

<b>COMMUNITIES SCRUTINY COMMITTEE</b>	<b>AGENDA ITEM No. 7</b>
<b>2 NOVEMBER 2021</b>	<b>PUBLIC REPORT</b>

Report of:	Adrian Chapman - Service Director Communities and Partnerships	
Cabinet Member(s) responsible:	Cllr Steve Allen - Cabinet Member for Housing, Culture and Communities	
Contact Officer(s):	Dr Pat Carrington - Executive Principle, Peterborough City College.	01733 293891

<b>CITY COLLEGE PETERBOROUGH PERFORMANCE AND ANNUAL REPORT</b>
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<b>RECOMMENDATIONS</b>	
<b>FROM:</b> Service Director Communities and Partnerships AND Cabinet Member for Housing, Culture and Communities.	<b>Deadline date:</b> N/A

It is recommended that the Communities Scrutiny Committee:

- Note and scrutinise the content of the report and the history and progress to date of City College Peterborough and its priorities for the forthcoming academic year.

**1. ORIGIN OF REPORT**

1.1 The committee requested a report giving a comprehensive overview and progress report on City College Peterborough, as this is the first year City College has reported to this committee (prior to this date City College Peterborough reported to the Education Scrutiny Committee).

**2. PURPOSE AND REASON FOR REPORT**

2.1 This report is being presented to the Communities Scrutiny Committee to note the progress of the Council's Adult and Community Learning College over the past 18 months and share its priorities for the forthcoming academic year.

2.2 This report is for Communities Scrutiny Committee to consider under its Terms of Reference Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council:

6. Adult Learning and Skills

2.3 *How does this report link to the Corporate Priorities?*

The work that City College Peterborough undertakes is grounded in the corporate priorities of the council, particularly in addressing social mobility and leading to social transformation.

2.4 *How does this report link to the Children in care Pledge?*

City College Peterborough works to support the educational growth and attainment of young people in care and care leavers.

**3. TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	N/A
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## 4. BACKGROUND AND KEY ISSUES

### 4.1 Introduction

4.1.1 City College Peterborough (CCP) is the council's Adult and Community Learning college (ACL) and has been providing adult education to the residents of Peterborough since 1944.

The College provides a wide range of services to the city, linking together traditional and non-traditional styles of learning to meet local needs and priorities.

What distinguishes the council's ACL college from other types of post-16 providers is its core model, which is traditionally delivered in community-settings, in small classes, working with some of the most vulnerable learners in society and focusing on delivering a holistic curriculum for wider learning. The way in which CCP delivers its programmes is that they are designed to support the growth of the individual, not just academically but also socially, helping to develop new relationships and create an understanding of the world, which will support future career plans. CCP seeks to remove the barriers that some may have in accessing education, employment and careers and supports the wider development of an individual.

4.1.2 CCP works in 4 core areas:

#### Adult and Community Learning (19+)

- Adult Skills for improving work and pay projects
- Community Learning to support social and economic wellbeing
- Apprenticeships and work-related learning
- A Health and Care national pilot to move people into and progress people through the sector

#### 16-19 provision

- 16-19 study skills programmes with intensive wrap around support
- Providing transferable skills for next step progression
- The City's provider of choice for young people with special educational needs
- Apprenticeship and supported internship pathways

#### Day Opportunities

Support for adults with learning disabilities and autism including:

- Helping individuals find sustainable work opportunities
- Intensive therapies and activities for individuals with complex needs
- A wide breadth of opportunities to support individuals maintain and develop independent living skills

#### Closing gaps and promoting the city

- Approved to deliver T-Levels from 2023
- Health and Care Sector Work Academy
- Health and Social Care Hub (bespoke care training space)
- Mini Vine Shop
- Research – Challenging the traditional - Capital Framework
- A strong national profile

4.1.3 In sum:

CCP operates from two campuses and four hubs, as well as in pop-up community venues. It has a Governing Board (GB) with devolved responsibilities from the council for the strategic direction, day to day management, finances and quality of the provision. This allows the college

to work as a self-financing business unit that is aligned to local strategic priorities with an agility that is usually only afforded to the private sector.

City College Peterborough:

- ◆ had over 2,400 learners attending the college in 2020/21, of which the youngest learner was 16 years old and the oldest 84.
- ◆ provides approx.1,800 hrs of collective wellbeing and pastoral support to young people on study programmes throughout the academic year.
- ◆ supports 250 adults with learning disabilities and autism within Day Opportunities, who deliver over 71,000 hours of care and support a year.
- ◆ works with over 100 local employers, alongside schools and community partners.
- ◆ has an Ofsted rating of “Good” with Outstanding features.
- ◆ has learners that achieve some of the highest qualification success rates in the country.
- ◆ is funded by Cambridgeshire and Peterborough Combined Authority, Education and Skills Funding Agency, Department of Work and Pension, Adult Social Care and full fee paying learners.

## **4.2 The Past 12 /18 Months**

4.2.1 Throughout the whole of the pandemic, City College Peterborough remained open, initially, to offer education to the children of key workers and our vulnerable young people. Alongside this, the staff undertook civic duties, including cooking daily fresh meals that were then delivered to our students eligible for free school meals, the homeless and vulnerable residents of Cross Keys Homes. By the end of lockdown, we were cooking and delivering 200 meals per day. Staff also provided reception at the hotels housing the homeless, gave carer cover in care homes and undertook work for the reablement service.

For our adults and young people not attending college, classes were moved online, and we also developed, alongside Cambridgeshire Skills and Cambridgeshire Libraries, a bespoke website for shielded residents called ‘open new doors’.

During lockdown, we also undertook daily welfare calls to our students to offer help and support.

Although these were challenging times for delivering learning, within each of the 4 areas, over the past 18 months, we still managed to achieve all of our contractual targets and maintained some very high achievement rates. The following, gives a brief overview of each of the four areas’ performance:

### **4.2.2 Adult Learning – (19+)**

Adult and Community Learning continued to support learners during the pandemic, very quickly moving over 750 learners online during the first lockdown to ensure they achieved their qualification or other learning goals. City College was one of only 6% of ACL providers in England to achieve its AEB contract in 2019-20 and has grown over the last 2 years.

Apprenticeships were negatively impacted by the pandemic with fewer businesses willing / able to take on apprentices and with existing apprentices often having to take planned breaks due to redeployment to other duties including onto support call centres which were set up to protect those most at risk across the city. At the height of the pandemic up to 33% of apprentices were on a planned break which impacted income. Success rates have also been negatively impacted within apprenticeship due to early leavers, many learners leaving programme due to the rise in workload and mental health pressures. However, success rates continue to meet national benchmarks and the dip is seen across many providers nationally.

Apprenticeship employers are now re-engaging and supporting workplace visits and new starts have increased back to pre-pandemic volumes within the last month.

High qualification rates have been maintained (despite the ongoing challenges of Covid 19) with

above national average achievement rates of 92% in Adult Skills and 98% in Adult Community, attendance rates of 92% and 92% retention.

With the need for upskilling and reskilling more important than ever, the high-quality careers and employment information and support we provide for learners to create learning and training pathways is crucial and last year, 77% of learners moved onto further learning and 18% into work.

#### 4.2.3 Study Programmes – Young People (16-19/24)

City College Peterborough Study Programmes works with and supports young people up to the age of 24. A large proportion of learners have Special Educational Needs (67%) and high majority of learners have significant and profound barriers to their learning.

City College address this by using a holistic approach to learning. We find that the wrap around support enables young people to become independent and access sustainable opportunities. 93% of learners from the last academic year progressed into a positive destination with a retention rate of 99%.

<b>Achievment data</b>	<b>20-21</b>
Vocational	97%
English	74%
Maths	73%
Total	87%

Creating a positive and dynamic learning environment has been central to our implementation strategy. New facilities include a bespoke wellbeing centre designed to engage with learners who have multiple barriers to learning and need to develop their resilience and emotional intelligence. The wellbeing centre is part of our curriculum and is used for 121 support sessions. The daily one-mile challenge gives learners an opportunity to participate in mindfulness practices whilst developing healthy habits such as walking. The outdoor gym provides further opportunities for learners to work on their individual health outcomes.

Our college community teaches young people about difference and diversity and the importance of respecting other people. New breakout spaces and lunch facilities have given the learners a chance to meet and mix with the wider college community. Taking every opportunity to take learning out of the classroom and prepare our young people for their next steps is key!

A large proportion of young people have significant challenges relating to their mental health and we have developed a wellbeing framework to promote independence and support sustainable healthy choices. Counselling sessions are funded by the college, ensuring that no young person is left in crisis and on a waiting list without support. Group “Go Chat” sessions are run by qualified therapists who can facilitate group interactions and peer learning as a coping mechanism, to engage with negative emotions, thoughts and actions. The sensory room at JMC was codesigned with young people who self-harm, giving them an opportunity to shape the level of support they need and the gain access to the right tools to help them identify harming triggers. This has proven to be very empowering for our young people, giving them a voice and to be listened too.

The college remained open to all of our vulnerable learners throughout the Pandemic. This was particularly important during the first lockdown with many education providers moving to online learning only. Recognising the secure base that coming to college provides for so many of our young people, it was vital to provide them with a curriculum that met their needs and kept them safe. We did this through a five-strand blended learning programme, offering every learner the opportunity to access face to face support if they needed it. For some young people we continued our face to face support throughout half terms and holidays.

#### 4.2.4 Day Opportunities

Support for over 250 adults with learning disabilities and autism providing over 71,000 hours of care and support per year. Including helping individuals find sustainable work opportunities, a wide breadth of opportunities to support individuals maintain and develop independent living

skills and intensive therapies and activities for individuals with complex needs.

Kingfisher Centre provides support to people with profound and multiple learning disabilities and complex needs, including those that can have behaviours of concern. Delivering a range of support techniques including therapies and physio, both within the centre and in the community.

The Industrial Hub at Hampton provides a breadth of opportunities for individuals to get involved in including woodwork, gardening, decorating and creating – providing meaningful activities that have had a significant impact on confidence and skills development, and a reduction in formal care and support needs.

Our City Centre and Kingfisher Hubs provide choice and control for individuals through a wide offer of onsite and community-based activities including individual and group activities, learning and interactions with peers, from formal classroom activities to visiting cafes, city culture sites and shops.

Our preventative offer supports those who could potentially have an increased need through targeted support such as budgeting support, advocacy and safeguarding interactions.

During the pandemic our online offer has been launched expanding opportunities and ensuring individuals had meaningful activities whilst isolating.

#### 4.2.5 Closing gaps and promoting the City

##### *T-Levels*

City College Peterborough is the first provider in Peterborough to gain approval to deliver T Levels in 2023. T levels are a two-year alternative to A levels, Apprenticeships and other post 16 courses such as a B-Tec. T levels can be a direct progression route for those wishing to move onto Higher level learning at university. Offering technical learning and an extensive industry placement means that learners are developing a practical application of the technical theory they are learning in the classroom.

The aim is to deliver 5 T level pathways:

- Business & Administration
- Catering & Hospitality
- Digital
- Education & Childcare
- Health & Science

##### *Health and Care Sector Work Academy*

During the last 18 months the Academy continued to support learners throughout the pandemic, however recruitment very much slowed down until recently due to the urgent need for staff to deliver front line services and a reluctance of learners to enter the care sector. As we gradually recover, recruitment is now very much on the rise again with the hesitancy of learners entering the sector declining.

Learners continued to achieve their full programme successfully with achievement rates of 87% overall within the academy. All learning moved online during the pandemic, however over the last 6 months face to face learning has returned in stages. This has supported a blended approach which better suits learners allowing learners to limit travelling across the county.

Partnership and employer engagement has continued throughout supporting employers with their induction of new staff. An extension request was submitted to the DWP due to the ongoing effects of the pandemic and has recently been agreed, with an extension to 31st March 2023. This will allow the project to train over 1,350 individuals in vital skills within the health and care

sector.

#### *Health and Social care Hub (bespoke health and care training space)*

Earlier this year City College Peterborough successfully submitted a bid to the Cambridgeshire and Peterborough Combined Authority for innovation funding. This allowed the transformation of classrooms into a bespoke and self-contained Health and Care Skills lab using state of the art technology. This will allow learners to practice skills and will be a grounding for progressing onto T-Levels, Access courses and be a career pathway to ARU Peterborough and other HE providers. The transformation included practical training rooms, an observational wet room allowing practical elements of lifting and handline to be completed as well as a resource room/library area.

*Mini Vine Shop* – In August this year, we set up a pop-up shop in the high street that brings together non-traditional partners, to support local communities and residents to ‘renew, reset and recover’. Partners are currently from education, libraries, arts, heritage, culture and we are looking to expand this in the future to include business, communities and tourist information. The bringing together of these services offers everyone a reason to visit the shop (and on our opening day, we saw over 200 people come into the shop.)

*Research – Challenging the traditional - Capitals Framework* – At City College Peterborough, we are undertaking a significant piece of ground-breaking research that is a pilot project looking to see if we can change the way, as Adult Education provider, we undertake classroom observations in order to evidence the wider learning that takes place in the classroom and thus help to improve our teaching practices and to demonstrate a wider impact of our offer. This research takes the “Capitals” conceptual framework (Carrington, 2020) into the classroom environment to identify a new observation process that will allow the Individual Distance Travelled of the students to be recognised, recorded and viewed through the “capitals’ framework of human, social, cultural and symbolic capital.

### **4.3 The Future – Recovery, Transformation and Growth**

As with all cities, the Coronavirus Covid-19 pandemic, has seen a significant impact on local people, communities, businesses and the economy of Peterborough. City College Peterborough, as an organisation whose mission is to align itself to local need, is now focused on ensuring that from this point forward it continues to work to support:

- the social and economic wellbeing of local people
- the needs of our local businesses
- the development of adaptable and sustainable communities.

It is with this in mind that we have produced a Recovery, Transformation and Growth Plan to ensure that our intent for 2020/21 – 2023/24 supports the local agenda and the City’s recovery plan.

In identifying how we can play an active and supportive role in our local economic recovery, the first step we undertook was to identify what we currently do and what growth opportunities there are within our areas of expertise, identifying the gaps in the City’s delivery model that we could fill. Our second step was to then see what new opportunities there were for us to take up, being bold in our offer and supporting the City.

As a City, during the current and post pandemic, there is identified concern for:

- the City’s employment, with many local residents potentially needing to upskill to fill the vacancies and improve their work and pay prospects.
- our young people’s ability to gain sustainable and long-term employment, either due to a low skill set, lack of opportunity to access HE or opportunities for work with training e.g. Apprenticeships.
- the health and wellbeing of our local residents, through wider health issues, isolation, food poverty or education about Covid safety and other health issues.

These three areas are all aspects that City College will seek to help to address through its future delivery model, with a commitment to help address the social inequalities that people may face and to work towards positive social change, identifying new avenues for social transformation through what it is able to offer.

## **5. CONSULTATION**

5.1 No formal consultation undertaken as this is a performance report.

## **6. ANTICIPATED OUTCOMES OR IMPACT**

6.1 The anticipated outcome is for the committee to note the annual report of City College Peterborough.

## **7. REASON FOR THE RECOMMENDATION**

7.1 For the committee to note the progress of City College Peterborough and the work it has undertaken in the past 12/18 months.

## **8. ALTERNATIVE OPTIONS CONSIDERED**

8.1 Not applicable as this is an annual progress report.

## **9. IMPLICATIONS**

### **Financial Implications**

9.1 None

### **Legal Implications**

9.2 None

### **Equalities Implications**

9.3 The work undertaken by City College Peterborough is to ensure that there are learning opportunities available to all and, as such, the College works to address any inequalities and embraces diversity.

### **Rural Implications**

9.4 As the college undertakes work across the wider Peterborough geographical area, rural learning opportunities are available if required.

### **Carbon Impact Assessment**

9.5 As this is a review and performance report that is being presented to the Communities Scrutiny Committee to note the progress of the Council's Adult and Community Learning College over the past 18 months and share its priorities for the forthcoming academic year, there are no changes to the carbon impact as a result of this report

## **10. BACKGROUND DOCUMENTS**

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

10.1 None.

## **11. APPENDICES**

11.1 None

