

<b>CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE</b>	<b>AGENDA ITEM NO. 6</b>
<b>18 JANUARY 2016</b>	<b>PUBLIC REPORT</b>

## **Report of the Corporate Director for People & Communities**

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### **CITY COLLEGE PETERBOROUGH (INCLUDING APPRENTICESHIPS AND NEET)**

#### **1. PURPOSE**

- 1.1 To give an update on City College Peterborough (CCP) and its new areas of responsibility since the last report to scrutiny committee in January 2015.
- To inform the committee on the role of CCP in delivering improved educational and other outcomes for the city.
  - To report on, as requested, a list of the formal Outcome Measures being introduced by the Department of Innovation and Skills and progress made against these.
  - To give examples of feedback from students where they had progressed well on their course and had a positive outcome, with students in attendance to talk to the Committee about their experience.

#### **2. RECOMMENDATIONS**

- 2.1 The committee to review and ask for areas of further clarity or exploration.

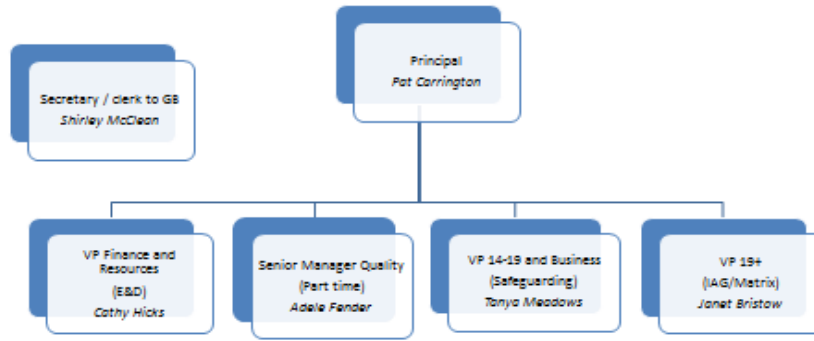
#### **3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY AND LOCAL AREA AGREEMENT**

- 3.1 Since the last report to scrutiny committee, CCP has further strengthened its links to the sustainable community strategy in a number of ways including the Principal now taking on a head of post-16 role in the council and the running of the Day Opportunity Centres.
- 3.2 All of the work delivered by City College Peterborough (CCP) still cuts across all four priorities of the Sustainable Community Strategy and all the strands of the Single Delivery Plan, by helping Peterborough residents improve their skills sets, raise potential and aspirations and by having a direct impact on individuals' social and economic wellbeing in Peterborough. The service offered by CCP is to deliver learning opportunities that support local need and help improve the social and economic wellbeing of local residents and communities, working with families, young people and adults with a particular emphasis on the disadvantaged and vulnerable.

#### **4. BACKGROUND**

- 4.1 There have been significant changes to the services CCP delivers, its structure and headcount since the last report (Figure 1).

## City College Peterborough Structure Chart - January 2015



## City College January 2016

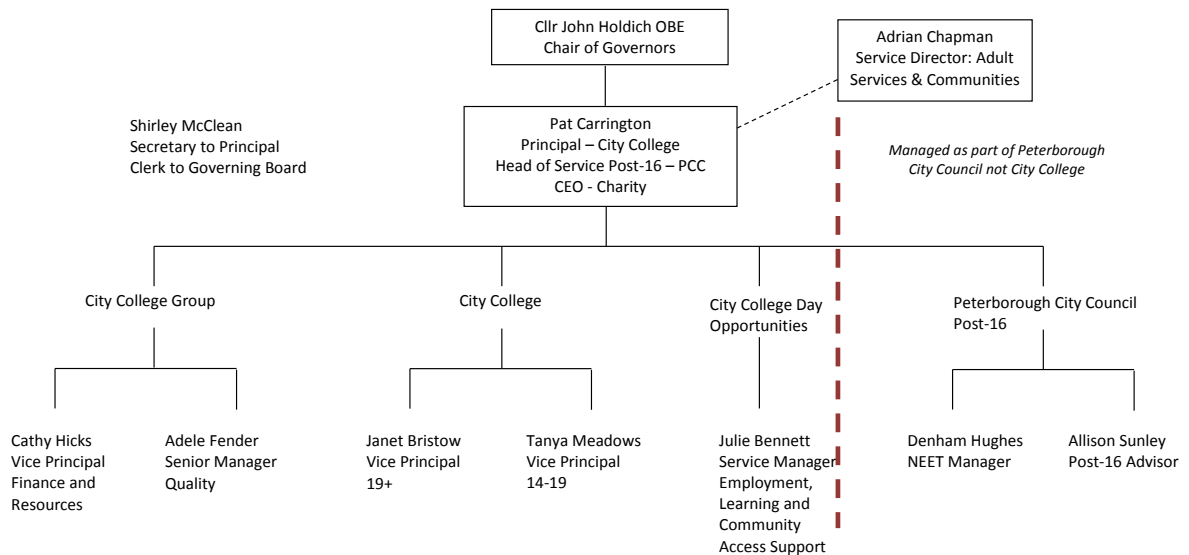


Figure 1

- 4.2 With an increase in income and the transfer of Day Opportunities to City College, the College's head count has increased from 95 permanent members of staff and a 134 sessional tutors to 182 permanent members of staff and 79 sessional tutors.
- 4.3 PCC had, for a number of years, given devolved powers to City College Peterborough's Governing Board for the financial solvency of the Service/College, its sound management and for all quality matters and this has now been formalised with a constitution in place that was accepted by a Cabinet Member Decision in December 2014.
- 4.4 February 2015 saw the Principal take up a Head of Service role in the council for post-16 education (which includes the NEET team and the Post-16 advisor) and with the college taking on the running of Day Opportunities, the Principal now reports into the Service Director: Adult Services & Communities but is equally accountable to the Governing Board.
- 4.5 The college's national, regional and local profile is growing and thus that of Peterborough, with its Principal and Senior Leadership Team getting further involved in national steering groups that also help inform Policy.

#### 4.6 These include:

- National - the Principal as a director of Holec (national organisation representing adult and community learning) and a national themed lead on localism and LEPs, and a Vice Principal sitting on the Education Training Foundation Apprenticeship Reform Transition group.
- Regional - the Principal as a member of an Ofsted East of England Learning and Skills reference group, also invited to sit on Ofsted regional complaints scrutiny board as an external representative, as well as sitting on the Greater Cambridgeshire and Greater Peterborough (GCGP) Local Enterprise Partnership (LEP) ACL group and the Cambridgeshire County Council Adult Strategy board. A Vice Principal is Chair of the GCGP LEP Work Based Learner Provider Network.
- Local - the Principal is the Peterborough CMI branch chair. The Vice Principals' memberships include the City's Safeguarding Training and Development Group, the Tackling Worklessness in Peterborough group, the Cross Keys (Social Housing) Residents Board as a stakeholder, the Prevent boards, the Cohesion and Diversity Forum, the Learning Disability Partnership Board and the Older People's Partnership Board.

#### 4.7 **The Moving of Day Opportunities to City College.**

4.7.1 Following cabinet approval in March 2015 the Council's in-house Day Opportunities transferred to the College on 1 August 2015. This transfer provided significant opportunities to increase skills through education and the ability to bid for funds not available to Councils. The College has released £65,000 funding to Day Opportunities for skills development in the people they support, as well as parents, carers and staff.

4.7.2 Cabinet also required a revised model for Day Opportunities consisting of building-based support for people with complex needs at Kingfisher Centre in Bretton and up to four hubs across Peterborough to provide access to support for independent skills development, safe havens, community access, prevention and employment support. To ensure that the individuals with complex needs did not become institutionalised and segregated from people with less support needs, a hub or micro enterprise will also be co-located at the Kingfisher Centre and all hubs will provide appropriate changing facilities and kitchen facilities to enable everyone to access the communities in which they are located. Savings of circa. £292,000 are also required and have already been identified by CCP.

4.7.3 Since May 2015, the College has been developing the model in co-production with people who are supported by Day Opportunities, parents, carers and staff. This includes the site strategy and specifications, staffing, branding, stakeholder communications, training and transport.

4.7.4 Day Opportunities continue to build its employment support providing opportunities in paid employment, work experience and volunteering in organisations across Peterborough, self-employment, an in-house work skills unit and 13 in-house supported enterprises. These enterprises include a range of vocations such as catering, eco-friendly car washing, horticulture, laundry and PC repair providing choice for individuals based on aspirations and skills. They also provide differing support levels depending on the assessed needs of the individuals and provide work opportunities for people who have never worked before. Outcomes include an increased range of skills, social interaction, equality, an increase in confidence and a reduction in support hours due to changes in behaviours. These enterprises also increase community awareness that people with a learning disability are able to work and contribute to the economy and are not just passive recipients of care.

#### 4.8 **New Initiatives**

4.8.1 **Head of service** role, new initiatives introduced include:

- The setting up of a Post-16 curriculum mapping with all eleven secondary schools and

the two local colleges.

- The production of a PCC Education and Skills Plan and the Vision for Post 16 Learning and Skills for the City.
- The initiating and chairing of a city-wide Skills Partnership Strategy Board, including Task and Finish groups working on particular area of identified skills need.
- The commissioning of a Skills Report on behalf of the City.
- Being a post 16 skills advisor on the SEND (Special Educational Needs and Disability) Reform Strategy group; the local University steering group; the Children and Families Joint Commissioning Board; the Health and Wellbeing Programme Board; the Future Business Centre Steering Board and the Can-do Board.

#### 4.9 **City College**, new initiatives introduced include:

##### 4.9.1 Adult provision

- Introducing a number of initiatives to engage disadvantaged learners. These included ESOL Parents' School Engagement programmes with families; Access Champions; MENA (Minority Ethnic New Arrivals) ; Volunteer Walks with voluntary sector partners to engage older people with health problems to benefit from physical exercise and social interaction, moving to a self-sustainable group. The initiative has been described by some participants as "life-changing".
- Working with NHS Professionals within the "Can Do" areas of the city to pilot a childcare box to use with parents of different ethnic groups to reduce parents' A&E visits with their children and promote community cohesion and integration.
- Adult Skills and Community funding has been committed to complement the Day Opportunities services, to maximise learning and training opportunities and minimise long term reliance on public funds for supported people and their parents and carers.
- Successfully tendering to design and deliver an Education Training Foundation, Excellence in Leadership, Management and Governance (ELMAG) national training, programme designed around Systems Leadership and leading beyond the organisation.

##### 4.9.2 Young People and Apprenticeship Provision

- Creation of a "Bespoke Learning and Study Centre" facilitated by our tutors and accessible to all learners. Renamed the "Hangout", it provides a learning environment for independent supported study using a variety of innovative teaching methods. The Hangout is an extension of our differentiated, individual support packages.
- Building links with local employers to create sustainable pathways and work placement opportunities – an example of this is our partnership working with TTG Construction, where industry specialists are used to deliver our vocational training.
- The opening of the Jean Hunt Building at Brook Street, giving increased capacity in the City for students with learning difficulties and disabilities and therefore reducing the number that need to go out of city for their education. This has led to the college investing in specialist equipment and trained staff to provide personal care allowing those who need this facility to access full time education.
- We have also increased the work we undertake with those young people living in looked after care with LDAs and EHCs, unaccompanied minors who are seeking asylum and we have experienced a high rise in students presenting mental health issues.

- Secured won contracts, in an open and competitive tendering process to deliver a wide range of apprenticeships with large local employers, including, Western Union, the NHS and Cambridge and Peterborough Foundation Trust.
- Opportunities to develop young people to become “Access Champions” Specifically, 10 learners with learning disabilities and difficulties engaged in an Access Champions’ course. In addition to achieving a qualification, the group have passionately campaigned for fair access in their community. They have created an action plan to drive forward and create a sustainable process for future generations to participate in. This group of learners are also planning to meet with the Aim Awards team to consult and write a unit that will form part of the skills for education and further learning suite. Our access champions have appeared on local radio to raise awareness and celebrate the initiative. (Some of these students will be presenting to the Committee at the Scrutiny meeting)

#### 4.10 Day Opportunities

4.10.1 Although only having been with City college since August 1st 2015, there is already a new initiative in place. In partnership with Disability Peterborough, Day Opportunities has been successful in its first bid for funding of almost £40,000 to develop its Digital CVs, which provide people who face barriers to employment with additional support and tools in gaining employment. This project will also include working with local employers to develop alternative job application processes from paper or written based to receiving a CV in video format.

#### 4.11 Funding

4.11.1 The year 2015 saw national cuts to funding for adult skills of 19%; however as a Skills Funding Agency "over performing provider", we were allocated increased Adult Skills funding in January 2015 to run qualification courses for 19+ adults.

4.11.2 For the work we undertook with our NEET cohort, due to over performance of contract, we were awarded an increase in funding of over £200k, which allowed us to undertake fulltime work with an additional 50 young people.

4.11.3 In Apprenticeships, again due to over performance, we secured an additional £220k to deliver Apprenticeships in the Greater Peterborough area, equating to an addition, 65 new adult apprenticeships being undertaken, including the delivery of higher level Apprenticeships (level 4) in Information Technology.

4.11.4 City College Peterborough successfully tendered to pilot, with the NHS, the impact of learning in recovery from mild to moderate mental health problems. This was the only tender awarded in the Eastern region. The college also submitted a successful tender for the Department for Work and Pensions (DWP) Flexible Support fund to deliver a project to support women into self-employment and working with one for a charity to support ex-offenders into the construction industry.

#### 4.12 Top Line Results

4.12.1 Success rates (those that started a course and went on to achieve their planned qualification) Achievement rates (on non-qualification courses those that achieved their personal objectives and had a positive impact).

Area	Success / Achievement Rate		Comparator
	2013/14	2014/15	
Apprenticeships	77.7%	79%	68% national benchmark*
English and maths		77% (timely**) 87.5%	55% national benchmark* 70% national bench mark
Adult Skills	92%	98% (s)	88% national benchmark*
Community Learning	93%	97% (a)	No national benchmarks

			available
Study Skills	73%	73%	The Study Programme cohort has changed significantly over the last few years with an increase in students with multiple barriers to education

\* source, Skills Funding Agency national success rates

\*\* Those who achieve within 12 weeks of their anticipated leave date

4.12.2 There are no significant achievement gaps between different groups i.e. ethnicity, disability and gender.

#### 4.13 Outcome Measures

4.13.1 These were due to be introduced, as covered at the last scrutiny committee by the Department of Business Innovation and Skills for 2015/16. These proposed measures are designed to measure what is really important in further education – the outcome for the learner not only in terms of a qualification but also in terms of learner destinations: whether learners make progress into or within employment or further learning. Minimum standards for each measure will be set and used as part of performance management. These have not now been introduced for 2015/16 but are out again for consultation. This second consultation asked how outcomes data can be most usefully presented – for prospective learners, employers, LEPs, providers and others. It proposes developing a widget to display the data on providers' websites and FE performance tables focussed on apprenticeships and higher level learning. It also proposes greater transparency in the link between Minimum Standards and individual provider performance.

4.13.2 The intention now is to use the destination measures formally as part of the Minimum Standards framework from summer 2017 when the data will no longer be experimental. From summer 2016 there will be a period of shadow running with the new Minimum Standards framework to help refine the methodology.

4.14

#### Feedback from Students on Progression and Positive Impact.

4.14.1 Attached are two case studies (appendix a) that demonstrate a positive impact on individuals' lives as a result of attending a programme at City College.

4.14.2 In addition to this, some students will be attending the Scrutiny Committee to present on their own personal experiences.

### 5. KEY ISSUES

5.1 I Wish to Highlight to the committee the changes to the Service that City College Peterborough now offers.

### 6. IMPLICATIONS

6.1 There are no implications

### 7. CONSULTATION

7.1 N/A

### 8. NEXT STEPS

8.1 None

### 9. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

9.1 None

**10. APPENDICES**

10.1 Appendix A – Case studies

## Appendix A

### Case Study 1: Sarah (Not real name)

Sarah joined the Hairdressing Level 2 Study Programme in September 2014. She achieved her qualification and progressed to Peterborough Regional College in September 2015 where she went to study Beauty.

Prior to joining us in September 2014, Sarah presented herself to us somewhat disillusioned with the education system. Her initial assessment and interview identified her as being a rather angry young lady. She informed us that she had been in trouble at schools and in a work placement. The result of which, being suspensions and dismissals. Sarah had previously secured a position as a hairdressing apprentice, however her bad language and verbal abuse to others resulting in her losing this job. At this point in her life, Sarah applied to City College Peterborough to join a Study Programme.

Whilst it was evident to colleagues within moments of meeting Sarah, that her abusive attitude was most likely her biggest barrier to sustaining a good education and employment, she was very clearly in a “pre-awareness” stage and could not recognise herself that her behaviour needed to change to enable her to move forward positively.

Sarah had however experienced a disruptive and troubled childhood and, as a result, her personal and social growth had been stunted. Sarah’s background included the following:

- A history of depression due to family issues
- Seeing her step-father commit appalling domestic violence on her sister
- Getting involved in a number of fights and, on one occasion, receiving a police caution after fighting with a family member
- A lack of stability. Sarah lived with her Mother for a while, then her Grandmother, then her biological Father and then she spent 2 years in Foster Care prior to living independently

Throughout the duration of the course, it would be an accurate summary to say that Sarah took 2 steps forward and then 1 step back. Despite making some good progress, unfortunately, Sarah did have a relapse when she got into an altercation with another learner. However, taking a number of things into consideration we avoided dismissing Sarah, by adapting our delivery, still supporting both young ladies.

Staff invested a lot of time mentoring and coaching Sarah; working with her to develop coping strategies to manage her own anger and to re-evaluate her outlook and approach towards others. Sarah became receptive to motivational dialogue and showed genuine appreciation to staff at the College for the help and support she’d been given along the way.

### Case Study 2: Learner A on a Functional English Course

Learner A came to his course diagnosed with severe dyslexia, which had held him back in many ways as it had not been diagnosed until well after he had finished his secondary education, which, sadly, had not proved to be very successful for him.

Learner A's needs were identified and a learning support assistant, very experienced in supporting learners with dyslexia, was assigned to him.

Learner A's attitude throughout the course has been exemplary: he never gives up but shows determination and resilience even when the going gets difficult. His enthusiasm to learn is boundless and he is a great motivator for the others in the group.

He has now taken on ICT as well as English and Maths – all signs that he sees learning as the kind of challenge that helps you to stretch and develop yourself.



Learner A is generous with the time he devotes to helping other learners in the group and when he won the prize for an English/Maths treasure hunt in his class, he shared out his winnings equally amongst the rest of the class.

He passed his English qualification and with the new-found confidence that he has acquired, has just got a permanent office job, something he could only have dreamed of a year or two ago.

### **Case Study 3: Learner B on a STLLS course (Supporting Teaching and Learning in Schools)**

Learner B left school at 17 with two O GCSEs and started a career in banking, working from the bottom of the ladder. However, she soon realized she wasn't getting fulfilment from her career and wanted more.

Going to a counsellor at a difficult personal period in her life gave Learner B the confidence to study and she completed a short taster course in assisting in a classroom setting. She enjoyed it so much that she wrote to her daughter's school and enquired about becoming a Teaching Assistant.

To achieve this, she needed to get onto a Teaching Assistant course, which became the catalyst for a radical financial and life change for her and her family. As she needed a placement at a school to gain the practical classroom experience, she made the life-changing decision to give up her full time job to do so.

Learner B's family rallied round and supported her both in terms of childcare so that she could complete the coursework and placement as well as financially.

Learner B started her school placement and her course and says that, as well as her family's great support, her tutor was crucial to her success in gaining the qualification, particularly in terms of the constructive feedback she offered Learner B, which boosted her confidence and determination.

Learner B now has a full time job as a teaching assistant in a local school and is even contemplating taking a teaching qualification. She would encourage other people to follow their dreams and says that even a day spent doing something which is of interest could start the next chapter of a person's life.

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