

Further Education College Delivery Agreements 2017-2020

Review of progress against indicators

January 2021

Contents

1. Introduction	3
2. Local skills challenges	5
3. Progress against Delivery Agreement indicators	7
4. Bradford College Group	13
5. Calderdale College	16
6. Kirklees College.....	19
7. Leeds City College.....	22
8. Leeds College of Building	26
9. Shipley College.....	29
10. Wakefield College	32

1. 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 measurable aspirations of how colleges would 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.

To ensure a fit with local employment and skills strategies each of the five West Yorkshire local authorities have been active partners in the Delivery Agreement process.

This report provides a light touch, interim review of progress against the Delivery Agreement aspirations for the 2018/19 academic year. The programme of college review meetings was interrupted by the onset of the Covid-19 crisis in early spring 2020, affecting the ability of all parties to participate in a full review process. Therefore, the report focuses on published data and data supplied by the colleges in respect of the agreed indicators, together with a supporting commentary.

It builds on the [formal review](#) of the Delivery Agreements undertaken during autumn and winter 2018/19, which provided a more detailed commentary on progress together with the key issues and challenges faced by the colleges.

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.

Review of Delivery Agreement approach in 2021

It is around four years since the West Yorkshire Delivery Agreements were first developed and implemented. They were designed to align with the priorities set out in the Leeds City Region Employment and Skills Plan 2016-2020.

This first phase of college Delivery Agreements was originally intended to run to the end of the 2019/20 academic year, before entering a review period to determine their future content and direction.

However, the continuing disruption inflicted by Covid-19 on the operations of colleges and other education and training providers during 2019/20 and into 2020/21 means that there is limited value in completing the Delivery Agreement cycle as originally conceived.

Instead the Combined Authority will commence a consultation process on the future of Delivery Agreements in 2021. The design of the agreements will take account of

the LEP's new Employment and Skills Plan, which is being [refreshed](#) for 2021, together with the employment and skills priorities set out in the West Yorkshire Economic Recovery Plan.

The new devolved landscape will also need to be reflected in the next generation of Delivery Agreements. The leaders of the five West Yorkshire councils have secured an ambitious devolution deal with Government, which will see an historic transfer of powers and at least £1.8 billion of funding from Whitehall to our region. It will also mean a directly elected mayor for West Yorkshire with elections being held in May 2021.

Devolution will also mean that the Combined Authority will take over the direct management of West Yorkshire's £63m Adult Education Budget (AEB) from August 2021 onwards and this will provide an important lever for shaping local provision. It will also mean a significant change to the nature of the Combined Authority's relationship with local colleges and with independent training providers. This new contractual relationship needs to be reflected in the design of the revised Delivery Agreements.

The Combined Authority is committed to putting in place Agreements with all grant funded providers (colleges and local authorities) and leading independent training providers engaged in delivery of AEB, in order to shape the wider education and training offer for West Yorkshire. This will involve a process of co-design with the relevant providers, with input from wider stakeholders, including local authorities.

Structure of report

This summary report provides an overview of progress towards the aims set out in the Delivery Agreements by the seven colleges in 2017.

By way of context the report sets out evidence relating to current skills challenges, before providing an overview of the combined performance of the West Yorkshire colleges mapped against the Employment and Skills Plan priorities.

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

2. Local skills challenges

The delivery agreements provide a response to the distinctive skills challenges that face the 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:

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% of the working age population of the City Region are qualified to level 4 and above compared with the national average of 40%. In concrete terms this is equivalent to 110,000 fewer people with higher level skills in the City Region.

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. Nonetheless, only 24% of employers in the City Region currently offer apprenticeships at their workplace. Moreover, although the number of apprenticeship starts in the City Region grew by 9% in 2018/19 (to 24,310), starts were still 19% below the level seen in 2016/17, largely due to the continuing impact of the national policy reforms.

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% of employers in the City Region offer work experience opportunities and only 7% offer work inspiration opportunities. Colleges can help to address this challenge by promoting engagement through their networks of employer contacts.

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. It is a concern that the prevalence of job-related training in the local area has been consistently below the national average in recent years. Moreover, 41% of employers acknowledge that they under-invest in training relative to their own business needs. With regard to inclusion workers in lower-paid / lower-skilled occupations in West Yorkshire are also less likely to receive job-related training. For example, people employed in professional occupations are more than 3 times as likely as process, plant and machine operatives to receive training.

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 160,000 people in the City Region have no formal qualifications with a further 310,000 qualified below level 2, the recognised benchmark for employability. Less than half of people with no qualifications are in employment compared with around 85% of people qualified at level 4 and above. Access to education and training is also problematic. Adults with low prior attainment (no qualifications or qualified below level 2) are much less likely to be studying for a qualification, enrolled on a course or receiving job-related training than higher skilled adults.

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. Certain sectors and occupations, specifically the priority areas of construction, engineering and manufacturing and digital, are acutely affected. For example, more than 35% 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% for digital professional roles and more than 40% 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 occupations most susceptible to gaps.

3. Progress against 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 2018/19 academic year unless otherwise indicated

	Bradford College	Calderdale College	Kirklees College	Leeds City College	Leeds College Of Building	Shipley College	Wakefield College	West Yorkshire colleges
FE and skills funded learners: total participation*	12,880	4,580	8,790	17,830	4,240	3,420	6,450	58,190
Higher level starts	900	260	270	1,130	380	40	480	3,450
Apprenticeship starts	670	400	690	1,420	700	140	590	4,620
Priority skills								
% of total apprenticeship starts in priority skills subjects	61%	36%	69%	65%	99%	13%	60%	65%
Proportion of total non-apprenticeship starts in priority skill subjects	14%	17%	14%	11%	79%	12%	20%	16%
Number of starts on construction apprenticeships	50	50	140	20	690	-	60	1,010
Number of starts on construction non-apprenticeship courses	290	330	390	90	1,770	-	20	2,750
Number of starts on engineering and manufacturing apprenticeships	170	60	290	240	210	-	210	1,170
Number of starts on engineering and manufacturing non-apprenticeship courses	160	250	200	180	0	30	170	980
Number of starts on digital apprenticeships	10	10	-	10	-	10	10	40
Number of starts on digital non-apprenticeship courses	70	10	30	200	0	0	30	340
Number of starts on health and care apprenticeships	180	30	40	660		10	80	1,000
Number of starts on health and care non-apprenticeship courses	1,370	330	710	1,830		490	620	5,350

*All funded learners, including those not resident in Leeds City Region.

All figures relating to starts rounded to nearest 10.

Details of indicators and sources can be found in the [Technical Note For Delivery Agreement Indicators](#)

More and better apprenticeships

As a group, the West Yorkshire colleges have seen a strong recovery from the disruption of the apprenticeship reforms introduced at the end of the 2016/17 academic year. The overall number of starts across the seven West Yorkshire colleges increased by 970 (27%) in the 2018/19 academic year, higher than the 9% growth rate for Leeds City Region as a whole. In total the colleges were responsible for 4,620 apprenticeship starts during 2018/19, a figure which is also 11% higher than for 2016/17.

Four of the seven colleges saw an increase in apprenticeship take-up in 2018/19 – by 12% in the case of Bradford College, by 19% and 18% respectively by Leeds College of Building and by Wakefield College and by a massive 145% in the case of Leeds City College.

The West Yorkshire colleges continued to maintain a strong level of quality in apprenticeship delivery, as reflected in their achievement rates. All West Yorkshire colleges exceeded the national average for apprenticeship achievement rates, based on data for 2018/19. In the case of Shipley College, the achievement rate was 19 points higher than the national average.

This is also reflected in the outcomes from learning. Five 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 89% to 94%.

Building workforce skills and attracting talent

The increase in apprenticeship starts was accompanied by an increase in income from apprenticeships during 2018/19.

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%, two of them with excellent ratings in excess of 90%.

Several of the colleges were however well below average in terms of the proportion of learners who would recommend the institution to friends or family.

Great education connected to business

The colleges performed consistently well on feedback received from employer customers. Six of the seven achieved a satisfaction rating higher than the national average for FE colleges, with the proportion of employers who would recommend each college to another employer ranging from 83% to 91%. Three of the seven saw an increase in their employer satisfaction rating during 2018/19.

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 2016/17.

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 3 of the 7 achieving sustained positive destination rates that are higher than or equal to the national average and a number with achievement rates well below the average. 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 2 of the 7 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. For example, the two largest colleges, by volume of learners, draw a majority of their students (two-thirds in the case of Leeds City College) from neighbourhoods that fall within the 20% most deprived nationally.

Priority subjects

The delivery agreements contain a series of indicators around delivery of apprenticeships and other provision in subject areas designated as priorities in the LEP's Employment and Skills Plan – specifically construction, engineering and manufacturing, digital and health and care.

The increase in apprenticeship starts at West Yorkshire colleges was reflected in an increase in the take-up of priority subjects: rising by 37% from a total of 2,170 to 3,010 in 2018/19. The proportion of total starts in priority subjects across the West Yorkshire colleges increased from 60% to 65%.

Three priority subjects areas saw growth, with digital being the exception. Health and care starts increased to a considerable extent, by 150% (+600), following the sharp decline seen in 2017/18. This increase was sufficient to take starts above the level recorded in 2016/17. Engineering and manufacturing and construction also saw substantial growth of 130 (15%) and 90 (10%) respectively.

Digital is an area in which colleges have struggled to increase take-up: there were fewer than 40 starts overall in 2018/19, a decline of almost one-fifth on the previous year. The content of standards is cited by colleges as a key barrier to take-up of digital apprenticeships, being too prescriptive and inflexible in the face of rapidly changing employer needs.

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. 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% of all starts at the West Yorkshire colleges in 2018/19, the same proportion as in the previous year. The colleges' number of non-apprenticeship starts in priority subjects actually increased in 2018/19 (by 390 or 4%) but this was accompanied by an increase in total starts, meaning priority subjects did not increase their share. There was significant growth in both health and care starts (+220; +4%) and in construction starts (+170; +7%), whilst digital grew by around 30 starts (+8%) although engineering and manufacturing remained static.

College Reports

4. 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 2018/19 and projections for 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	900	
Higher level achievement rate	Actual	n/a	70%	75%	N/A	
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	670	
Apprenticeship achievement rate	Actual	82%	73%	73%	74%	
		2015/16	2016/17	2017/18	2018/19	2019/20
Sustained positive destinations rate for apprenticeships ¹	Actual	92%	92%	91%	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	89%	90%	91%	91%	92%
	Actual	89%	93%	89%	91%	
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	N/A	
% of learners that would recommend the college/training organisation to their friends or family	Aspiration	84%	86%	88%	90%	92%
	Actual	84%	85%	81%	84%	
Advanced Learner Loans facility utilised	Actual	£474k	£764k	£834k	N/A	
Advanced Learner Loans facility utilised as a proportion of Adult Education Budget	Actual	5%	9%	9%	N/A	
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%

¹ Sustained positive destination rate figures for 2015/16, 2016/17, 2017/18 and 2018/19 relate to students who completed their learning at the college in 2013/14, 2014/15, 2015/16 and 2016/17 respectively.

	Actual	67%	69%	71%	73%	
Sustained positive destination rate - Skills Provision	Aspiration	66%	70%	72%	75%	78%
	Actual	66%	67%	69%	70%	
Proportion of learners from 20% most deprived neighbourhoods nationally	Actual	58%	58%	N/A	N/A	
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%	61%	
% of total non-apprenticeship starts in priority skills subjects	Aspiration	15%	17%	19%	22%	25%
	Actual	15%	16%	13%	14%	
Number of starts on construction apprenticeships	Aspiration	40	54	63	75	89
	Actual	40	40	30	50	
Number of starts on construction non-apprenticeship courses	Aspiration	390	351	420	470	520
	Actual	390	210	240	290	
Number of starts on engineering and manufacturing apprenticeships	Aspiration	210	272	317	376	445
	Actual	210	260	140	170	
Number of starts on engineering and manufacturing non-apprenticeship courses	Aspiration	200	240	270	325	385
	Actual	200	230	210	160	
Number of starts on digital apprenticeships	Aspiration	10	13	16	19	22
	Actual	10	10	0	10	
Number of starts on digital non-apprenticeship courses	Aspiration	130	220	300	375	430
	Actual	130	160	80	70	
Number of starts on health and care apprenticeships	Aspiration	130	177	206	244	290
	Actual	130	170	160	180	
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	1,370	

Data commentary

Bradford College delivers a large number of **higher level** (level 4 and above) qualifications, with 900 starts at this level in the 2018/19 academic year. However, this still represents a 26% annual decline, following a significant reduction in the previous year and is below the aspiration set for 2018/19 at the start of the Delivery Agreement cycle.

Following a significant fall in **apprenticeship** starts during 2017/18, the college has seen a recovery in starts of 70 (12%) in 2018/19 to a total of 670. This exceeds the City Region growth rate of 9% and the national growth rate of 5% for 2018/19. However, the level of starts still remains well below the college's peak of 850 starts in 2016/17 and is significantly lower than the aspiration set for 2018/19.

The college has maintained its apprenticeship achievement rate at a high level (74% in 2018/19), This contrasts with the national average rate which has fallen by over 2 points since 2016/17. The college now outperforms the national average by 9 percentage points on this measure.

Meanwhile, performance against the sustained positive destination rate for apprenticeships (which focuses on the destinations of students who completed their qualification in 2016/17 academic year) is solid at 92% compared with the national average of 91%.

The college's level of **employer satisfaction**, based on the "FE Choices" dataset, saw a small increase in 2018/19 and is now in line with the aspiration set at the beginning of the Delivery Agreement cycle. It is also 7 points higher than the national average for FE colleges.

The level of **learner satisfaction** (based on the "FE Choices" dataset) increased in 2018/19, to 84%, bringing it back to the level seen in earlier years, but remains below the college's challenging aspiration of 90%. It is higher than the national average for FE colleges of 81%.

With regard to **employability**, the college has seen a further increase in its sustained positive destination rate, both overall and for its skills provision. Although both still lie below their projected rate for 2018/19 there has been steady progress over time against both indicators.

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.

As well as seeing a recovery in the overall number of apprenticeship starts, the college experienced an increase of 6 points in its proportion of apprenticeship starts falling within the LEP's designated **priority subjects** in 2018/19, although it remains below the projected level set out in the delivery agreement. This reflects increased take-up across all priority subjects.

The proportion of non-apprenticeship starts in priority subjects also increased in 2018/19, albeit to a marginal degree (by 1 percentage point). This reflects a mixed picture of growth in some subjects (construction and health and social care) but decline in others (engineering and manufacturing and digital).

5. 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 2018/19 and projections for 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	260	
Higher level achievement rate	Actual	80%	81%	80%	77%	
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	400	
Apprenticeship achievement rate	Actual	71%	72%	77%	77%	
		2015/16	2016/17	2017/18	2018/19	2019/20
Sustained positive destinations rate for apprenticeships ²	Actual	89%	90%	88%	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	72%	74%	77%	81%	85%
	Actual	72%	81%	93%	84%	
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	£2.14m	
% of learners that would recommend the college/training organisation to their friends or family	Aspiration	80%	81%	82%	84%	85%
	Actual	80%	79%	77%	81%	
Advanced Learner Loans facility utilised	Actual	£467,000	£566,000	£560,000	£368,000	
Advanced Learner Loans facility utilised as a proportion of AEB	Actual	17%	19%	18%	11%	
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%	69%	
Sustained positive destination rate - Skills Provision	Aspiration	59%	61%	65%	69%	75%
	Actual	60%	68%	65%	64%	

² 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.

Proportion of learners from bottom 20% most deprived neighbourhoods	Actual	48%	48%	N/A	59%	
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%	36%	
% of total non-apprenticeship starts in priority skills subjects	Aspiration	18%	20%	23%	27%	30%
	Actual	18%	22%	19%	17%	
Number of starts on construction apprenticeships	Aspiration	120	125	140	160	180
	Actual	120	90	70	50	
Number of starts on construction non-apprenticeship courses	Aspiration	310	310	320	330	350
	Actual	310	600	370	330	
Number of starts on engineering and manufacturing apprenticeships	Aspiration	50	50	50	55	60
	Actual	50	60	60	60	
Number of starts on engineering and manufacturing non-apprenticeship courses	Aspiration	30	30	35	40	50
	Actual	30	40	70	250	
Number of starts on digital apprenticeships	Aspiration	0	15	30	45	60
	Actual	0	0	10	10	
Number of starts on digital non-apprenticeship courses	Aspiration	10	10	10	20	30
	Actual	10	20	20	10	
Number of starts on health and care apprenticeships	Aspiration	70	80	100	120	140
	Actual	100	120	60	30	
Number of starts on health and care non-apprenticeship courses	Aspiration	220	220	230	240	253
	Actual	220	390	590	330	

Data commentary

The number of higher-level starts at the college increased by 13 per cent in 2018/19, this is somewhat below the projected level and lower than performance in 2016/17. At 77%, the achievement rate for higher level provision remains strong.

Like most institutions, Calderdale College saw a significant fall in **apprenticeship** starts during 2017/18 in the wake of the policy reforms. However, in common with two other West Yorkshire colleges, starts continued to fall in 2018/19, with a 7% decline over the previous year. The college's apprenticeship achievement rate was maintained at 77%, which is 12 points above the national average.

There was a small improvement (from 88% to 89%) in the proportion of **apprentices achieving a sustained positive destination**, although the figure is slightly lower than the national average of 91%.

The college's level of **employer satisfaction**, based on the FE choices dataset, fell markedly in 2018/19 from 93% to 84%. To place this into context however, this still leaves the college at a similar position to the national average for FE colleges and well ahead of projected performance.

The college's performance against **workforce skills** indicators is variable. Income from apprenticeships increased slightly, in spite of the decline in apprenticeship starts experienced by the college, but the figure is somewhat below the projected

level for 2018/19. Learner loan utilisation fell, both in absolute terms and as a proportion of Adult Education Budget funding. **Learner satisfaction** improved in 2018/19 (to 81%) bringing it up to the same level as the national average for FE colleges but it remains below the aspiration of 84%.

With regard to student **employability**, latest figures show that the college experienced a 1-point increase in the overall sustained positive destination indicator, leaving it just below the projected level. But the latest figure falls below the ambitious target rate for destinations from Skills provision.

Close to 60% 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 some other parts of West Yorkshire.

Turning 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 2018/19 was reflected in continued declines for both construction and health and care take-up, although engineering and manufacturing remained steady and ahead of the projected level for 2018/19. The number of digital apprenticeships remained small, in common with other West Yorkshire colleges.

The proportion of non-apprenticeship starts accounted for by priority subjects fell during 2018/19, in spite of a significant increase in engineering and manufacturing starts. Growth in this area was offset primarily by a decline in health and care starts and by smaller decreases in construction and digital starts.

6. 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 2018/19 and projections for 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	270	
Higher level achievement rate	Actual	72%	55%	68%	N/A	
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	690	
Apprenticeship achievement rate	Actual	77%	78%	76%	65%	
		2015/16	2016/17	2017/18	2018/19	2019/20
Sustained positive destinations rate for apprenticeships ³	Actual	94%	92%	90%	94%	
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	88%	90%	92%	94%	95%
	Actual	88%	92%	83%	88%	
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	N/A	
% of learners that would recommend the college/training organisation to their friends or family	Aspiration	79%	83%	87%	91%	94%
	Actual	79%	87%	86%	75%	
Advanced Learner Loans facility utilised	Actual	£785k	£796k	£849k	N/A	
Advanced Learner Loans facility utilised as a proportion of AEB	Actual	14%	12%	12%	N/A	
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%	80%	
Sustained positive destination rate - Skills Provision	Aspiration	75%	77%	79%	81%	83%
	Actual	75%	73%	74%	75%	

³ 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.

Proportion of learners from bottom 20% most deprived neighbourhoods	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%	69%	
% of total non-apprenticeship starts in priority skills subjects	Aspiration	15%	17%	17%	17%	17%
	Actual	15%	16%	16%	14%	
Number of starts on construction apprenticeships	Aspiration	140	140	150	160	177
	Actual	140	120	180	140	
Number of starts on construction non-apprenticeship courses	Aspiration	210	210	210	210	210
	Actual	210	200	100	390	
Number of starts on engineering and manufacturing apprenticeships	Aspiration	340	340	380	420	440
	Actual	340	310	290	290	
Number of starts on engineering and manufacturing non-apprenticeship courses	Aspiration	430	306	306	306	306
	Actual	430	330	240	200	
Number of starts on digital apprenticeships	Aspiration	10	9	20	40	67
	Actual	10	10	10	0	
Number of starts on digital non-apprenticeship courses	Aspiration	180	186	186	186	186
	Actual	180	80	30	30	
Number of starts on health and care apprenticeships	Aspiration	170	180	185	190	195
	Actual	170	210	60	40	
Number of starts on health and care non-apprenticeship courses	Aspiration	1,190	630	630	630	630
	Actual	1,190	1,000	1,300	710	

Data commentary

The volume of higher level starts at the college fell slightly in 2018/19. This follows a more pronounced decline in the previous year, leaving the level of starts well below their peak in 2016/17 and lower than the projected level.

The college was one of three West Yorkshire colleges to see a decline in **apprenticeship** starts in 2018/19, with a fall of 12% on the previous year, a second successive annual fall. The college's apprenticeship achievement rate also fell by 11 points during the year to 65%, bringing it in line with the national average.

More positively the sustained positive destination rate for apprenticeships at the college (which relates to the destinations of leavers during the 2016/17 academic year) increased to 94%. This is the highest rate of any of the West Yorkshire colleges and 3 points higher than the national average.

The college's level of **employer satisfaction**, based on the FE choices dataset, increased by 5 points to 88% in 2018/19. Although this remains below the college's aspiration, it is one of the highest ratings of the West Yorkshire colleges and above the national average for FE colleges of 84%.

With regard to workforce skills the college saw a significant fall in its learner satisfaction rating of 11 points, based on the FE Choices dataset.

Turning to **employability** indicators, the college saw small improvements in its sustained positive destination rates (which relate to 2016/17 leavers), both overall and for its skills provision. At 80% the overall achievement rate is just below the college's aspiration of 83% but is the highest rate of any of the West Yorkshire colleges. The rate for Skills provision, at 75%, is also below the college's projected level but is again the highest of any of the West Yorkshire colleges. Both rates are above the national average.

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 (69%) of the college's apprenticeship provision, in terms of starts, fell within the **LEP's priority skill areas** in 2018/19. Although this is below the college's aspiration of 75%, it is the highest proportion among the West Yorkshire colleges, Leeds College of Building excepted. However, there was no increase in absolute terms in the number of starts in priority subjects. Engineering and manufacturing starts remained steady but there were falls in other subjects including construction, digital and health and care.

There was a small reduction in the proportion of non-apprenticeship starts in priority subjects in 2018/19, leaving a 3 point gap with the college's aspiration. This was underpinned by a very mixed picture in terms of individual subjects: A big increase in construction starts was offset by a big fall in health and care starts, while engineering and manufacturing saw a small decline and digital remained steady.

7. 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 2018/19 and projections for 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	1,130	
Higher level achievement rate	Actual	63%	74%	75%	71%	
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	1,420	
Apprenticeship achievement rate	Actual	59%	66%	74%	73%	
		2015/16	2016/17	2017/18	2018/19	2019/20
Sustained positive destination rate ⁴	Actual	94%	90%	92%	93%	
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%	84%	
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	£4.8m	
% of learners that would recommend the college/training organisation to their friends or family	Aspiration	73%	82%	84%	85%	87%
	Actual	73%	88%	91%	81%	
Advanced Learner Loans facility utilised	Actual	£1.7m	£2.4m	£2.6m	£2.3m	
Advanced Learner Loans facility utilised as a proportion of AEB	Actual	13%	16%	18%	15%	
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%	76%	
	Aspiration	73%	76%	78%	79%	80%

⁴ 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	73%	75%	77%	78%	
Proportion of learners from 20% most deprived neighbourhoods nationally	Actual	58%	60%	61%	65%	
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%	65%	
% of total non-apprenticeship starts in priority skills subjects	Aspiration	10%	15%	20%	25%	25%
	Actual	10%	7%	9%	11%	
Number of starts on construction apprenticeships	Aspiration	0	5	20	25	30
	Actual	0	0	10	20	
Number of starts on construction non-apprenticeship courses	Aspiration	130	130	140	150	160
	Actual	130	80	80	90	
Number of starts on engineering and manufacturing apprenticeships	Aspiration	160	175	180	185	190
	Actual	160	170	140	240	
Number of starts on engineering and manufacturing non-apprenticeship courses	Aspiration	310	320	340	350	360
	Actual	310	250	260	180	
Number of starts on digital apprenticeships	Aspiration	40	40	60	80	100
	Actual	40	20	10	10	
Number of starts on digital non-apprenticeship courses	Aspiration	80	100	110	120	140
	Actual	80	100	170	200	
Number of starts on health and care apprenticeships	Aspiration	250	55	110	450	450
	Actual	250	300	100	660	
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	1,830	

Data commentary

The college delivers the biggest volume of **higher level provision** of any West Yorkshire college at level 4 and above, with 1,130 starts in 2018/19, a 27% increase on the previous year. This takes it above the projected level for the academic year. The college's achievement rate for higher level provision fell slightly in 2018/19 but remained above 70%.

Following a significant fall in apprenticeship starts at the college in 2017/18, the number of starts more than doubled in 2018/19, increasing by 840 or 145%. This far exceeds the average growth rate of 9% seen across the City Region and takes the college well above its projected value for 2018/19 of 1,000. A new employer engagement strategy supported by a team of business engagement advisors was implemented in 2019 to drive this agenda.

The college's apprenticeship achievement rate remained steady at 73%, 8-points above the national average, whilst the sustained positive destination rate for apprenticeships (which relates to leavers during the 2016/17 academic year) is also strong, at 2 points above the national average and among the highest of the West Yorkshire colleges.

The college's level of **employer satisfaction**, based on the FE choices dataset, fell by 8 points during 2018/19, but at 84% remains above the projected level and is similar to the national average for the FE college sector⁵.

The college's performance against **workforce skills** indicators is mixed. Reflecting its progress on apprenticeship starts, apprenticeship income increased by more than 50% during the year, although it still falls somewhat below the ambitious projected level. However, learner loan utilisation fell in both absolute terms and as a proportion of the college's Adult Education Budget allocation. Progression activity was stepped up by the college in 2019 to increase numbers moving onto level 3 and above programmes.

The college's learner satisfaction rating, based on the FE Choices dataset, has been volatile throughout the delivery agreement period, and it saw a sharp reversal in 2018/18, falling by 10 points from an excellent 91% in 2017/18 to 81%. Nonetheless, this still places the college in line with the national average for the FE college sector⁶.

In terms of its contribution to **employability**, the college saw a fall of three points in its overall sustained positive destination rate but a small increase in its sustained positive destination rate for Skill provision. The college has fallen below the projected rate of progress for both indicators but remains in line with the national average for the overall indicator and 7 points above the national average for Skills provision. According to the college, this reflects the low unemployment rate in Leeds at this time, and the targeting of the hardest to reach learners who need a longer journey for them to be employment ready.

The fact that almost two-thirds of the college's intake of adult learners are drawn from the 20% most **deprived neighbourhoods** nationally demonstrates its major contribution to the inclusion agenda in Leeds and to tackling pockets of acute deprivation in the city.

The college makes a major contribution in volume terms to the development of skills in several of the **LEP priority areas**. The proportion of apprenticeship starts in priority subject areas increased markedly in 2018/19 from 47% to 65%, taking it well above the projected level of 50%. This was driven primarily by an increase of more than 500 in the number of health and care apprenticeships but also by an increase of around 100 in the number of engineering and manufacturing starts. However, as with the other West Yorkshire colleges, the number of digital apprenticeship starts is small and lags well behind the projected level for 2018/19. The college notes that in 2019 a Business Engagement Advisor was appointed to address digital recruitment.

The proportion of the college's **non-apprenticeships provision** that is in priority subject areas grew in 2018/19 from 9% to 11% but remains well below the projected

⁵ According to the college a fully online survey was used that resulted in smaller employers disengaging from completing the survey skewing data.

⁶ Again, the college notes that a fully online survey resulted in large volumes of lower level adult learners not completing the survey skewing results. Training was provided in 2019 to ensure all learner voices could be counted.

level. There was strong growth in health and care and digital courses but a decline in engineering and manufacturing take-up.

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. In 2019 a STEM strategy was developed to target growth in these areas.

8. 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 2018/19 and projections for 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	380	
Higher level achievement rate ⁷	Actual	89%	82%	87%	83%	
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	700	
Apprenticeship achievement rate	Actual	79%	76%	72%	73%	
		2015/16	2016/17	2017/18	2018/19	
Sustained positive destinations rate for apprenticeships ⁸	Actual	91%	93%	90%	93%	
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%	83%	
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	£7.37m	
% of learners that would recommend the college/training organisation to their friends or family	Aspiration	90%	90%	90%	90%	90%
	Actual	-	80%	81%	82%	
Advanced Learner Loans facility utilised	Actual	£86,448	£91,583	£92,618	£65,368	
Advanced Learner Loans facility utilised as a proportion of AEB	Actual	7%	5%	7%	4%	
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%	76%	
Sustained positive destination rate - Skills Provision	Aspiration	69%	70%	71%	72%	73%
	Actual	67%	74%	65%	69%	

⁷ The achievement rate relates to higher education provision only.

⁸ 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.

Proportion of learners from 20% most deprived neighbourhoods nationally	Actual		40%	35%	33%	
Priority Skills⁹		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%	99%	
% of total non-apprenticeship starts in priority skills subjects	Aspiration	82%	83%	84%	85%	86%
	Actual	82%	79%	78%	79%	
Number of starts on construction apprenticeships ¹⁰	Aspiration	470	503	536	568	600
	Actual	470	430	580	690	
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	1,770	

Data commentary

Although the college saw a fall in the number of starts on **higher level** courses (level 4 and above) in 2018/19, the latest figure remains well above its 2018/19 aspiration for this indicator. The achievement rate for higher education courses remained strong, although slightly lower than in the previous year but well above the national rate.

Apprenticeship starts continued to increase, growing by 19% to a total of 700 in 2018/19 and outstripping the overall City Region growth rate of 9% for the same period. The number of starts was well above the college's aspiration. The college's apprenticeship achievement rate is also positive: at 73% it is 8 points higher than the national average.

The college's sustained positive destination rate for apprenticeships has remained consistently high throughout the Delivery Agreement period. The 2018/19 figure (which relates to learners who completed during 2016/17 academic year) is joint second highest among the West Yorkshire colleges and above the national average.

The college's level of **employer satisfaction**, which is drawn from the FE Choices dataset, fell by 6 points in 2018/19 to 83%. This is still similar to the national average for the FE college sector.

With regard to **workforce skills** indicators, income from apprenticeships grew strongly by around 50% in 2018/19 and is well ahead of the projected level. The value of the learner loan funding utilised by the college is relatively small and it fell during 2018/19, both in absolute terms and relative to the value of its Adult Education Budget allocation.

⁹ The college does not offer provision in digital and health and care subjects.

¹⁰ Provision in a range of subjects including electrical installation, plumbing and heating systems is classified as construction here rather than as engineering and manufacturing.

Data from the national FE Choices survey indicates that **learner satisfaction** remained fairly stable at 82% in 2018/19. However, the college's own internal survey data shows that 94% of learners would recommend the college to others¹¹.

Focusing on **employability** indicators, the latest outcome-based success measure data show an improvement in the college's performance with regard to both the overall and skills provision indicators. The overall sustained positive destination rate increased by 6 points, taking it above the projected level, whilst the rate for skills provision increased by 4 points, leaving it below the college's aspiration.

Leeds College of Building's specialist focus on construction and the built environment, together with related skills means that close to 100% of apprenticeship starts fall within the **LEP's priority skill areas**. Construction apprenticeship starts grew strongly in 2018/19, by 20%, and are well ahead of the level projected in the original delivery agreement.

Turning to non-apprenticeship provision, starts on construction non-apprenticeship opportunities continued to fall during 2018/19, remaining below the level of the delivery agreement aspiration. According to the college, this was partly due to a shift in some existing courses with employed students on them switching to apprenticeship provision.

¹¹ The college highlights that apprentices surveyed in the national "Rate my Apprenticeship" national top 50 provider awards were highly satisfied, and Leeds College of Building was ranked 3rd nationally in 2018/19 ratings (and 2nd in 2019/20).

9. 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 2018/19 and projections for 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	40	
Higher level achievement rate	Actual	n/a	62%	95%	87%	
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	140	
Apprenticeship achievement rate	Actual	79%	82%	85%	83%	
Sustained positive destination rate¹²		2015/16	2016/17	2017/18	2018/19	2019/20
	Actual	89%	91%	88%	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	89%	89%	89%	89%	89%
	Actual	89%	85%	85%	89%	
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	£667k	
% of learners that would recommend the college/training organisation to their friends or family	Aspiration	83%	90%	90%	90%	90%
	Actual	83%	88%	93%	89%	
Advanced Learner Loans facility utilised	Actual	£210k	£207k	£296k	£631k	
Advanced Learner Loans facility utilised as a proportion of AEB	Actual	10%	10%	15%	37%	
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%	70%	

¹² 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%	67%	
Proportion of learners from bottom 20% most deprived neighbourhoods	Aspiration					
	Actual	42%	40%	42%	41%	
Priority Skills¹³		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%	13%	
% of total non-apprenticeship starts in priority skills subjects	Aspiration	16%	20%	20%	20%	20%
	Actual	16%	15%	15%	12%	
Number of starts on digital apprenticeships	Aspiration	10	10	20	30	30
	Actual	10	10	10	10	
Number of starts on digital non-apprenticeship courses	Aspiration	30	30	40	50	50
	Actual	30	10	0	0	
Number of starts on health and care apprenticeships	Aspiration	0	10	20	25	30
	Actual	0	10	30	10	
Number of starts on health and care non-apprenticeship courses	Aspiration	550	550	550	550	550
	Actual	540	520	530	490	

Data commentary

Higher level provision (level 4 and above) accounts for a relatively small proportion of the college's activity. Take-up has remained relatively flat over the course of the Delivery Agreement period and starts for 2018/19 are slightly below the projected level. The achievement rate for higher level qualifications (based on the college's own calculations) is high at close to 90%, although lower than in 2017/18.

ShIPLEY was one of a minority of colleges to see an increase in **apprenticeship** starts during 2017/18, despite the disruptive impact of the government's reforms. But the number of starts at the college declined slightly in 2018/19, widening the gap with the projected level. Although the college's apprenticeship achievement rate fell slightly in 2018/19 it is 19 points above the national average and remains the highest of the West Yorkshire colleges. The college's sustained positive destination rate for apprentices is just below the national average (89% versus 91%).

The college's level of **employer satisfaction**, based on the FE Choices dataset, increased from 85% to 89%, bringing it in line with the Delivery Agreement aspiration and well above the national average for FE colleges of 84%.

The college is performing positively against **workforce skills** indicators in most respects. Apprenticeships income increased by 8% in 2018/19 despite the fall in starts, although it remains somewhat below the level originally anticipated in the delivery agreement. Learner satisfaction fell slightly from 93% to 89% during 2018/19 but remains the highest of the West Yorkshire colleges and 8 points higher than the national average for FE colleges. The learner loan facility utilised by the college more than doubled in cash terms in 2018/19 and also doubled as a proportion of the college's Adult Education Budget allocation.

¹³ The college does not offer provision in construction and engineering and manufacturing.

In terms of its contribution to **employability**, the college saw increases in its sustained positive destination rates both overall and for skills provision, taking both above the projected level. It does lag the national average against both indicators, however. The continued high proportion of adult learners within the college's intake (more than 40%) who are residents of the 20% most **deprived** neighbourhoods nationally demonstrates the contribution it makes to the inclusion agenda¹⁴.

Regarding the alignment of the college's provision to the **LEP's skills priorities**, there was a decline in 2018/19 in the proportion of total starts falling within priority subjects, both for apprenticeship and non-apprenticeship provision. The proportion of apprenticeships in priority subjects remains in line with the college's aspiration but has fallen below the projected level for non-apprenticeship provision.

The decline in apprenticeship starts in priority subjects was due to a fall in health and care apprenticeships, whilst digital apprenticeship starts remained steady.

For non-apprenticeship provision, health and care starts also fell, although they remain at a high level in absolute terms. There were no starts on digital non-apprenticeship courses.

It should be noted that the college does not offer apprenticeship or non-apprenticeship 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.

¹⁴ The college also highlights its strong focus on SEND learners as part of its inclusive approach.

10. 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 2018/19 and projections for 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	480	
Higher level achievement rate	Actual	73%	71%	73%	82% ¹⁵	
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	590	
Apprenticeship achievement rate	Actual	70%	73%	70%	66%	
		2015/16	2016/17	2017/18	2018/19	2019/20
Sustained positive destinations rate*	Actual	93%	93%	89%	93%	
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	57%	80%	82%	85%	90%
	Actual	57%	78%	87%	85%	
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	£2.8m	
% of learners that would recommend the college/training organisation to their friends or family	Aspiration	85%	88%	89%	90%	87%
	Actual	-	75%	72%	76%	
Advanced Learner Loans facility utilised	Actual	£370k	£485k	£521k	£440k	
Advanced Learner Loans facility utilised as a proportion of AEB	Actual	19%	24%	36%	24%	
Employability, accessing jobs and realising potential		2015/16	2016/17	2017/18	2018/19	2019/20
Sustained positive destination rate*	Aspiration	67%	75%	77%	77%	80%
	Actual	67%	72%	72%	68%	
	Aspiration	65%	67%	69%	69%	80%

¹⁵ ESFA-funded qualifications only

Sustained positive destination rate - Skills Provision	Actual	65%	70%	70%	64%	
Proportion of learners from 20% most deprived neighbourhoods nationally	Actual	20%	37%	38%	38%	
Priority Skills		2015/16	2016/17	2017/18		2019/20
% of total apprenticeship starts in priority skills subjects	Aspiration	74%	87%	82%	86%	75%
	Actual	73%	68%	52%	60%	
% of total non-apprenticeship starts in priority skills subjects	Aspiration	16%	16%	16%	16%	18%
	Actual	16%	14%	16%	20%	
Number of starts on construction apprenticeships	Aspiration	30	50	70	100	132
	Actual	30	40	40	60	
Number of starts on construction non-apprenticeship courses	Aspiration	80	70	80	120	136
	Actual	80	90	60	20	
Number of starts on engineering and manufacturing apprenticeships	Aspiration	200	145	170	210	250
	Actual	200	180	180	210	
Number of starts on engineering and manufacturing non-apprenticeship courses	Aspiration	210	170	190	220	260
	Actual	210	230	200	170	
Number of starts on digital apprenticeships	Aspiration	0	10	30	50	75
	Actual	0	10	0	10	
Number of starts on digital non-apprenticeship courses	Aspiration	20	15	30	45	75
	Actual	20	10	20	30	
Number of starts on health and care apprenticeships	Aspiration	80	130	180	210	245
	Actual	80	40	40	80	
Number of starts on health and care non-apprenticeship courses	Aspiration	430	323	300	295	285
	Actual	430	230	320	620	

Data commentary

The number of **higher-level** starts at the college grew by 20% in 2018/19, but this did not meet the challenging ambition set out in the Delivery Agreement. The achievement rate for higher level provision was strong at 82%, a significant improvement over the previous year.

Wakefield saw continued growth in **apprenticeship** starts in 2018/19, and this growth was substantial at 18%. The college has enjoyed a steady upward trend in starts throughout the period of the delivery agreement. At 66% the apprenticeship achievement rate for the college remains above the national average of 65% but saw a 4-point decline in 2018/19 compared with the previous year.

The college's **sustained positive destination rate** for apprenticeships (which relates to the destinations of leavers from 2016/17) saw a 4-point increase on the previous year, rising to 93% and taking it above the national average of 91%. This rate has been maintained at a consistently high level for much of the delivery agreement period.

The college's level of **employer satisfaction**, based on the FE choices dataset, fell slightly from 87% to 85%, but remains in line with the projected rate of progress and is slightly above the national average for the FE college sector of 84%.

The college's performance against **workforce skills** indicators is mixed. The college's level of learner satisfaction based on the available FE Choices data increased in 2018/19 but is low relative to the college's challenging aspiration and the national average for the FE sector (81%)¹⁶. Income from apprenticeships increased during 2018/19 and is in line with the college's aspiration. Utilisation of Learner Loan funding fell, both in absolute terms and as a proportion of Adult Education Budget funding.

With regard to **employability**, there were declines in the college's overall sustained positive destination rate and in its skills provision destination rate during 2018/19 (these figures apply to leavers during the 2016/17 academic year).

Around 38% of the college's intake of adult learners is drawn from the 20% 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. In addition, Wakefield has poor educational attainment among its adult population.

Turning to the alignment of the college's provision to the **LEP's skills priorities**, the overall proportion of apprenticeship starts in priority subjects increased in 2018/19, driven by an increase in starts in all subjects although, it remains below the ambitious aspiration of 86%.

The proportion of starts in non-apprenticeship provision contributed by **priority subjects** also increased in 2018/19, from 16% to 20%, taking it above the projected level. This increase was driven primarily by considerable growth in health and care provision, offsetting declines in the take-up of construction and engineering and manufacturing courses.

¹⁶ However, the college highlights that its own data from a much larger respondent base indicates that 94% of learners would recommend the College to a friend.



Find out more

westyorks-ca.gov.uk

West Yorkshire Combined Authority

40-50 Wellington House,
Wellington Street,
Leeds,
LS1 2DE

All information correct at time of writing