% of total non-apprenticeship starts in priority skills subjects	Aspiration	18%	20%	23%	27%	30%
	Actual	18%	22%	19%		
Number of starts on construction apprenticeships	Aspiration	120	125	140	160	180
	Actual	120	90	70		
Number of starts on construction non-apprenticeship courses	Aspiration	310	310	320	330	350
	Actual	310	600	370		
Number of starts on engineering and manufacturing apprenticeships	Aspiration	50	50	50	55	60
	Actual	50	60	60		
Number of starts on engineering and manufacturing non-apprenticeship courses	Aspiration	30	30	35	40	50
	Actual	30	40	70		
Number of starts on digital apprenticeships	Aspiration	0	15	30	45	60
	Actual	0	0	10		
Number of starts on digital non-apprenticeship courses	Aspiration	10	10	10	20	30
	Actual	10	20	20		
Number of starts on health and care apprenticeships	Aspiration	70	80	100	120	140
	Actual	100	120	60		
Number of starts on health and care non-apprenticeship courses	Aspiration	220	220	230	240	253
	Actual	220	390	590		

Data commentary

The number of higher level starts at the College fell by 18 per cent in 2017/18, taking the figure back to a similar level to the 2015/16 baseline. At 80 per cent, the achievement rate for higher level provision is strong.

Like most institutions, Calderdale College saw a significant fall in apprenticeship starts of 27 per cent during 2017/18, linked to the disruptive impact of the apprenticeship reforms. This rate of decline reflects the wider picture at national and local level. Whilst the latest apprenticeship achievement rate of the College is four points above the national average², it trails the national average by four points in respect of the sustained positive destination rate for apprenticeships.

The College's level of employer satisfaction, based on the FE choices dataset, is excellent at 93 per cent; it is the best performing college in West Yorkshire against this indicator and 12 points above the national average for the FE college sector. This means that the College is already well above its aspiration for 2019/20 in this area.

² These comparisons are based on 2016/17 figures, the latest for which a national average is available.

The College's performance against workforce skills indicators is variable. Although its level of income from apprenticeships is on an upward trend, in spite of the decline in apprenticeship starts experienced by the College, it is somewhat behind the projected level for 2017/18. The upward trend in learner loan utilisation points towards increased responsiveness in adult learning provision. However, learner satisfaction has remained flat and below the national average of 84 per cent with a need for further progress if the Delivery Agreement aspiration is to be achieved by 2019/20.

With regard to student employability, the College is slightly ahead of the projected level with regard to the overall sustained positive destination indicator and in line with the projected figure for destinations from skills provision.

More than 40 per cent of the College's intake of adult learners are drawn from the 20 per cent most deprived neighbourhoods nationally. This demonstrates the College's strong focus on the disadvantaged since Calderdale has few such neighbourhoods relative to districts like Leeds and Bradford

With regard to the alignment of the College's provision to the LEP's skills priorities, the College has fallen behind the projected rate of progress for both apprenticeship and non-apprenticeship provision, in terms of the proportion of total provision accounted for by priority subjects.

The overall fall in apprenticeship starts in 2017/18 was reflected in declines for both construction and health and care take-up, although engineering and manufacturing remained steady and is ahead of the projected level for 2017/18. Progress around digital apprenticeships has been slow, in common with most of the West Yorkshire colleges.

The proportion of education and training starts accounted for by priority subjects fell during 2017/18 because provision in other subjects grew more quickly. Starts are ahead of the projected level for all four subject areas, although construction starts fell in absolute terms. Engineering and manufacturing and health and care both saw significant year-on-year growth.

Calderdale College actions

(agreed summer 2017)

The content below has been provided by the College as part of the review process.

To meet these aspirations Calderdale College commits to carry out the following actions:

1

Expand the higher technical skills offer in a way which fits the regional skills agenda and complements the specialisms of its partners. Provision will be focused around digital skills for both the financial services sector and the creative and design industries, as well as in specialist health and care occupations.

A curriculum review has taken place and a three year plan has been produced. Development of the plan has been in consultation with stakeholders and builds upon Labour Market Information, skills strategy etc. The College has significantly invested in infrastructure, eg opening of their DigiHub in November 2018 and staff development to resource the Hub.

2

Extend delivery of higher apprentices into new priority sectors and by building on advanced level provision in the current offer.

Undertaken as part of the review at point 1. Are seeing early recruitment into higher level digital apprenticeships.

3

Deliver a coordinated programme of activity with Wakefield and Kirklees Colleges, designed to align the range of provision being offered with clear progression pathways. Collectively seek to raise the status of higher skills training in our localities and to engage more learners and employers and ensure the maintenance of high quality.

Collaborative working has been delayed due to other demands and priorities of the three establishments. The aspiration for coordinated programmes of activity with Wakefield and Kirklees is work in progress with meetings taking place in January 2019.

4

Meet new and emerging higher skills needs by utilising the flexibility of the validation relationship with the Open University.

The relationship with the Open University is an enabler for action points 1 – 3. In addition, a Higher Skills Memorandum of Understanding has been signed with Leeds Beckett University to support cross referral activity particularly for large employers in Calderdale

5

Monitor impact of recent changes to the apprenticeship delivery model to ensure an ongoing and sustained improvement in quality and responsiveness. These changes include: a new and dedicated management and delivery structure for the College's delivery of apprentice training and enhanced systems to support apprentice progress in learning.

Changes to the apprenticeship delivery model and team have been undertaken in order to increase quality of apprenticeship delivery, which is evidenced via the College Ofsted grades and satisfaction rates. Following its outstanding grade for apprenticeships, the College is being funded to share its experience and good practice of apprenticeship delivery with other providers through the national Strategic College Improvement Fund programme.

6

Build on our expanding apprenticeship offer through the introduction of new standards and in key sectors including new digital apprenticeships and higher apprenticeships in health, digital and finance.

Calderdale College is currently offering 30+ apprenticeship standards. In relation to priority sectors:

- Infrastructure / construction / allied skills - apprenticeship starts – decline from 120 to 88 due to fewer Intermediate level Construction Framework starts
- Infrastructure / construction / allied skills – non-apprenticeship starts – decline from 310 to 199 due to 100 fewer starts on full cost electrical installation courses
- Engineering and manufacturing - non-apprenticeship starts – decline from 30 to 14 due to lower take up of full cost CAD (Computer Aided Design) courses.

NOTE: the issue is lower take up of these courses in priority sectors by learners, not a withdrawal of the offer.

See also response to action points 1 - 5.

7

Support large employers to make productive use of the levy in partnership, by providing a full-service levy solution to organisations, locating staff and delivery in the workplace, reducing the need for college based off-the-job training.

The College has structurally changed how it responds to employers. A new employer brand is being launched formally in January 2019. Everything within the College that supports and engages business is now centralised and complementary to the apprenticeship team. As part of the Calderdale Skills

Forum, the College works closely with Calderdale Council to support each other and levy companies. This is a developing/growing forum. The College, at the time of writing, works with 30 levy companies. The apprenticeship reforms and systems hasn't acknowledged the realisation of companies understanding and adopting apprenticeships and usage of their levy.

Post Brexit discussions are taking place with stakeholders where they have identified that the biggest impact will be on skills.

8

Further develop work with partners in the West Yorkshire Consortium of Colleges and a number of awarding organisations, to ensure a high quality and best value service for end point assessment is available.

An End Point Assessment (EPA) service has not been progressed via the West Yorkshire Consortium of Colleges as a collective. The College has jointly negotiated some EPA but won't be progressing a local joint model.

9

Continuously improve the College's employer facing work including providing a single point of contact for employers and developing a more integrated service, irrespective of funding stream or type of provision – a 'one stop shop' model making engagement with the College as straight forward as possible for employers.

Is being progressed as part of action identified in action point 7.

10

Utilise existing outstanding employer links to inform the strategic development of the whole college offer, by actively seeking input to curriculum design and delivery and to create valuable work experiences for learners.

The College is effectively engaging with employers to ensure value and joint activities for the benefit of students. For example:

- With Lloyds Banking Group, developed an employment provision to support/prepare young people to be 'work ready'. A similar approach is being developed for Healthcare via NHS
- Scholarship programmes have been developed to fast track students to apprenticeships at Covea
- Supporting Customer First at Calderdale Council
- Pennine Prospects are creating additional activity in the national parks providing opportunities for students to 'get involved' and delivers a programme of development activity for students
- Health Education England and Calderdale Clinical Commissioning Group have become key partners in a programme to inform the development of new curriculum in the health and care sectors.

11

Continue to develop the College's adult learning offer to ensure that those learners who are furthest from the labour market are supported to develop their basic and employability skills, including English for speakers of other languages (ESOL), English and mathematics, which enable them to progress through technical routes.

The College supports a large volume of adult learners from deprived areas where the learner journey often takes longer. A large majority of these learners achieve and progress to a higher level of learning. Additionally, many learners are in work but typically in low skilled and low paid employment. Their participation and success in learning supports their ability to progress within employment.

12

Continue to attract additional external project funding to support the learning, skills and employment infrastructure in Calderdale and beyond.

Attracting external funding is a continual process. The changing environment of the funding arena post Brexit means there is less certainty about future funding opportunities.

Have been successful in securing funding to develop new/continuous professional development of teaching resource and employability support for students.

Summary

Achievement rates at Calderdale College are good and compare very favourably nationally.

The College has seen a good increase in employer satisfaction with an outstanding Ofsted outcome in relation to employer engagement and satisfaction in apprenticeships

More than 40 per cent of students at the College are from deprived areas. The quality provision offered by the College is getting positive outcomes.

Ongoing changes to policy, such as Apprenticeship Reforms, and funding allocations are having an impact on apprenticeship starts.

Apprenticeship starts have grown slightly but have seen significant growth in adult participation. If the Adult Education Budget (AEB) to a college is increased then the Adult Learning Loan (ALL) budget goes down which means fewer opportunities for adults to access learning at level 3 and above. However, as adult learners at the College are from deprived areas the ALL allocation is not utilised as learners are not accessing the loans and are studying at below level 3, impacting on learner progression

The College is starting to prepare for T Level implementation and has received funding to prepare teachers for T level delivery where they will be looking at dual professionals (where occupational and pedagogy expertise are combined) in digital through the Taking Teaching Further programme (a national initiative to attract experienced industry professionals with expert technical knowledge and skills to work in Further Education (FE).

Additional reflections by the College against achievement of the original actions:

- Actions originally agreed don't always have an impact on data and since written the education landscape nationally and locally has changed with some frustrations
- The actions only respond to the supplier but has to be reliant on and dove tail to other external elements
- The College can impact and control delivery and performance once students are in college but one frustration is the external actions that impact on participation and starts.

Kirklees College

Targets and actions that contribute to the needs of the City Region economy

DELIVERY AGREEMENT

Kirklees College

Progress towards aspirations

The tables below set out the baseline position for 2015/16 (or 2013/14 subject to availability) alongside the aspirations of the College (agreed in summer 2017) against a range of measures relating to the Leeds City Region Employment and Skills Plan priorities and progress to date:

Delivery Agreement performance

Performance and outturn against aspirations 2017/18 and projections for 2018/19 & 2019/20

Raising the bar on high level skills		2015/16	2016/17	2017/18	2018/19	2019/20
Higher level starts	Aspiration	310	318	390	400	410
	Actual	310	450	290		
Higher level achievement rate	Actual	72%	55%	68%		

More and better apprenticeships		2015/16	2016/17	2017/18	2018/19	2019/20
Apprenticeship starts	Aspiration	910	920	1,044	1,135	1,164
	Actual	910	940	780		
Apprenticeship achievement rate	Actual	77%	78%	76%		

		2015/16	2016/17	2017/18	2018/19
Sustained positive destinations rate ¹	Actual	94%	92%	90%	

Great education connected to business		2015/16	2016/17	2017/18	2018/19	2019/20
% of employers who would recommend college to another employer - aspiration	Aspiration	88%	90%	92%	94%	95%
	Actual	88%	92%	83%		

Building workforce skills and attracting talent		2015/16	2016/17	2017/18	2018/19	2019/20
Income from apprenticeships	Aspiration	£5.17m	£5.69m	£5.98m	£6.28m	£6.59m
	Actual	£5.17m	£5.57m	£5.42m		
% of learners that would recommend the College/training organisation to their friends or family	Aspiration	79%	83%	87%	91%	94%
	Actual	79%	87%	86%		
Advanced Learner Loans facility utilised	Actual	£785k	£796k	£849k		
Advanced Learner Loans facility utilised as a proportion of Adult Education Budget	Actual	14%	12%	12%		

Employability, accessing jobs and realising potential		2015/16	2016/17	2017/18	2018/19	2019/20
Sustained positive destination rate	Aspiration	77%	79%	81%	83%	85%
	Actual	78%	75%	77%		

¹ Sustained positive destination rate figures for 2015/16, 2016/17 and 2017/18 relate to students who completed their learning at the College in 2013/14, 2014/15 and 2015/16 respectively.

Sustained positive destination rate - Skills Provision	Aspiration	75%	77%	79%	81%	83%
	Actual	75%	73%	74%		
Proportion of learners from 20% most deprived neighbourhoods nationally	Actual	42%	41%	43%		

Priority Skills		2015/16	2016/17	2017/18	2018/19	2019/20
% of total apprenticeship starts in priority skills subjects	Aspiration	72%	73%	75%	75%	76%
	Actual	72%	70%	68%		
% of total non-apprenticeship starts in priority skills subjects	Aspiration	15%	17%	17%	17%	17%
	Actual	15%	16%	16%		
Number of starts on construction apprenticeships	Aspiration	140	140	150	160	177
	Actual	140	120	180		
Number of starts on construction non-apprenticeship courses	Aspiration	210	210	210	210	210
	Actual	210	190	100		
Number of starts on engineering and manufacturing apprenticeships	Aspiration	340	340	380	420	440
	Actual	340	310	290		
Number of starts on engineering and manufacturing non-apprenticeship courses	Aspiration	430	306	306	306	306
	Actual	430	330	240		
Number of starts on digital apprenticeships	Aspiration	10	9	20	40	67
	Actual	10	10	10		
Number of starts on digital non-apprenticeship courses	Aspiration	180	186	186	186	186
	Actual	180	80	30		
Number of starts on health and care apprenticeships	Aspiration	170	180	185	190	195
	Actual	170	210	60		
Number of starts on health and care non-apprenticeship courses	Aspiration	1,190	630	630	630	630
	Actual	1,190	1,000	1,300		

Data commentary

There has been volatility in the College's performance in respect of starts on higher level qualifications. Growth of 45 per cent in 2016/17 (+140 starts) was more than offset by a decline of 36 per cent (-160) in 2017/18. This means that substantial growth will be needed to deliver on the College's aspiration for 2019/20. The achievement rate at this level has also fluctuated but saw a strong increase in 2017/18, based on the College's own figures.

Kirklees College delivered more apprenticeship starts than any other West Yorkshire college in 2017/18. However, it was one of four West Yorkshire colleges to see a decline in starts in the academic year, experiencing a 28 per cent reduction compared with 2016/17. This reflects the average rate of decline for the FE sector both nationally and at City Region level. The College saw a slight dip in its apprenticeship achievement rate but this remains high relative to the national average and the performance of other West Yorkshire colleges. The College's positive destination rate for apprenticeships matches the national average².

² These comparisons are based on 2016/17 figures, the latest for which a national average is available.

The College's level of employer satisfaction, based on the FE choices dataset, fell to a significant degree in 2017/18, leaving it well below the projected level for 2017/18. However, because this fall came from a strong previous position the College's rating remains above the national average of 81 per cent.

The College consolidated its position in 2017/18 in respect of workforce skills indicators. Income from apprenticeships fell marginally in 2017/18 in contrast to the marked fall in apprenticeship starts, demonstrating that the College has strong relationships in place with employers that can be built upon. The College maintained its strong performance against the key indicator of learner satisfaction, with a rating that is above the national average of 84 per cent and the third highest among the West Yorkshire colleges. There was an increase in the value of learner loan funding utilised. The value of loan-funded provision fell as a proportion of Adult Education Budget (AEB) funding, as the level of AEB secured by the College increased.

With regard to employability indicators, the College saw an improvement in its sustained positive destination rates, both overall and for its skills provision; although in both cases it lags behind the projected rate set out in the Delivery Agreement. However, to place this into context, Kirklees is one of only two West Yorkshire colleges to perform above the national average for its overall destination rate and one of only two for the skills provision rate.

The College's performance on employability must also be set in the context of the 40 per cent of adult learners drawn from the 20 per cent most deprived neighbourhoods nationally. This reflects the significant contribution to the inclusion agenda made by all West Yorkshire colleges.

More than two-thirds of the College's apprenticeship provision, in terms of starts, fell within the LEP's priority skill areas in 2017/18. The proportion fell slightly during the academic year, however, and is currently below the testing aspiration set out in the Delivery Agreement. Strong growth in construction apprenticeships during 2017/18 was offset by a marked fall in health and care and a slight fall in engineering and manufacturing starts, whilst digital starts remained at a modest level.

The College maintained the proportion of its education and training starts in priority subjects in 2017/18 and this is broadly in line with that projected in the Delivery Agreement. However, this was primarily due to pronounced growth in health and care starts, whilst starts in the other priority subjects of construction, engineering and manufacturing and digital each fell by a significant degree.

Kirklees College actions

(agreed summer 2017)

The content below has been provided by the College as part of the review process.

To meet these aspirations Kirklees College commits to carry out the following actions:

1

Expand the higher technical skills offer in a way which fits the regional skills agenda and complements our specialisms and that of our partners. Provision will be focused around engineering, process manufacturing, creative and digital industries and science, technology, engineering and mathematics (STEM)-related provision.

A focus on higher skills is being brought by the move from degree based delivery to Technical Professional Education and Higher Level Apprenticeships. Progression routes to Higher Level Apprenticeships are in place and provision is being developed. The Dewsbury Learning Quarter project will provide a platform for higher level skills for the priority areas of the Creative & Digital and Construction sectors.

2

Deliver a coordinated programme of activity with two other colleges, designed to align the range of provision being offered with clear progression pathways. We will seek to jointly raise the status of higher skills training in our localities and to engage more learners and employers and ensure the maintenance of high quality.

Memoranda of Understanding with Calderdale and Wakefield colleges are being refreshed and further developed. Opportunities for improved progression are supported by Go Higher West Yorkshire and the West Yorkshire Colleges Consortium.

3

Develop an inspirational facility focused on higher level skills across the process, supply chain and engineering sectors, integrating renewable technologies to create a self-sustaining site that generates its own power, which would offer provision in relation to maintenance and instillation of the cutting-edge technologies used.

The College's Engineering Centre is now well established as a centre of excellence and first choice for quality education and training.

The Process Manufacturing Centre is growing the level of delivery since it opened in 2015-16 and already has a good reputation, nationally, within the Food and Drink industry.

4

Increase local demand for higher skills through:

- **Expansion of our Access to higher education (HE) provision to include further Level 2 provision as a stepping stone to Level 3. This is in response to local need.**
- **Improved information, advice and guidance (IAG) to encourage take up.**
- **Working with employers and our student STEM ambassadors to raise awareness in schools about opportunities in the engineering and process industries.**
- **Working in liaison with the local authority and ‘Primary Engineer’ to develop teachers in both primary and secondary schools to embed engineering into curriculum delivery.**
- **Listening to employers and building on the methods we used to respond to the process industries, to ensure the provision of the right skills.**

Expansion of Access to Higher Education (HE) provision will include further Level 2 provision as a stepping stone to Level 3. This is in response to local need.

Improved information, advice and guidance (IAG) to encourage take up is in place.

The College is working with employers and student STEM ambassadors to raise awareness in schools about opportunities in the engineering and process industries.

In liaison with the local authority and ‘Primary Engineer’ the College are working to develop teachers in both primary and secondary schools to embed engineering into curriculum delivery.

The College works with The Gatsby Foundation and Education Training Foundation on Subject Specialist Pedagogy in Initial Teacher Education for Vocational Science, Engineering and Technology (ITE-VocSET).

The College works with and listens to employers, building on the methods used to respond to the process industries, to ensure the provision of the right skills.

5

Monitor the impact of recent changes to the apprenticeship delivery model to ensure an ongoing and sustained improvement in quality in a changing environment. These changes include: aligning delivery models to ensure successful transfers from full time to apprenticeship routes mid-year; the early introduction of the new standards delivered in 2016/17 and close working with ‘trailblazers’ to ensure a smooth transition from frameworks to standards; recruiting apprenticeship student ambassadors who promote apprenticeships in schools and at recruitment events.

A cross college group has developed systems, processes and responses to the

new apprenticeship delivery model. The focus has been on ensuring a common understanding and approach and developing new pricing and cost models; amending apprenticeship sign-up processes; managing the transition from frameworks to standards; implementing End Point Assessment and completing all the College obligations as a Levy Payer.

6

Broaden our apprenticeships offer coupled with greater employer engagement to ensure the College is providing apprenticeships that meet the needs of local employers including higher level apprenticeships and new areas of provision such as process manufacturing.

Development of the Dewsbury Learning Quarter will enable broadening of the apprenticeship offer with the Creative & Digital sector. The newly formed Sales Team is focussing on widening the client portfolio, through the deployment of refocused resource on employer engagement and sales.

7

Expand the range of apprenticeship progression opportunities to maximise the levy with all frameworks/standards having progression routes, for example in engineering where the College delivers Level 2-5 and will work with the University of Huddersfield to ensure effective progression routes to degree level options.

Progression routes to Higher Level Apprenticeships are in place and provision is being developed. The Dewsbury Learning Quarter project will provide a platform for higher level skills for the priority areas of the Creative & Digital and Construction sectors. Relationships have recently been developed with The University of Huddersfield who have started to commission delivery of a small number of Higher Level Apprenticeships.

8

Continue to actively engage and listen to employers to:

- **develop further provision that meets their needs**
- **bring employers into the classroom to inspire our students**
- **provide ‘master classes’ on specialist skills and knowledge**
- **engage in staff development with employers to ensure all staff are delivering cutting edge industry standards and**
- **ensure we have a ready supply of work experience placements and apprenticeships opportunities**

The College is actively developing further provision that meets employer needs, regularly bringing employers into the classroom to inspire students. Master

classes are provided on specialist skills and knowledge. The College supports staff development with employers to ensure all staff in college are delivering cutting edge industry standards; and are building a ready supply of work experience placements and apprenticeships opportunities.

9

Continue to focus on providing opportunities for the development of basic and employability skills, including English for speakers of other languages (ESOL), English, mathematics and digital capability, which enable adults to progress and are key barriers to future employment.

ESOL delivery, together with English, mathematics and digital capability continue to be a significant element of the adult offer. In 2017-18, the College had a specific focus on improving and expanding the adult offer; and is using the Flexible Learning Fund to design and develop innovative new methods of delivering learning that are flexible and easy to access for adults who are in work, or returning to work.

The College has recently launched its 2019 Adult Course Guide, which has a full range of part-time & professional courses, community courses, ESOL and English and maths courses.

10

Support better access for adults into work through:

- **working in community hubs to enable us to engage those students who are the hardest to reach**
 - **aligning ESOL and basic skills with work opportunities; and**
 - **developing adult provision that provides strong ladders of opportunity to develop skills and knowledge to meet the needs of employers and skills shortage areas.**
-

The College works in community hubs to enable engagement with those students who are the hardest to reach. The College are investigating what is required to align ESOL and basic skills with work opportunities and developing adult provision that provides strong ladders of opportunity to develop skills and knowledge to meet the needs of employers and skills shortage areas.

In 2017-18 the College delivered 104.25 per cent of the adult education budget allocation and has received £207k (3 per cent) additional funding as a result of this over delivery.

Summary

In the past 12/18 months, Kirklees College has had to undertake major changes in response to its reported financial position, which in some instances has meant it has not been able to progress its aspirations at the pace originally intended. This paired with external factors, such as the Apprenticeship Reforms causing uncertainty in the business world has meant a slower pace of progress in some areas. The College still, however, believe that it has potential to grow apprenticeships and continue to work on progression opportunities.

In the last twelve months the College has undertaken a lot of work on quality of provision and financial viability. A strategic approach has been taken to review sub-contracting of apprenticeship provision significantly, retaining main delivery by the College, but will still need some sub-contracting for niche provision.

Student satisfaction remains high and a focus is being put on regaining employer satisfaction levels which they feel has been impacted due to staff restructuring in 2017. Use of the Advanced Learner Loan facility is increasing year on year and the proportion of learners from the most deprived neighbourhoods remains relatively constant.

Progress is generally in line with the original aspirations set. The review panel felt that the College had made great strides to address and make positive changes to the College offer. This will enable progression towards the aspirational ambitions and support the strategic collaborative working with the Council, University, Chamber of Commerce through the Kirklees Strategic Leaders Group which will enhance joint business engagement and future planning.

Kirklees College will in 2019 begin planning for the new T Level offer, starting in 2020.

Leeds City College

Targets and actions that contribute to the needs
of the City Region economy

DELIVERY AGREEMENT

Leeds City College

Progress towards aspirations

The tables below set out the baseline position for 2015/16 (or 2013/14 subject to availability) alongside the aspirations of the College (agreed in summer 2017) against a range of measures relating to the Leeds City Region Employment and Skills Plan priorities and progress to date:

Delivery Agreement performance

Performance and outturn against aspirations 2017/18 and projections for 2018/19 & 2019/20

Raising the bar on high level skills		2015/16	2016/17	2017/18	2018/19	2019/20
Higher level starts	Aspiration	900	900	900	1,000	1,050
	Actual	900	890	890		
Higher level achievement rate	Actual	63%	74%	75%		

More and better apprenticeships		2015/16	2016/17	2017/18	2018/19	2019/20
Apprenticeship starts	Aspiration	900	900	1,080	1,296	1,554
	Actual	900	800	580		
Apprenticeship achievement rate	Actual	59%	66%	74%		

		2015/16	2016/17	2017/18	2018/19
Sustained positive destinations rate ¹	Actual	94%	90%	92%	

Great education connected to business		2015/16	2016/17	2017/18	2018/19	2019/20
% of employers who would recommend college to another employer - aspiration	Aspiration	62%	70%	75%	80%	85%
	Actual	62%	83%	92%		

Building workforce skills and attracting talent		2015/16	2016/17	2017/18	2018/19	2019/20
Income from apprenticeships	Aspiration	£3.5m	£4m	£4.4m	£5.2m	£6.24m
	Actual	£3.9m	£3.8m	£3.1m		
% of learners that would recommend the College/training organisation to their friends or family	Aspiration	73%	82%	84%	85%	87%
	Actual	73%	88%	91%		
Advanced Learner Loans facility utilised	Actual	£1.7m	£2.4m	£2.6m		
Advanced Learner Loans facility utilised as a proportion of Adult Education Budget	Actual	13%	16%	18%		

Employability, accessing jobs and realising potential		2015/16	2016/17	2017/18	2018/19	2019/20
Sustained positive destination rate	Aspiration	74%	75%	77%	78%	80%
	Actual	75%	77%	79%		

¹ Sustained positive destination rate figures for 2015/16, 2016/17 and 2017/18 relate to students who completed their learning at the College in 2013/14, 2014/15 and 2015/16 respectively.

Sustained positive destination rate - Skills Provision	Aspiration	73%	76%	78%	79%	80%
	Actual	73%	75%	77%		
Proportion of learners from 20% most deprived neighbourhoods nationally	Actual	58%	60%	61%		

Priority Skills		2015/16	2016/17	2017/18	2018/19	2019/20
% of total apprenticeship starts in priority skills subjects	Aspiration	50%	50%	50%	50%	50%
	Actual	50%	62%	47%		
% of total non-apprenticeship starts in priority skills subjects	Aspiration	10%	15%	20%	25%	25%
	Actual	10%	7%	9%		
Number of starts on construction apprenticeships	Aspiration	0	5	20	25	30
	Actual	0	0	10		
Number of starts on construction non-apprenticeship courses	Aspiration	130	130	140	150	160
	Actual	130	80	80		
Number of starts on engineering and manufacturing apprenticeships	Aspiration	160	175	180	185	190
	Actual	160	170	140		
Number of starts on engineering and manufacturing non-apprenticeship courses	Aspiration	310	320	340	350	360
	Actual	310	250	260		
Number of starts on digital apprenticeships	Aspiration	40	40	60	80	100
	Actual	40	20	10		
Number of starts on digital non-apprenticeship courses	Aspiration	80	100	110	120	140
	Actual	80	100	170		
Number of starts on health and care apprenticeships	Aspiration	250	55	110		450
	Actual	250	300	100		
Number of starts on health and care non-apprenticeship courses	Aspiration	1,700	1,800	1,900	2,000	2,100
	Actual	1,700	960	1,350		

Data commentary

The College delivers a considerable volume of higher level provision (level 4 and above) and has maintained its level of starts since the commencement of the Delivery Agreement, putting the College broadly on track to achieve its 2019/20 aspiration. Achievement rates at this level have also increased over the period of the Delivery Agreement.

In common with most institutions, Leeds City College saw a significant fall in apprenticeship starts of 28 per cent during 2017/18, as it sought to respond to the apprenticeship reforms. This is similar to the average rate of decline seen nationally and at City Region level. More positively, the College's apprenticeship achievement rate has seen strong improvement in recent years and is close to the national average 2, whilst the sustained positive destination rate for apprenticeships is excellent, at well above the national average and the highest of the West Yorkshire colleges.

² These comparisons are based on 2016/17 figures, the latest for which a national average is available.

The College's level of employer satisfaction, based on the FE choices dataset, is already well ahead of its aspiration for 2019/20 and is the second highest of the West Yorkshire colleges, as well as being 11 points higher than the national average.

The College's performance against workforce skills indicators is somewhat mixed. It has seen a marked decrease in income from apprenticeships, reflecting the decline in starts. However, utilisation of learner loan funding is on the increase in both absolute and proportionate terms. In common with employer satisfaction, learner satisfaction already exceeds the 2019/20 aspiration and is seven points higher than the national average (84 per cent).

In terms of its contribution to employability, the College's progress is broadly in line with forecast in respect of both sustained positive destination indicators. It is also well above the national average for both indicators.

The fact that around 60 per cent of the College's intake of adult learners are drawn from the most deprived neighbourhoods nationally demonstrates its major contribution to the inclusion agenda in Leeds.

The College makes a major contribution in volume terms to the development of skills in several of the LEP priority areas.

Although the proportion of apprenticeship starts in priority subject areas fell in 2017/18, it is only slightly below that forecast at the outset of the Delivery Agreement process, since the proportion was well ahead of profile in 2016/17. The overall contraction in apprenticeship starts experienced by the College was partly due to a significant fall in health and care starts (commonplace across the FE sector) whilst engineering and manufacturing apprenticeships also declined. Meanwhile, the number of digital apprenticeship starts is small and lags behind the projected level for 2017/18.

The College has fallen behind the projected rate of progress in respect of the proportion of education and training provision that is in priority subject areas and is behind profile in all subjects, with the key exception of digital starts, where it is ahead of profile. This is a reflection of the high volume of Basic English, maths and ESOL delivery required to upskill the high proportion of adults from areas of deprivation, skills which are required to enable progression into vocational skills provision.

It should be noted that the College has a small presence in terms of construction provision, particularly apprenticeships, reflecting a desire not to duplicate the offer from Leeds College of Building.

Leeds City College actions

(agreed summer 2017)

The content below has been provided by the College (incorporating Keighley College) as part of the review process.

To meet these aspirations Leeds City College commits to carry out the following actions:

1

Significantly expand the College's higher level skills offer across Levels 4-6 classroom-based and apprenticeships including business, computing and health.

Leeds City College have had progress in developing and implementing higher level programmes. The College has been awarded Foundation Degree Awarding Powers (FDAP) in 18/19 and have been recognised by the Office for Student (OfS). This provides a very positive platform for the further development of the higher levels skills response and offer.

Foundation degree development took place at Keighley College in 2017/18 with delivery started 18/19.

A marketing strategy is in place for leadership and management qualifications and to support recruitment in higher education in 2019/20.

Module specifications for higher education Applied Computing, Cyber Security and Networking are developed with AQL, BAE, Blacks solicitors.

Change to higher level apprenticeship standards for Engineering have proven challenging and the College has sought employer input to try and make the provision achievable.

Over the last two years, the College has been investing in the creation of new apprenticeship routes for its own staff. This has been a way to create effective talent pipelines, reduce gaps in skills shortage areas, support succession planning activities, utilise the Levy and help create a more diverse workforce.

2

Increase higher level participation by:

- **Improving online platforms for flexible delivery (to help improve part-time recruitment).**
- **Development of conversion courses.**
- **Internships and graduate placement programmes.**
- **Improving information, advice and guidance (IAG) and transition support.**

A range of activities has been put in place to support and encourage higher level participation, including activities to promote internal progression to higher-level learning for each curriculum department which is supported by careers guidance.

Internal/ external progression to higher education is monitored at performance reviews with all departments.

Links across the College to promote awareness of higher education and higher/ degree apprenticeships and their suitability are improving. Signposting of students to support packages to enable prospective students to have the skills to succeed at this level e.g. academic writing, using IT for learning were delivered in summer 2018 for 2018/19 applicants.

The College has good links with the National Collaborative Outreach Programme (NCoP) project team who work closely with internal and external markets to increase the take up of higher level provision at the College.

College wide implementation of Google applications for learning, as part of college wide technology enhanced learning strategy, is linked with the Colleges Google Reference college status.

Access to Higher Education courses has opened up in new areas with further developments planned for September 2019. Level 2 access bridging programmes have been put in place from September 2018 to create a stepping stone for adults who are not yet ready for level 3+ study. A restructure of Access to Higher Education and movement from a centralised model to a devolved model into departments has begun to drive improvements in quality and growth. This work will continue in 2018/19 with further improvements in science based access provision.

National Careers Service and the College's Information Advice and Guidance (IAG) team have been focussing on career pathways, implementation of Gatsby benchmarks, and learner progression.

The College is currently forecasting to spend 96 per cent of the 2018/19 Adult Learner Loan (ALL) allocation from September 2019 enrolments with further in year starts planned. This will ensure whole allocation is utilised. A growth request will be made in February 2019.

3

Implement a robust employer engagement strategy, linked with a marketing and sales strategy to promote growth, particularly targeting large local levy payers. Changes in the management and delivery model, teaching and learning and a quality improvement strategy are focused on improved achievement rates ensuring growth does not compromise quality.

A new Employer Engagement Strategy is in place across the organisation and a Stakeholder Engagement Strategy is currently under development.

A review of the Colleges' marketing and sales strategy has been undertaken with a refresh of the corporate image and messaging being implemented.

New business support staff have been recruited to drive the growth agenda in a number of teams and focus on employer relationships.

Significant work has been undertaken to focus on improving apprenticeship achievement rates, timely completions and employer relationships between 2015-2017. This resulted in a 'Good' rating for apprenticeships in Ofsted inspection February 2018. The provision has changed from a centrally delivered model, to a devolved model into vocational areas in 2017/18, with ownership of quality and growth being part of departmental performance monitoring.

There is a very active employer board for Engineering in Keighley which offer employer insight and involvement in curriculum delivery.

4

Develop access to apprenticeship programmes incorporating English, maths, employability, digital literacy and personal learning skills for adults to gain the needed skills to succeed on an apprenticeship.

A range of initiatives have been put in place to support this action, some which engage businesses, including a pre-apprenticeship Sector Based Work Academy model for clinical support workers and business support apprenticeships with Leeds Teaching Hospital Trust and Get into Health and Social Care pre-apprenticeship model developed with the Princes Trust.

Additionally, early discussions are taking place with the Princes Trust about wider implementation of a traineeship model.

The College started to develop and run traineeship programmes as a pilot project in 2018/19. At the time of the review nine students were on programme with further recruitment to take place throughout the remainder of the academic year. Students are currently employed within a number of sectors including retail, digital and hospitality.

A Traineeship in Care, is to be delivered in partnership with Leeds City Council aimed at recruiting people from underrepresented groups into social care. This is programme part funded by Skills for Care.

5

Expand the range of apprenticeships offered by the College including the development of higher level apprenticeships and development of added value models of delivery. These include tailored additional qualifications/ bespoke training elements.

Leading by example, Leeds City College/Keighley College had at the time of the review 65 apprentices working in the organisation on Level 2 to Level 5 apprenticeship qualifications, spanning over 30 different departments. Over 5 per cent of the organisations workforce comprises of apprentices. As new course standards become live, the Director of Development and Strategic Projects works with relevant departments to ensure appropriate training needs so that internal skills can be developed across the organisation.

The College has developed and is delivering a range of advanced and higher apprenticeships e.g. Business Management & Leadership, Project Management, Healthcare Practitioner.

The College is working with a range of businesses to respond to employer skills needs and gaps including:

- Keighley College Health and Care Team are collaborating closely with Airedale Hospital in designing the curriculum and delivery model for Health and Social Care (HSC) apprentices. Head of Department and Programme Manager for HSC meet regularly with Airedale staff to design and monitor the development and delivery of the Health Care apprenticeship programme
- A contract with Leeds Teaching Hospital Trust has been won to deliver 250+ Level 2 and Level 3 healthcare apprenticeships. An additional 275 Level 2 and Level 3 healthcare apprentices are being transferred over to Leeds City College from PeoplePlus
- Contracts won with Aspire (Adult Care), York Hospital (Healthcare), St Mary's (Adult Care) and Leeds City Council (Adult Care)
- A tender was won for bespoke delivery of improving Digital Skills at foundation, intermediate and advance levels is currently being delivered to a private sector company. Additional support was given to the business to access/refer to the Skills Service to support learning requirements for other members of the workforce

The College has a range of models of delivery which are employer led. For example, training can be delivered in the College or the employer location. The delivery can vary as the College takes great pride in its ability to offer responsive and flexible programme delivery, which are bespoke to employer needs including:

- Incorporating days and evenings to support shift patterns, minimise business disruption and meet organisational needs
- Total on-site delivery, a mixture of on-site and college delivery and distance learning where appropriate; where there are a large number of Apprentices, they deploy Assessors to be based on-site during specified periods
- Block, day release, part days, unitised and other methods of delivery can be tailored to suit employer needs and those of the learner

A consortium approach to meet whole organisational need via one lead provider for example Ambition Leeds is an exciting new addition to the Leeds retail and hospitality sector. A new training centre based in City Exchange is a partnership with Leeds City College, Leeds Beckett University, The Source, Landsec, Leeds City Council and Leeds Bid.

6

Increase the involvement of employers in curriculum design and delivery to ensure that activities are relevant to employment and address employability attributes/skills valued by employers.

Leeds City College has provided the following list of activity and provision that has taken place across all sites which have included employer engagement in the curriculum development or been developed to respond to employer needs, as follows (also see action point 5):

- A summit with the Health and Care sector in Leeds has looked at the Health and Care Academy becoming a hub for placement provision
- Computer Science now offers a full time Access course and has enrolled 25 students in 2018/19
- Computerised accounts, part time level 3 computer technicians, Level 1 part time ECDL qualifications and 3D modelling qualifications have been introduced
- Keighley College has introduced Level 2 Digital Games Design
- Growth in places for Access to Health and Social care. Eight students on the Access course this year. Part time Health and Care course for adults offered at Keighley from September 2018
- Computing qualifications have been remodelled to reflect the unit's employers need and promote progression
- Introduced new evening provision in Engineering - Fabrication & Welding and Health and Social Care, and Childcare in 17/18 at Keighley College
- New part time Access to Health Science Level 3 delivered two evenings per week
- Health Education England level 3 Senior Healthcare Support Worker apprenticeships are in their third successful year within Leeds and Bradford GP practices
- Skills for Care Endorsed Provider quality mark has been awarded for the second year running - valid until September 2019
- Developed two new Level 3 Access pathways - Social Work and Psychology
- Developed a Level 2 Access Health Science pathway.

Engineering (Keighley)

- New Higher National Certificate introduced – 10 higher education students and one higher level Apprentice
- Fifty-seven new Engineering apprentices commenced. In addition the College provides training for 16 apprentices from other managed agents including Stegta, Trained Up and Appris

- New standards are causing concern due to the extra skills, knowledge and time required compared with the current frameworks
- Extended evening provision has been implemented to cater for 16 students in Fabrication & Welding delivered in Keighley, which is meeting employer's needs to upskill across the range of techniques.

Construction (Keighley)

- New evening Level 2 plumbing introduced for ten students. A part time introductory course is being offered in February 19
- Brickwork & Joinery have 22 new apprentices – three are from Construction Industry Training Board (CITB)
- A number of introductory courses are planned for February 19

Health & Care (Keighley)

- Two new higher education programmes were introduced in September 18 - Health & Wellbeing and Supporting Teaching & Learning. These recruited 36 new candidates
- Airedale Hospital apprenticeship delivery is continuing to go from strength to strength. Thirty level 3 cohort are being delivered and is a progression for many of the apprentices who undertook Level 2. Further groups are planned throughout the year with a focus for the next cohort on Theatre staff to meet hospital needs
- The development of apprenticeships outside of the hospital is growing slowly but steadily
- Keighley College sit on the Bradford Health Strategic Partnership group who have just secured £1 million from Leeds City Region/Business Rates Pool to focus on recruitment into the sector with the One Workforce bid

Textiles (Keighley)

- The delivery of sector based work academies continues. Two cohorts have already been delivered in year with further in year delivery planned. Progression into work has been pleasing
- Two apprentices are now on programme and others pipeline opportunities have been recognised and proceeding through the system
- Introductory dress making course commenced in September 18. This is currently being delivered full cost

Digital literacy (Keighley)

- Introductory level provision is planned in year. It is recognised that this is an area for development

7

Develop a new site at Quarry Hill to provide state of the art facilities for caring services and creative industries, complementing the opening of Phase 3 at Printworks for STEM, Computing and Business, providing opportunities for growth and further development of the curriculum linked with employer needs.

The vision for Leeds City College's new £60 million state-of-the-art Quarry Hill Campus was unveiled to around 100 politicians, civic and business leaders, academics and students gathered at the nine-story complex at the end of January 2019.

Teaching commences September 2019 launching the specialist designed Creative Arts, Health Science and Social Care facilities.

8

Increase the range of flexible and responsive vocational programmes developing key skills linked to emerging employment opportunities. Examples include the White Rose expansion, Victoria Gate Casino and restaurants, Kirkstall Forge Thorpe Park, HS2 and infrastructure developments.

Leeds City College are pleased to be part of Ambition Leeds which is an exciting new addition to the Leeds retail and hospitality sector. The new training centre based in City Exchange is a partnership with Leeds City College, Leeds Beckett University, The Source, Landsec, Leeds City Council and Leeds Bid.

The aim of Ambition Leeds is to:

- Work collaboratively to deliver education, skills and training that meets the needs of retail and hospitality employers in Leeds
- Improve the standards within the professions
- Support the growth of the sectors across the city in line with the Leeds Talent and Skills Plan 2017 – 2023
- Significantly increase the number of Apprentices within the sectors and assist those returning to work

The College works in partnership with the Department of Work and Pensions (DWP), Leeds City Council and employers, to engage adults back into education and develop employability skills to enable them to get into or return back to work. Job Fairs at The Point, White Rose Shopping Centre were supported by employers, including: Debenhams, Chiquito and Frankie & Benny's. Sector Based Work Academies in Retail and Hospitality were delivered at The Point. Debenhams offered placement opportunities with 80 per cent of students being offered employment.

Increasingly work in partnership with community hubs, voluntary and statutory organisations, particularly those in areas of deprivation, to meet the English, maths, English for speakers of other languages (ESOL) and employability skills of individuals with no/low level qualifications.

One of the strengths of the Colleges provision is its outreach work, where it works with a range of community partners to support individuals to move into further learning and prepare them for future employment. Examples of some of the activities it has recently undertaken include:

- A Jobs and Apprenticeship Fair was held at Enfield Centre in the summer term focusing on community and ESOL learners. Volunteering/third sector organisations were also invited to host stands. These were particularly popular with adult students for opportunities to engage in work experience
- Conversations have started to identify how part time adult students, often enrolled onto short /very short courses, can participate in work experience activities
- Open door sessions with Keighley factories for students/employers have been held
- Apprenticeship month in Keighley was held during February 2018

In 2017/18, 2645 adults benefited from learner support funds (up from 1840 in 2016/17 and 1726 in 2015/16) focussing on supporting disadvantaged groups to participate and stay in learning. A new approach to managing funds focuses on issuing of travel passes, meals and emergency funds. Negotiated bulk purchase arrangements with some travel providers to get best value from funds have been secured.

399 students aged 18+ were supported for safeguarding concerns in 2017/18 enabling them to remain on programmes. (Including 30 referrals to adult social care). This was 45 per cent of all concerns reported in College.

Numbers have grown significantly on ESOL programmes at Leeds City College and Keighley College. New courses are planned for delivery throughout the year. Links with community groups has doubled in the last six months. Outreach delivery of ESOL takes place in Community Hubs as well as College sites and provision at the Enfield Centre, the main home for ESOL, is full. Evening ESOL has trebled and 250+ learners attending Saturday ESOL programmes. ESOL achievement rates at the College were the highest in the country in 2018/19.

Over 60 per cent of college students in 2018/19 were from bottom 20 per cent deprivation, 50 per cent from bottom 10 per cent with 50 per cent of provision in English, maths and ESOL.

10

Increase the range of flexible and responsive progression programmes to provide a pipeline for apprenticeship growth.

Social mobility projects launched in college focussed on enhancing the experience of identified groups of learners (Level 2 Health and Caring Services and Enfield ESOL students) to raise aspirations and develop resilience and their skills to manage transition.

Also, see updates on actions 4 and 5 which reflect the developments achieved on apprenticeship programme development which support and reflect this ambition.

11

Improve the teaching, learning and assessment for adults, ensuring personal needs are met and potential and positive outcomes are achieved.

Ground work in departments focussing on better progression of level 2 students began in 2016 focussing on greater stretch and challenge to enable core learners to be level 3+ ready. This has begun to reap benefits.

As already reflected a greater focus is now placed on Information, Advice and Guidance (IAG), career pathways on programme and support at the end of programmes to ensure learner needs are met.

Promonitor software is in place to measure progress of individuals from the start point on a programme.

Improved Recognising and Recording Progress and Achievement (RARPA) tracking in place for non-accredited learning.

12

Expand the range of short full cost programmes linked to the Leeds City College network academy to support the digital hub, working with employers including ITV, Sky Bet, JET2

The Digital and IT department will be delivering Microsoft Imagine courses through the Microsoft Imagine Academy. Microsoft Specialists modules will consist of Word, Excel, PowerPoint and Access from beginner to advanced levels. The Technology Associated modules will consist of the delivery of Windows, Networking and Security. The department offers part time short 12 week courses on CCNA and CISCO.

A short course in Cyber Security is being developed.

Other developments to note:

Adult Learner Loans (ALL) - The ALL bursary is effectively spent with 360 students supported for travel, meals and some equipment, as well as hardship in 2017/18 to increase successful outcomes and address barriers to participation. Additional learners will be recruited in year for programmes in January and March.

Learner Support – 4076, 19+ learners accessed some form of additional learning support in 17/18 resulting in 87.7 per cent attendance, 94 per cent retention and 94 per cent achievement ensuring that they succeeded in line with their peers. This reflects the strong support for learners with both medical and additional social needs. 2846 students also accessed Discretionary Learner Support Funding to contribute to childcare and travel costs in particular; this is a strong feature of the commitment to inclusion and social mobility, recognising the poverty and hardship of many adults from disadvantaged communities. The outcomes for all EDI indicators show achievement in line with peers regardless of gender, race, and disability. Adults receiving DLSF and ALS achieve equal to peers.

Work placements – During 2017/18 the central work experience team sourced 143 work placements for adult students in 17/18. At the time of the review, 80 19+ students have had placements sourced to date. More adults have been placed in 18/19 P3 than in the same period in 17/18.

Progression - Adult progression (Rules applied) to positive destinations is good with 81.3 per cent moving into positive actual destinations of which 60.75 per cent stay in FE, 3.2 per cent go to HE and 17.37 per cent into paid work.

Marketing:

- Adult and Community recruitment is one of the core areas of student recruitment across Leeds City College. The College is in the process of launching awareness campaigns to engage with people who have not yet considered training, but would benefit either upskilling in their current role/ capacity or to progress their career with relevant qualifications in their industry
- These campaigns will run alongside specific schools of Leeds City College with the Leeds City Region Enterprise Partnership (LEP) priority areas (eg School of Digital and IT for the training needs of the Creative Digital Sector). This will be to ensure the College is appropriately targeting the right demographic and addressing training and skills needs in that area of the industry. A dedicated Marketing Executive will be leading this awareness campaign across the College
- Alongside this, the College has assigned Marketing Executives to each of the Schools across Leeds City College which will be promoting all courses they offer. Specific campaigns promote courses being offered in these areas ensuring dedicated marketing support to recruit adult learners into each school
- Each of the Adult and Community Centres will have their own Marketing Executive responsible for promoting adult courses and the role the centres have in the community
- The College has a market insight team who further support activity, review impact of campaigns and suggest improvements in delivery. Three month rolling marketing activity plans will be in place for:
 - Adult and Community Awareness Campaign
 - Adult Courses Delivered by specific Schools across Leeds City College
 - Adult Education Centres
 - Digital radio and digital advertising campaign from early December until late January 2019 for in year recruitment

Summary

The College has made significant progress in remodelling its curriculum offer to meet the Leeds City Region Enterprise Partnership Delivery Agreement, with a quality improvement approach to ensure that delivery and outcomes are high. This has had a particularly positive effect on apprenticeship recruitment and employer satisfaction placing the College in a good position to win new work. The pipeline work to increase progression to level 3 has resulted in a steady growth in Adult Learner Loan take up.

For the business planning process 2019/20 all departments will be working to complete a relevant, responsive and rich curriculum review to further finesse the curriculum offer and ensure pathways from entry to higher education. The College is engaging in the development of the national retraining scheme with Department for Education to influence future curriculum.

Leeds College of Building

Targets and actions that contribute to the needs
of the City Region economy

Leeds College of Building

Progress towards aspirations

The tables below set out the baseline position for 2015/16 (or 2013/14 subject to availability) alongside the aspirations of the College (agreed in summer 2017) against a range of measures relating to the Leeds City Region Employment and Skills Plan priorities and progress to date:

Delivery Agreement performance

Performance and outturn against aspirations 2017/18 and projections for 2018/19 & 2019/20

Raising the bar on high level skills		2015/16	2016/17	2017/18	2018/19	2019/20
Higher level starts	Aspiration	280	260	230	210	197
	Actual	280	250	510		
Higher level achievement rate	Actual	89%	82%	87%		

More and better apprenticeships		2015/16	2016/17	2017/18	2018/19	2019/20
Apprenticeship starts	Aspiration	470	503	534	566	600
	Actual	470	440	590		
Apprenticeship achievement rate	Actual	79%	76%	72%		

		2015/16	2016/17	2017/18	2018/19
Sustained positive destinations rate ¹	Actual	91%	93%	90%	

Great education connected to business		2015/16	2016/17	2017/18	2018/19	2019/20
% of employers who would recommend college to another employer - aspiration	Aspiration	76%	78%	80%	82%	84%
	Actual	76%	83%	89%		

Building workforce skills and attracting talent		2015/16	2016/17	2017/18	2018/19	2019/20
Income from apprenticeships	Aspiration	£3.70m	£4.26m	£4.35m	£4.46m	£4.58m
	Actual	£3.80m	£4.42m	£4.93m		
% of learners that would recommend the College/training organisation to their friends or family	Aspiration	90%	90%	90%	90%	90%
	Actual	-	80%	81%		
Advanced Learner Loans facility utilised	Actual	£86,448	£91,583	£92,618		
Advanced Learner Loans facility utilised as a proportion of Adult Education Budget	Actual	7%	5%	7%		

Employability, accessing jobs and realising potential		2015/16	2016/17	2017/18	2018/19	2019/20
Sustained positive destination rate	Aspiration	72%	73%	74%	75%	76%
	Actual	71%	78%	70%		

¹ Sustained positive destination rate figures for 2015/16, 2016/17 and 2017/18 relate to students who completed their learning at the College in 2013/14, 2014/15 and 2015/16 respectively.

Sustained positive destination rate - Skills Provision	Aspiration	69%	70%	71%	72%	73%
	Actual	67%	74%	65%		
Proportion of learners from 20% most deprived neighbourhoods nationally	Actual	33%	33%	31%		

Priority Skills		2015/16	2016/17	2017/18	2018/19	2019/20
% of total apprenticeship starts in priority skills subjects	Aspiration	100%	100%	100%	100%	100%
	Actual	100%	99%	98%		
% of total non-apprenticeship starts in priority skills subjects	Aspiration	82%	83%	84%	85%	86%
	Actual	82%	79%	78%		
Number of starts on construction apprenticeships	Aspiration	470	503	536	568	600
	Actual	470	430	580		
Number of starts on construction non-apprenticeship courses	Aspiration	2,350	2,374	2,388	2,402	2,415
	Actual	2,350	2,330	1,900		

Data commentary

The College is performing well ahead of its 2017/18 aspiration for higher level provision (level 4 and above) as a result of strong take-up of higher apprenticeships. Higher level achievement rates also increased in 2017/18, whilst achievement rates for higher apprenticeships are strong at 88 per cent.

The College saw strong growth in overall apprenticeship take-up of 34 per cent during 2017/18, running counter to the wider trend experienced across the FE college sector. The College's apprenticeship achievement rate is also positive, at eight percentage points higher than the national average of 5, whilst the College's sustained positive destination rate is also positive at 90 per cent.

The College's level of employer satisfaction saw strong growth in 2017/18 and is well ahead of the level projected in the Delivery Agreement, as well as being eight points ahead of the national average of 81 per cent.

With regard to workforce skills indicators, income from apprenticeships grew strongly in 2017/18 and is well ahead of the projected level. The value of learner loan funding utilised by the College increased during the academic year and also grew as a proportion of AEB, although loan-funded provision remains a relatively small part of the College's offer.

Data from the national FE Choices survey indicates that learner satisfaction is a key area for improvement for the College with the 2017/18 rating lagging behind the Delivery Agreement aspiration. However, the College's own data shows that more than 90 per cent of learners (with over 1,000 students responding) are satisfied with their experience.

With regard to employability indicators, the latest outcome-based success measure data show that the College is lagging behind its aspirations for both sustained positive

³ The College does not offer provision in digital and health and care subjects.

⁴ Provision in a range of subjects including electrical installation, plumbing and heating systems is classified as construction here rather than as engineering and manufacturing.

⁵ These comparisons are based on 2016/17 figures, the latest for which a national average is available.

destinations and is also below the national average for both. The College's own data, which relates to internal apprenticeship progression and student destinations suggests a more positive position with more than 88 per cent of students achieving positive outcomes, both overall and for skills provision.

Leeds College of Building's specialist focus on construction and related skills means that close to 100 per cent of apprenticeship starts fall within the LEP's priority skill areas. Construction apprenticeship starts grew strongly in 2017/18, by 70 per cent, and are well ahead of the level projected in the original Delivery Agreement. Starts on apprenticeships in engineering and manufacturing broadly kept pace with the College's aspiration. It should be noted that the apprenticeships in this latter subject area mainly relate to specific disciplines like electrical installation, plumbing and heating systems etc, and now fit better within construction sector subject area classification than engineering / manufacturing.

With regard to education and training provision, starts on construction non-apprenticeship opportunities fell during 2017/18, to a level somewhat below the Delivery Agreement aspiration. Starts in engineering and manufacturing were broadly in line with the projected level.

Leeds College of Building actions

(agreed summer 2017)

The content below has been provided by the College (incorporating Keighley College) as part of the review process.

To meet these aspirations Leeds College of Building commits to carry out the following actions:

1

Significantly develop the College's higher level skills offer, across Levels 4-6, classroom-based and apprenticeships:

- Develop agreement with a higher education institution (HEI) to deliver degree programmes in Leeds
- Work closely with industry and the Technician Apprenticeship Consortium to run the higher and degree apprenticeships as they become available through the Government's Trailblazer initiative

Leeds College of Building have a Memorandum of Understanding with Leeds Beckett for three degree apprenticeships and approval to run these from September 2019. The College and Leeds Beckett University have very good working relationships, which go back many years. The Degree programmes are BSc Civil Engineering Level 5 Top-up, BSc Civil Engineering Levels 4-6 and Building Services Engineering Design Level 6 Top-up. They are still working with and have excellent employer relationships through the Technician Apprenticeship consortium. There are concerns that universities want learners to go from a level 3 to level 6 but this is not achievable, it is too big a step without level 4 and 5 technical and practical knowledge to build upon, discussions with employers and Higher Apprenticeship Working Groups, together with Professional and Advisory Bodies, are ongoing to secure Level 4, 5 continuations. Learners need to progress at their own pace and also have various stepping on and off points.

Higher level provision is higher than expected due to more students switching from HNC/HND to Higher Apprenticeships over time. Higher achievement rates (87.4 per cent) are well above the national Higher Education (HE) rate, together with Higher Apprenticeship timely achievement rates at 87.5 per cent.

HE is one of the College's key strategic objectives and, over the years, has grown student numbers (FTEs) exponentially and almost doubled the numbers over the last three years, as follows: 2015/16 – 166, 2016/17 – 213 and 2017/18 – 305. These are funded by the (new) Office for Students (OfS), including HNC, HND & Higher Level Apprenticeships through the Education and Skills Funding Agency as appropriate.

2

Support higher level participation by:

- Improving approaches to flexible delivery, thereby helping improve part-time recruitment
 - Development of courses which provide progression pathways to Level 4 and 5 courses, in line with skills needs within the region
 - Offering internships and graduate placement programmes
 - Improve information, advice and guidance (IAG) and transition support to students already studying at Leeds College of Building
 - Broaden progression pathways from Level 1-3 to support larger numbers accessing apprenticeships at Level 4 and above
-

The College, as the only GFEC specialising in Construction & Built Environment continues to build the portfolio of courses available from Entry Level to Level 7 and Level 2 Intermediate Apprenticeships to Level 6 Degree Level. The total number of all students (in 2017/18) across the College participating in Construction & the Built Environment courses was 5,487. The number of Apprenticeship courses offered is 54 (as promoted on “Find an Apprenticeship” Service) and 267 classroom / other based courses across the College.

The vast majority of HE students are employed and those that aren't, the College seeks to provide work placements and/or a range of employability skills, including utilising visiting speakers, site visits etc.

Through OfS funding the College is involved in the NCOP project; two staff are engaged and based in the College to further support widening participation in FE & HE, particularly those from disadvantaged groups.

Leeds College of Building have self-assessed and measured themselves against the Gatsby benchmarks and the College has retained it's Matrix accreditation. (see also notes at action point 1). A dedicated Student Services team support students' needs, together with very experienced vocational / academic staff, who regularly promote progression opportunities available in the industry.

3

Implement a robust employer engagement strategy, linked with a marketing and sales strategy to promote growth:

- Target large levy paying employers
 - Increase activity levels at the 'Forging Futures' initiative, with CEG and the Wates Group, at the Kirkstall Forge site and potentially develop another similar facility in South Leeds
 - Target a growing number of SME's and/or supply chains to meet industry needs, helping plug skills gaps in construction and the built environment
-

The relationship with Anchor Group (led by the Council) is encouraging larger numbers to be taking apprenticeships. Income from Levy companies is doing well, alongside private income/contracts.

Excellent relationships exist with the College and more Tier 1 & 2 employers have been engaged. Following the Apprenticeship Reforms, the College identified the opportunities and implemented a robust plan to ensure its readiness to meet employer need. Numerous employer events were held to inform employers of the new levy system, together with promotion of the full range of Level 2 to HLA (Level 5) that is available, together with new Standards / Trailblazers. In 2017/18 following discussion with CITB, through our long standing relationship work, we agreed to work with them to accommodate non-levy Apprenticeships due to CITB unfortunately losing their non-levy allocation and to ensure both local / regional employers and apprentices could be accommodated, which started from October 2018 onwards at the College.

Employers, such as BAM Nuttall, have moved a lot of their national Apprenticeships provision at Level 3 and above to Leeds College of Building. The College also continues to manage Apprenticeship provision for NG Bailey etc. The College's dedicated Apprenticeship Unit team work closely with employers to retain and support Apprenticeships on provision. The number of local employers (161), supporting 427 Apprentices in 2017/18, was above the College's targeted expectations.

4

Develop access to apprenticeship programmes:

- **Programmes will incorporate English, maths, employability, digital and personal learning skills for adults to gain the needed skills to succeed on an apprenticeship programme**
- **Develop key technical level routes, particularly construction which is one of the 15 vocations identified in the Sainsbury Review, to address unemployment in Leeds City Region whilst providing progression routes into employment and Apprenticeships**

A broad range of Study Programmes across the Craft trade and Technical areas include the above. In particular, for 16-19 Maths & English is challenging and the College has invested in restructuring its Maths & English department to also help and support student progress and progression in this area. Many students joining the College are having to undertake the required GCSE examinations (due to not receiving Grade 'C' / 4 or above at school). The vast majority of students progressing to Apprenticeships, and that complete the Apprenticeship, achieve the required level of Maths and/or English as required.

Members of the Senior Management Team have been involved in various groups looking at the 'T' Level qualifications, of which Construction is one of the 15 areas.

As most students attend at Level 1 & 2 Study Programmes (small numbers at Level 3 as most progress to Apprenticeship programmes), particularly in the

Crafts area, the College doesn't see a big take up of 'T' Levels. However, this will be appropriate for the small number of learners on Direct Level 3 provision in Technician level studies and may open up other opportunities.

5

Increase the involvement of employers in curriculum design and delivery:

Ensure that college courses remain relevant to employers and address employability attributes and skills valued by employers; similar to the Transport Planning Apprenticeship where employers jointly develop the curriculum content through specialist inputs and guest speaker sessions which complement education and training.

The original pilot of the Transport Planning Apprenticeship is going from strength to strength. The College is also working with major employers (Leeds City Council, Transport for London and others) on delivery of the programme. The first cohort of Apprenticeships are just going through the End Point Assessment (EPA).

Various employers have supported, over the years, the design of the Higher Apprenticeships, more recently the Degree Apprenticeship, and the Technician Consortium are very proactive. The College engages with the Federation of Master Builders to support SMEs, BESA Training Group, Civil Engineering Contractors Association etc. Members of College staff / managers, where invited, support employer groups and the new Standards (replacing old Apprenticeship Frameworks – such as Carpentry & Joinery, Brickwork, Plastering, Transport Planning, Modular Building, Higher Apprenticeships etc.)

Joint discussion with Leeds Beckett University has led to approval of Degree Apprenticeships as mentioned above.

6

Complete Phase 2 (Joseph Aspdin Building) campus at Hunslet:

- **Provide state-of-the-art flexible facilities for building services engineering (BSE) courses and have a campus which showcases technologies such as photo voltaic, rainwater harvesting, bio-mass, etc.**
- **Enhance facilities for delivering science, technology, engineering and mathematics (STEM)-based higher and degree apprenticeships to help meet the need nationally for engineers, surveyors and managers to achieve the ambitious infrastructure plans both regionally and nationally.**
- **Develop initiatives with Women into Science and Engineering (WISE) and others to promote STEM courses to women to bridge the skills gaps.**

6

Phase 2, Hunslet Campus (Joseph Aspdin Building) development slightly delayed. Moving into ground floor early January 2019 and take over building fully in March 2019. The College has introduced a well resourced laboratory and Building Information Modelling (BIM) room to help promote STEM and more digital involvement with students / employers.

The College are now on a number of public sector frameworks. The College of Building offer provision that is particularly specialist across the country and attracts employers and Apprentices from far and wide, accommodating them on block release programmes, together with providing accommodation for them in Leeds. The College accommodates WISE (Women into Science & Engineering) at the Hunslet Campus. Across the College provision 8 per cent of intake are women, particularly in technical and higher roles. In addition they have a 15 per cent BAME intake, both well above the industry norm.

7

Increase the range of flexible and responsive vocational programmes:

- **Develop key skills linked to emerging employment opportunities; for example, 60,000 new homes in Leeds, the White Rose expansion, Kirkstall Forge, Thorpe Park, HS2 and infrastructure developments across the region**

Focus on the local / regional priorities in Construction & Infrastructure has meant the College has expanded the number of Apprenticeship courses offered for employers and Apprentices in the “Find an Apprenticeship Service” to 54. Classroom / other courses construction related are 267.

8

Increase the range of flexible and responsive progression programmes:

- **Provide a pipeline for apprenticeship growth through the Trailblazer initiative and ‘Standards’ development, via the Institute for Apprenticeships, to meet the Government’s three million target**

Progression is always prominent with year on year performance recorded. The College have been heavily involved in Trailblazer activity. Unfortunately the approvals for new standards in construction nationally are slow to be agreed which is delaying start and enrolment onto programmes (although old Frameworks are still being used until new Standards available).

Standards that the College are already involved with are Transport Planning, Electrical, Heating & Ventilation, Reactive Maintenance, Carpentry & Joinery, Refrigeration & Air Conditioning.

9

Improve teaching, learning and assessment for adults:

- Focus on teaching, learning and quality improvement to sustain achievement rates ensuring projected growth does not compromise quality
- College Self-Assessment Report (SAR) grades adult provision at grade 1: outstanding

Ofsted visit – Most recent inspection (November 2017) concluded a grade 2 (good) for adult provision (although the College self-assessed as grade 1). Apprenticeship provision, that also included most 19+ Apprentices, was also graded 2 (good). 16-19 provision (Study Programmes) was unfortunately graded 3 (requires improvement). They feel that the reduction in grade was impacted by maths and English achievements. The recent Ofsted Monitoring Visit in November 2018 confirmed that reasonable progress was being made in three of the themes inspected and significant progress on one theme.

The last QAA Integrated Quality Enhancement review conducted by HEFCE concluded that, across 25 indicators, the College met ‘UK expectations’. Future reviews will come under Office for Students and the College will be judged against the Teaching Excellence Framework.

Due to the specialist nature of provision it is difficult and possibly inappropriate to measure a specialist FE provider against a generalist FE provider. Leeds College of Building have only 16 per cent of full-time students compared with general FE colleges whose full time student cohort is around 60/65 per cent.

The growth of the College is currently being hindered in some areas due to difficulties in recruiting appropriate staff, particularly when the industry is very buoyant and salaries are higher than the College can offer.

Summary

Leeds College of Building provide specialist provision which is respected and accessed not only by local companies and individuals but across the country. 88 per cent of students have a positive destination, and those students already employed and studying at the College stay with their original employer. Employer and student satisfaction rates are very high.

At 2018 WorldSkills, Leeds College of Building were the fourth highest college as far as medal winners. In 2018, they were awarded BTEC Apprenticeship Provider of the Year.

The College have progressed an ambitious accommodation strategy, supported by the West Yorkshire Combined Authority, to support better facilities for students / employers.

Shipleby College

Targets and actions that contribute to the needs of the City Region economy

ShIPLEY College

Progress towards aspirations

The tables below set out the baseline position for 2015/16 (or 2013/14 subject to availability) alongside the aspirations of the College (agreed in summer 2017) against a range of measures relating to the Leeds City Region Employment and Skills Plan priorities and progress to date:

Delivery Agreement performance

Performance and outturn against aspirations 2017/18 and projections for 2018/19 & 2019/20

Raising the bar on high level skills		2015/16	2016/17	2017/18	2018/19	2019/20
Higher level starts	Aspiration	10	30	40	60	60
	Actual	10	50	50		
Higher level achievement rate	Actual	n/a%	62%	95%		

More and better apprenticeships		2015/16	2016/17	2017/18	2018/19	2019/20
Apprenticeship starts	Aspiration	150	175	200	200	225
	Actual	150	160	170		
Apprenticeship achievement rate	Actual	79%	82%	85%		

		2015/16	2016/17	2017/18	2018/19
Sustained positive destinations rate ¹	Actual	89%	91%	88%	

Great education connected to business		2015/16	2016/17	2017/18	2018/19	2019/20
% of employers who would recommend college to another employer - aspiration	Aspiration	89%	89%	89%	89%	89%
	Actual	89%	85%	85%		

Building workforce skills and attracting talent		2015/16	2016/17	2017/18	2018/19	2019/20
Income from apprenticeships	Aspiration	£611k	£620k	£700k	£750k	£775k
	Actual	£592k	£603k	£615k		
% of learners that would recommend the College/training organisation to their friends or family	Aspiration	83%	90%	90%	90%	90%
	Actual	83%	88%	93%		
Advanced Learner Loans facility utilised	Actual	£210k	£207k	£296k		
Advanced Learner Loans facility utilised as a proportion of Adult Education Budget	Actual	10%	10%	15%		

Employability, accessing jobs and realising potential		2015/16	2016/17	2017/18	2018/19	2019/20
Sustained positive destination rate	Aspiration	58%	60%	65%	65%	65%
	Actual	58%	65%	65%		

¹ Sustained positive destination rate figures for 2015/16, 2016/17 and 2017/18 relate to students who completed their learning at the College in 2013/14, 2014/15 and 2015/16 respectively.

Sustained positive destination rate - Skills Provision	Aspiration	57%	60%	65%	65%	65%
	Actual	56%	63%	63%		
Proportion of learners from 20% most deprived neighbourhoods nationally	Actual	42%	40%	42%		

Priority Skills		2015/16	2016/17	2017/18	2018/19	2019/20
% of total apprenticeship starts in priority skills subjects	Aspiration	11%	7%	10%	13%	27%
	Actual	11%	10%	22%		
% of total non-apprenticeship starts in priority skills subjects	Aspiration	16%	20%	20%	20%	20%
	Actual	16%	15%	15%		
Number of starts on digital apprenticeships	Aspiration	10	10	20	30	30
	Actual	10	10	10		
Number of starts on digital non-apprenticeship courses	Aspiration	30	30	40	50	50
	Actual	30	10	0		
Number of starts on health and care apprenticeship	Aspiration	0	10	20		
	Actual	0	10	30		
Number of starts on health and care non-apprenticeship	Aspiration	550	550	550	550	550
	Actual	540	520	530		

Data commentary

Higher level provision (level 4 and above) accounts for a relatively small proportion of the College's activity but the latest figures show that take-up is growing at a rate in advance of the original aspirations. Achievement rates for higher level qualifications (based on the College's own calculations) are very high.

ShIPLEY is one of a minority of colleges to see a small increase in apprenticeship starts during 2017/18, in spite of the disruptive impact of the government's reforms. The College's apprenticeship achievement rate increased in 2017/18; whilst its performance is well above the national average and is the highest of the West Yorkshire colleges³. Positive destinations are just below the national average.

The College's level of employer satisfaction, based on the FE choices dataset, is slightly behind the original aspiration but is well above the national average of 81 per cent.

The College is performing positively against workforce skills indicators in most respects. Apprenticeships income increased in 2017/18, along with apprenticeship starts, although it remains somewhat below the level originally anticipated in the Delivery Agreement. The level of learner satisfaction is excellent at 93 per cent, being ahead of the College's aspiration and nine points higher than the national average of 84 per cent, as well as being the highest rating of the seven West Yorkshire colleges. The learner loan facility utilised by the College increased substantially in cash terms in 2017/18 and also grew as a proportion of the available Adult Education Budget.

² The College does not offer provision in construction and engineering and manufacturing.

³ These comparisons are based on 2016/17 figures, the latest for which a national average is available.

In terms of its contribution to employability, the College is broadly on track with regard to delivering sustained positive destinations, although slightly behind profile on destinations from skills provision. The high proportion of adult learners within the College's intake (more than 40 per cent) who are residents of the 20 per cent most deprived neighbourhoods nationally demonstrates the contribution it makes to the inclusion agenda.

With regard to the alignment of the College's provision to the LEP's skills priorities, progress was made in 2017/18 in respect of the proportion of apprenticeship starts falling into priority subject areas. This was driven primarily by an increase in health and social care apprenticeship starts, an area in which other colleges mostly saw a decline. The College's performance was well ahead of the projected level in 2017/18.

The College has fallen behind the required rate of progress in respect of digital provision – both apprenticeships and education and training provision.

In addition, to growth in health and care apprenticeships the College broadly maintained its high volume of education and training provision in this subject area and is on track to achieve its 2020 aspiration.

It should be noted that the College does not offer apprenticeship or education and training provision in construction or engineering / manufacturing to learners from the City Region. This reflects a desire to complement rather than duplicate the curriculum offer of Bradford College.

Shipley College actions

(agreed summer 2017)

The content below has been provided by the College as part of the review process.

To meet these aspirations Shipley College commits to carry out the following actions:

1

Expand higher offer in leadership and management, computing and childcare maximising use of loans income while meeting employer needs. These courses have been developed with progression routes in mind

The offer supporting Leadership and Management has been expanded and starts are progressing.

Unfortunately the planned expansion of Level 4 computing hasn't taken place due to low take up/numbers on programme.

Funding to support the higher level offer for childcare programmes is no longer available to the College.

Other higher level provision developed includes Postgraduate Certificate in Education (PGCE) and Association of Accounting Technician (AAT) at level 4.

The Adult Learner Loans provision has increased with a Rail Engineering programme which is delivered in Sheffield and Liverpool.

2

Encourage demand for higher skills, for example through tailored information advice and guidance and developing progression routes with local higher education (HE) institutions for full time and part time students

Progression has moved from mid-70 per cent to mid-90 per cent for full time learners into positive destinations whether that be further learning or employment.

3

Introduce new standards in accountancy, digital media and IT building on the College's existing strengths and based on an assessment of local economic need

New standards/courses have been implemented but have only attracted small numbers for IT/Computing. Engagement of learners onto digital programmes is an issue – finding appropriately qualified young people is a challenge.

4**Work with local employers to help them understand the changes to the apprenticeships funding system and the introduction of the levy**

The College is working with levy paying companies which is evidenced by an increase in levy income. Although the levy income is not as projected, it does reflect the business plan aspirations of the College and evidences a steady increase in apprenticeship provision.

5**Proactively work with local schools to better disseminate apprenticeship information and working with any related Leeds City Region projects such as the European Structural and Investment Fund (ESIF) funded 'Absolute Apprenticeship' project to widen access to apprenticeship opportunities**

Following early closure of the Absolute Apprenticeship programme, Shipley College seeks to become an integral partner in delivery of the new ESIF funded programme Leeds City Region Employment Hub, working alongside Bradford Council and other partners in engaging with schools.

Apprenticeship numbers have remained stable. The College is carrying apprenticeship vacancies on behalf of companies, as they don't have appropriate applicants to present to employers.

6**Engage companies to develop new courses, secure valuable work experience places and place appropriately qualified individuals into apprenticeship and traineeship opportunities**

Customer Service provision has been a key development and growth area for the College. The College have supported the LEPs Career Development Fund pilot.

7**Improve ongoing delivery of English and maths skills to the local community up to GCSE level through collaboration with peer colleges to identify and share best practice**

The College has doubled its English for Speakers of other Languages (ESOL) and General Certificate of Secondary Education (GCSE) starts. At the time of the review, 240 adult learners were on part time ESOL programmes with an anticipated increase to around 400 in 2018/19.

Adult Education Budget (AEB) spend is utilised as follows:

- 22 per cent Basic skills/ESOL
- 35 per cent Entry Level
- 17 per cent other programmes/access courses
- 25 per cent level 2 course

Sustained destinations are around seven per cent lower than the national average. However, it is felt that this is attributed to the fact that 29 per cent of learners have a disability (compared to 10-20 per cent nationally), and 33 per cent of learners are in receipt of benefits (compared to 20 per cent nationally) and therefore the cohort experiences far greater barriers to employment or further learning than the national average.

The College has increased the range of community centres in order to provide better accessibility. The College is working with a range of partners to develop progression activities so that those on basic skills courses have a planned route into vocational training.

8

Develop a range of vocational courses at Level 1 and 2 designed to support individuals into employment.

ShIPLEY College has developed some courses to support individuals and offer a number of Sector Based Work Academies each year, dependent upon employer needs. The College will also be concentrating on support for the new 'One Workforce' programme led by Bradford Council which will deliver a Health Programme in partnership with Bradford and Keighley Colleges.

9

Proactively seek out employers that can offer opportunities for low skilled individuals and work in partnership with Jobcentre Plus to enable access to employment for the local unemployed.

The College continues to work closely with Jobcentre Plus but there has been an impact on referrals due to closure of the ShIPLEY Jobcentre.

10

Improve teaching, attainment and progression through a range of initiatives, including:

- a. developing motivational approaches across the curriculum**
- b. sharing good practice across sectors through increased peer review/ supported experiments**
- c. further improving work experience processes to ensure as many students as possible have access to a high quality workplace work experience element; and**
- d. enriching the learner experience through increased inclusion of technology enhanced learning, blended learning and creative technologies.**

Motivation and aspiration is impacted by influence of staff members and learner support through programme delivery. The College are in the top five nationally for learner satisfaction.

Roll in/drop in workshops with badging awards via Digital Google Classroom are offered by the College.

11

Increase work with Advanced Learner Loans and full cost across a range of professional and vocational areas.

All Adult Learner Loans (ALL) provision has now moved to the Rail Engineering programme which is delivered in Sheffield and Liverpool.

Full cost Institute of Leadership and Management (ILM) programmes go from strength to strength. The Colleges' horticulture programme is also still proving to be very popular.

Summary

ShIPLEY College is the smallest of FE colleges in West Yorkshire, with a cohort of 3,500 (including 16-18 year olds). The College is well respected by business and individual learners alike. It has seen a steady increase in apprenticeships, mainly through levy payers and in particular through Bradford Council based adult health and social care students. The Adult Learner Loan allocation has been utilised with an in-year increase approved.

The College has secured early adopter status for the new T Levels. It is currently recruiting employers for provision of the Industrial Placements and will be introducing T Levels in Digital and Childcare from September 2020.

Wakefield College

Targets and actions that contribute to the needs
of the City Region economy

Wakefield College

Progress towards aspirations

The tables below set out the baseline position for 2015/16 (or 2013/14 subject to availability) alongside the aspirations of the College (agreed in summer 2017) against a range of measures relating to the Leeds City Region Employment and Skills Plan priorities and progress to date:

Delivery Agreement performance

Performance and outturn against aspirations 2017/18 and projections for 2018/19 & 2019/20

Raising the bar on high level skills		2015/16	2016/17	2017/18	2018/19	2019/20
Higher level starts	Aspiration	430	610	767	800	920
	Actual	430	390	400		
Higher level achievement rate	Actual	73%	71%	73%		

More and better apprenticeships		2015/16	2016/17	2017/18	2018/19	2019/20
Apprenticeship starts	Aspiration	420	409	550	580	650
	Actual	420	410	500		
Apprenticeship achievement rate	Actual	70%	73%	71%		

		2015/16	2016/17	2017/18	2018/19
Sustained positive destinations rate ¹	Actual	93%	93%	89%	

Great education connected to business		2015/16	2016/17	2017/18	2018/19	2019/20
% of employers who would recommend college to another employer - aspiration	Aspiration	57%	80%	82%	85%	90%
	Actual	57%	78%	87%		

Building workforce skills and attracting talent		2015/16	2016/17	2017/18	2018/19	2019/20
Income from apprenticeships	Aspiration	£1.77m	£1.59m	£2.3m	£2.7m	£3m
	Actual	£1.77m	£1.87m	£2.3m		
% of learners that would recommend the College/training organisation to their friends or family	Aspiration	85%	88%	89%	90%	87%
	Actual	-	75%	72%		
Advanced Learner Loans facility utilised	Actual	£370k	£485k	£521k		
Advanced Learner Loans facility utilised as a proportion of Adult Education Budget	Actual	19%	24%	36%		

Employability, accessing jobs and realising potential		2015/16	2016/17	2017/18	2018/19	2019/20
Sustained positive destination rate	Aspiration	67%	75%	77%		80%
	Actual	67%	72%	72%		

¹ Sustained positive destination rate figures for 2015/16, 2016/17 and 2017/18 relate to students who completed their learning at the College in 2013/14, 2014/15 and 2015/16 respectively.

Sustained positive destination rate - Skills Provision	Aspiration	65%	67%	69%		80%
	Actual	65%	70%	70%		
Proportion of learners from 20% most deprived neighbourhoods nationally	Actual	20%	37%	20%		

Priority Skills		2015/16	2016/17	2017/18	2018/19	2019/20
% of total apprenticeship starts in priority skills subjects	Aspiration	74%	87%	82%	86%	75%
	Actual	73%	68%	52%		
% of total non-apprenticeship starts in priority skills subjects	Aspiration	16%	16%	16%		18%
	Actual	16%	14%	16%		
Number of starts on construction apprenticeships	Aspiration	30	50	70	100	132
	Actual	30	40	40		
Number of starts on construction non-apprenticeship courses	Aspiration	80	70	80	120	136
	Actual	80	90	60		
Number of starts on engineering and manufacturing apprenticeships	Aspiration	200	145	170	210	250
	Actual	200	180	180		
Number of starts on engineering and manufacturing non-apprenticeship courses	Aspiration	210	170	190	220	260
	Actual	210	230	200		
Number of starts on digital apprenticeships	Aspiration	0	10	30	50	75
	Actual	0	10	0		
Number of starts on digital non-apprenticeship courses	Aspiration	20	15	30	45	75
	Actual	20	10	20		
Number of starts on health and care apprenticeships	Aspiration	80	130	180	210	245
	Actual	80	40	40		
Number of starts on health and care non-apprenticeship courses	Aspiration	430	323	300	295	285
	Actual	430	230	320		

Data commentary

Although the number of higher level starts at the College grew slightly in 2017/18, this did not meet the stretching aspirations set out in the Delivery Agreement. Considerable growth is needed to achieve the aspiration for 2019/20. The achievement rate for higher level provision has remained steady.

Wakefield was one of a small minority of colleges to see growth in apprenticeship starts in 2017/18, and this growth was substantial at 22 per cent. The evidence also indicates that the College's apprenticeship offer is of high quality, with an achievement rate above the national average for the College sector and a positive destination rate in line with the national average.

³ The College does not offer provision in digital and health and care subjects.

⁴ Provision in a range of subjects including electrical installation, plumbing and heating systems is classified as construction here rather than as engineering and manufacturing.

⁵ These comparisons are based on 2016/17 figures, the latest for which a national average is available.

The College's level of employer satisfaction, based on the FE choices dataset, is positive at 87 per cent, being ahead of the projected rate of progress and well above the national average for the FE sector of 81 per cent.

The College's performance against workforce skills indicators is mixed. The College's level of learner satisfaction based on the available FE Choices data is low relative to the College's aspirations and the national average for the FE sector. On the other hand the College has made strong progress in the utilisation of learner loan funding, which suggests increased responsiveness to learner needs.

With regard to student employability, the College has remained static for overall sustained positive destinations but is on track to achieve its 2019/20 projection for destinations from skills provision.

Around one fifth of the College's intake of adult learners is drawn from the 20 per cent most deprived neighbourhoods nationally. This is lower than the other West Yorkshire colleges but reflects the fact that Wakefield has fewer pockets of acute deprivation than the other West Yorkshire districts. However, Wakefield is characterised by one of the weakest profiles of educational attainment among its adult population.

With regard to the alignment of the College's provision to the LEP's skills priorities, the proportion of apprenticeship starts that are in priority subjects has fallen during the period of the Delivery Agreement, meaning that significant growth will be needed to meet the 2019/20 aspiration.

The proportion of starts in education and training contributed by priority subjects remained steady and in line with the stated aspiration for 2017/18. In absolute terms, there was growth in starts for digital and health and care with declines for construction and engineering and manufacturing. Engineering and manufacturing and health and care were ahead of the projected rate of progress in 2017/18, whilst construction and digital were slightly behind.

Wakefield College Actions

(agreed summer 2017)

The content below has been provided by the College as part of the review process.

To meet these aspirations Wakefield College commits to carry out the following actions:

1

Launch the Advanced Skills and Innovation Centre (ASIC) to bring affordable, high-quality higher education together in one purpose-built location while refining our higher offer to better meet employers needs including expansion in digital, business and health which will be validated by the University of Hull and Leeds Beckett University.

The Advanced Skills and Innovation Centre (ASIC) was officially opened in September 2017. It provides a focal point for businesses in relation to workforce development opportunities and higher education provision at the College. It is a vibrant and well-used facility, but further work remains to be done for it to become embedded as a hub for business in the city. Discussion is taking place with the local authority around further opportunities for collaborative working to promote usage of the centre more effectively.

The College is pleased with the number of students currently undertaking higher level provision. However, they continue to work on attracting more new enrolments/starts on programmes and recognise that embedding a facility like ASIC takes time. The College have been very successful in securing full fee paying learners which is not reflected in the data section of this report.

2

Increase local demand for higher skills by:

- generating interest in science, technology, engineering and mathematics (STEM) careers
- developing information advice and guidance to encourage progression from Level 3 into higher skills; and
- extending our access to higher education (HE) provision and improving participation in HE from the low-participation wards in the district through outreach work with schools.

The College is running highly successful STEM Plus Masterclasses in holiday periods for year ten school pupils aimed at fostering an interest in science and technology. Numbers attending each event are high and increasing. The College have developed a programme of HE tasters for existing students to promote/ maximise internal progression from level 3 onto higher level programmes. In addition, they have been successfully using the National Collaborative Outreach

Programme (NCOP) which brings together partnerships of universities, colleges and other local partners to deliver outreach programmes to young people in years 9 to 13 to stimulate interest in HE from students in disadvantaged wards.

3

Deliver a coordinated programme of activity with Calderdale and Kirklees Colleges, designed to align the range of provision being offered with clear progression pathways. We will seek to jointly raise the status of higher skills training in our localities and to engage more learners and employers and ensure the maintenance of high quality.

Slow progress has been made on this action point due to other demands and priorities of the three establishments. However, the approach is not being dismissed and conversations are ongoing. Discussion took place at the review meeting around possible areas for collaborative working and it was suggested that initial conversations might be held with Calderdale and Kirklees Colleges to address issues that they are all experiencing around lack of specialist resource to deliver vendor training in relation to digital programmes. One option might be shared resource on a rotation basis.

4

Consolidate our apprenticeships portfolio to focus on priority sectors including digital, engineering, care, construction and business and administration while expanding our higher apprenticeships portfolio as part of ASIC development.

Wakefield College appear to be ‘bucking the trend’ on apprenticeship starts with year on year increases. The College attributes this to their positive approach and proactive preparation in support of the Apprenticeship Reforms.

The College consolidated their Apprenticeships portfolio to concentrate on highest areas of demand and skills needs in the district, which do not always align with Leeds City Region overall sectors and skill priorities. Greatest demand and need in Wakefield is around leadership and management.

The College will no longer offer Health and Social Care Apprenticeships as the achievement rate is low and take-up is poor. However, the College will continue to offer Health and Social care related NVQs in order to support the care sector/care workers mainly in residential homes.

The apprenticeship reforms have led to the College taking a very different approach to working with businesses on apprenticeship provision. The College provide a more professional, bespoke, client/case managed approach to businesses beginning with a skills audit followed by a skills plan that lays out long term learning plans for the company. The College know this approach will pay dividends year on year, as they secure continuous contracts. The College feel that their current position around apprenticeships is due to the initial groundwork and

planning which took place to prepare for the Reforms and Levy, where the College took a positive approach and anticipated how it might impact on provision and addressed their delivery accordingly.

Income from apprenticeships is good and growing.

The Apprenticeship Levy has had a positive impact on the 19+ starts where employers are utilising the levy to train their current workforce. Two thirds of apprenticeships are at level 3, a significant shift from the previous position where most learners were at level 2. Nineteen standards at higher level (Level 3 and beyond) are now offered.

The College have, and quoted in the review meeting, good examples of how they are tailoring provision to meet employer needs eg where a standard doesn't quite meet an employer needs they will add additional units that respond to the employer requests.

Like other colleges, Wakefield are struggling with digital apprenticeships, which they feel is due to:

- the vendor requirements (having to have specialist knowledge and input on a variety of software packages). This requires a variety of skills, expertise and knowledge by lecturers, which cannot be attained by a small number of staff
- Flexibility of the standards to respond to a rapidly changing market
- Like other colleges, they are considering recruiting visiting lecturers/consultants with the vendor knowledge. Also discussed, how they might work with other local colleges to share and rotate the knowledge/expertise of staff.

Good conversation was held at the review around collaborative approach to employer engagement between the College and local authority around digital, and use of the LA's digital specialist. Wakefield Council are keen to progress this area of collaboration as digital is a growing sector for the area where they want/need to respond in relation to skills and skilled people.

5

Working collaboratively with West Yorkshire Consortium of colleges to secure end-point assessment arrangements which deliver value for money for stakeholders.

A collaborative approach across West Yorkshire colleges on developing an end point assessment facility has not progressed. Once more detail was available around the role of End Point Assessment (EPAs) organisations, it was felt that this was not appropriate for college collaboration. This is reflected in the national picture where EPAs are mostly awarding bodies.

6

Formation of a dedicated team to support apprenticeship promotion and delivery and ensure that new funding arrangements operate seamlessly. This team will roll out a comprehensive programme of employer engagement activity, targeting levy payers and small and medium sized enterprises (SMEs).

The Apprenticeship team has been highly successful in supporting employers – SMEs and Levy payers – to gain maximum benefit from Apprenticeships adopting a case management approach as reflected in action point 4.

7

Continue to use intelligence we gather from working with employers to focus more of our curriculum on meeting their needs, particularly at higher levels, and to increase students' ongoing exposure to the world of work.

The College is currently re-reviewing its whole curriculum to ensure provision is responding to need/demand, utilising local data and working relationships with local businesses. The recent Ofsted inspection recognised that the College's curriculum responds very well to the district's needs.

Wakefield College wasn't eligible to apply to be T Level early adopter. However, building on the experience of work placements it is piloting extended Industrial Placements to test the response from businesses to the longer and project focused placements that will be required as part of T level provision.

8

Develop our traineeship portfolio to enable access to apprenticeships and employment.

There is little appetite from businesses or individuals for traineeship provision. However, there is still traineeship provision in the Wakefield district facilitated by the council's Adult Education Service.

9

Maintain our relationship as preferred provider with Jobcentre Plus and our relationships with employers to identify employment opportunities and ensure that participants on Routes to Employment provision and Sector Based Work Academies develop the right skills to secure success at interview.

The College continues to work with employers and Jobcentre Plus and utilises Labour Market Intelligence to plan and deliver a curriculum that meets needs. The number of referrals to college provision from Jobcentre Plus for mandated activity has reduced during the rollout of Universal Credit in the district. However, the number of Sector Based Work Academies has increased and proving to be successful in securing further training, employment and apprenticeships for participants.

10

Ensure the College offer appeals to businesses and individuals thereby maximising:

- **tuition fee revenue from higher education as a result of increased HE numbers in ASIC in line with ASIC bid**
- **income from apprenticeships via growth in starts and effective negotiation of contracts**
- **loan funded provision via loan funded curriculum and effective information, advice and guidance to potential students; and**
- **non-grant funded provision including bespoke training for employers. The College is implementing a new Customer Relationship Management system in 2017, and aims to more effectively harness opportunities for selling and cross-selling full-cost provision to employers as a result.**

Fee revenue for higher education and apprenticeships is good and reported on in action point 1 and 2.

Take-up of Adult Learner Loans has increased but many adults don't need to take out loans as employers pay for learning through apprenticeships.

The case management approach to engaging with businesses as reported in action point 2 is paying dividends for the College, in attracting non-grant funded starts and provision of bespoke provision.

Summary

Wakefield College currently has 6,000 students on register. 16-18 enrolment has declined.

Business satisfaction rates/number who would recommend the College to another business are increasing well (97 per cent against aspiration of 82 per cent) as are student responses (89 per cent) when captured through the College's own satisfaction survey. The LEP data only reflects satisfaction captured through FE choices which only receives a small response from individuals and therefore reduces to satisfaction rate to 72 per cent.

The College has become a Centre of Excellence for CMI (Chartered Management Institute) supporting the leadership and management offer, which is a priority skill area for the Wakefield district.

The new approach of the College of not trying to be everything to everyone but concentrating on delivering what they are good at, appears to be ensuring a quality approach and provision.

Wakefield Council is supportive of Wakefield College and feel that its current model and approach is serving the business community well. They continue to work together collaboratively to address identified needs and issues and enhance provision and opportunities. The College plays a proactive role in responding to the local authority's Economic Strategy and sit on both the Successful People and Successful Business Groups.