

Public Document Pack

14th November 2007 Executive Board

Supplementary information to Agenda Item 7: Review of 14-19 Provision in Leeds

This information was not available at the time of agenda publication.

This page is intentionally left blank

Education Leeds



Agenda Item:

Originator: Gary Milner

Telephone: 2474979

REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES AND CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 14 November 2007

SUBJECT: Review of 14-19 Provision in Leeds

Electoral Wards Affected:

Ward Members consulted (referred to in report)

Specific Implications For:

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in (Details contained in the Report)

1.0 PURPOSE OF THE REPORT

1.1 The purpose of this report is to inform Executive Board of the views of Children's Services and Education Leeds with regard to the Learning and Skills Council (LSC) West Yorkshire proposal for the changes to Further Education Colleges in Leeds.

2.0 BACKGROUND INFORMATION

2.1 On 8 November 2007 the LSC West Yorkshire published a proposal for changes to the organisation of Further Education Colleges in Leeds, see attached. This proposal follows findings published in the LSC Strategic Area Review which identified the need to review curricula and the structure of learning provision in Leeds. They also follow a recent period of informal consultation on the Strategic Options Review of Further Education Colleges in Leeds and respond to the decision of the LSC West Yorkshire Council in October 2007.

2.2 A period of formal public consultation on the LSC proposal commenced on 8

November 2007 and the LSC are inviting responses to the proposal by the end of the consultation period on 7 December 2007.

2.3 The Education and Inspection Act 2006 gives the local authority the strategic lead for school provision and for securing the 14-19 entitlement for young people, with the essential role of making sure that schools and colleges between them make the full range of opportunities available in Leeds. Because the statutory responsibilities for 14-19 learning are shared by the Local Authority and the Learning and Skills Council, both parties have been working closely together to develop a shared strategy for post 14 learning in Leeds. From 2010 the local authority will have responsibility for the funding of 16-19 year olds in full time learning in schools and colleges leading to a simplification of roles and responsibilities. We are currently working with the LSC on the transition arrangements for this transfer of responsibility.

3.0 **LSC PROPOSALS**

3.1 The LSC wishes to establish a new institution through merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby. This would be achieved through the dissolution of the existing corporations and the transfer of respective property, rights and liabilities to a new further education corporation. The principal reasons advanced in support of this proposal include the need to make broad, coherent and comprehensive provision for young people and adults to the highest possible standards whilst conserving and extending specialisms; ensure full access in localities for all learners at all levels and ability ranges; the creation of excellent opportunities for employment for the FE workforce in new outstanding buildings.

4.0 **RESPONSE TO THE LSC PROPOSAL**

- 4.1 The views expressed in this report are those of Children's Services and Education Leeds and also reflect those previously expressed by Education Leeds Board as part of the informal consultation process on the Strategic Options Review.
- 4.2 Bringing coherence to secondary and post-16 provision in Leeds is a clear priority from the city-wide Children and Young people's Plan and we feel that the LSC proposal will move us a long way towards achieving this objective. We will continue to work closely with the LSC on a shared strategy to address the challenges we face. This work will be directed through the joint Review Programme Board and supported through a series of working groups.
- 4.3 We feel the merger of the five FE colleges provides the best opportunity we will ever have to have to create a truly world class vocational provision that would meet the needs of all learners, employers and communities in Leeds. It would ensure no wasteful duplication or competition around skill areas and facilitate a city-wide approach to the planning of provision and the creation of clear learning pathways that is not possible with the current configuration of FE provision.
- 4.4 We recognise that the proposal are focused on presenting the overall case for the merger of the five colleges and at this stage are not able to provide detail around the resulting infrastructure development.
- 4.5 We welcome the emphasis in the proposal given to the development of centres of

excellence for learners with learning difficulties and/or difficulties and embrace the opportunity this presents to work with the LSC to better meet the needs of this group of learners.

- 4.6 We fully support the need identified in the proposal to incorporate a strong locality based dimension to the new FE infrastructure that would link closely to schools, employers and other organisations within the community. We will work with the LSC on the development of these locality based centres to ensure they are well placed to deliver significant elements of Post 14 vocational provision. We are particularly mindful of the need to ensure the need to develop high quality locality based facilities to support the delivery of the new Diplomas.
- 4.7 We wish to ensure that all learners have access to the full range of post 16 learning opportunities available in the city. Where schools can deliver high quality financially viable and sustainable post 16 programmes either as individual schools or through local delivery arrangements in partnerships with others schools, colleges and training providers, these arrangements will be fully supported. We will look to work with the LSC to develop other arrangements as part of the city-wide offer.
- 4.8 We see the need to develop models for governance and collaboration that focus the combined expertise of partners and achieve a more collective ownership of the outcomes achieved by all young people in the city. We particularly see the need for schools to have a key role with regard to locality based centres developed as part of the proposal for a new FE infrastructure.

5.0 **RECOMMENDATIONS**

- 5.1 Executive Board is asked to:
Support the views expressed in this report and approve them for use in formulating the Council's official response to the LSC consultation on the proposal for the changes to FE Colleges in Leeds.
- 5.2 Note and authorise the Chief Executive of Education Leeds to draft a detailed response in consultation with the Executive Member for Learning for approval and signature by the Leader of the Council.

This page is intentionally left blank



Leading learning and skills

EXCELLENCE AND INCLUSION

The formal public consultation by the Learning and Skills Council West Yorkshire on proposed changes to the organisation of Further Education Colleges in Leeds

Consultation commences on: 8th November 2007

Consultation ends on: 7th December 2007

EXECUTIVE SUMMARY

Introduction

This consultation document sets out the proposal from LSC West Yorkshire to establish a new institution by merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby.

Local Context

Leeds has a population above 700,000 and a diverse economy. It has experienced the fastest growth in employment in any UK city over the past decade. Unemployment is below the national average but is much higher in some areas of the city. Among young people, 9% are not in education employment or training. Many Further Education students live in economically deprived areas. The colleges serve culturally diverse communities and neighbourhoods with high numbers of students from minority ethnic backgrounds.

Background

This proposal follows findings published in the LSC West Yorkshire Strategic Area Review which identified the need to review curricula and the structure of learning provision in Leeds. It follows a period of informal consultation that concluded in September 2007 and responds to the decision of LSC West Yorkshire Council in October 2007.

The Case for Change

Previous reviews have indicated that although the FE sector in Leeds has experienced success in recent years there are people and communities who do not benefit as well as they should from the service. Some parts of the city do not have any FE presence whilst others have duplication and competition. There is a need to ensure that priority needs are met and new investment creates improved returns for learners, employers and the public purse.

There is a recognised need for substantial improvements in standards of 14-19 provision across the city and in provision for young people and adults with learning difficulties and/or disabilities (LLDD). There is a need to promote Equality and Diversity and to promote social and economic inclusion. There is also a need for a new integrated FE estate for the city.

Challenges in Leeds

There are a number of challenges relating to both young people and adults. Key to addressing these will be the need to work together with the full range of partners and stakeholders across the city region.

The Proposal

The LSC wishes to establish a new institution through the largest reorganisation of colleges yet seen by merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby. This would be achieved by the dissolution of the existing corporations and the transfer of their respective property, rights and liabilities to a new further education corporation. The principal reasons advanced in support of this proposal include the need to make broad, coherent and comprehensive provision for young people and adults to the highest possible standards whilst conserving and extending specialisms; ensure full access in localities for all learners at all levels and ability ranges; the creation of excellent opportunities for employment for the FE workforce in new outstanding FE buildings.

Choice will be maintained for learners by the continuance of specialist Further Education at the Leeds College of Art and Design and the Leeds College of Music and at Notre Dame 6th Form College; by the planned strengthening of the schools and academies provision in the city and by enhanced provision of Work Based Learning and Apprenticeships.

Organisation and Delivery

The college will have a single corporation that will include representatives of business, communities, staff and students. The Chief Executive and the corporation will provide strong Leadership and Management and actively develop strong and productive links with the Local Authority and other key partners, stakeholders and communities, to provide high quality learning opportunities that are responsive to local need.

Values and Outcomes

The values of the new college will focus on the needs of learners, employers and communities. The success of the organisation will ultimately be measured against a number of outcomes that focus on the increased participation and success of individual learners and improved services for employers and communities. These will require high levels of engagement with other providers of learning, staff, learners, employers and communities. The creation of the new FE estate will also be a key measure of success.

Curriculum for Young People, Adults, Employers and Communities

The new college will offer the full range of vocational learning to young people and adults alongside excellent general academic provision and Apprenticeships. It will support the largest curriculum reform in English Further Education; the development of 14-19 Diplomas and the skills required by adults both as individuals and for employment.

Finances

The colleges' financial health is generally sound for current purposes but they face the challenges of changing public funding priorities and the need for very substantial investment in buildings. These challenges create risks for future revenue and capital funding which could be better managed by a larger entity.

Quality

The reorganisation will build on current strengths and address known weaknesses. The new college will have the opportunity to achieve an outstanding rating through the new Framework for Excellence, benefiting learners in Further Education in Leeds

Buildings and Locations

There will be large scale investment in the new college estate to provide landmark, high quality buildings across the city. Based on a hub and spoke model, buildings will be in the right locations to better meet the needs of all learners, employers and communities. The new buildings will be equipped to the highest standard and provide an environment that will raise the aspirations of learners and staff.

Consultation

Responses to this consultation are welcomed and should be submitted to the LSC by 7th December 2007.

1 Background

- 1.1 In January 2005 LSC West Yorkshire published its Strategic Area Review. This document identified a need to review curricula and the structure of learning provision in Leeds. It was agreed with strategic partners that a Review of 14-19 Provision be undertaken to support the move for change.
- 1.2 The Cambridge Education Review of 14-19 Provision in Leeds (2006) found some of the current arrangements for school and college delivery unsustainable in the medium term if improvements in attainment were to be accelerated. These findings were accepted by the LSC along with Leeds City Council and its support body, Education Leeds. The implications of these findings included the need for change in schools, which are the responsibility of Leeds City Council and colleges which are the responsibility of the LSC.
- 1.3 As a result, and in order to inform the decision making process a Strategic Options Review was undertaken in 2007. The review covered possible options for change and covered six of the seven colleges making FE provision in Leeds. These are Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College; Leeds Thomas Danby; Leeds College of Art and Design and Notre Dame Sixth Form College. The Leeds College of Music was excepted as it is mainly a provider of Higher Education.
- 1.4 LSC West Yorkshire Council considered the findings of the Strategic Options Review in May 2007 and agreed to enter a period of informal consultation on the options put forward for consideration within the report.
- 1.5 The findings of the informal consultation were then considered by LSC West Yorkshire Council on 3 October 2007. Having taken account of all the responses the council decided that a merger of five colleges (Joseph Priestley; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby) would be in the best interests of the learners, employers and communities in Leeds.
- 1.6 This decision has led to this period of formal consultation. Your views are requested and may be forwarded by post or email to be received no later than 7th December 2007. Details of how to respond can be found at page 18.

2 The Leeds Context

- 2.1 Leeds has a population above 700,000 and a diverse economy. It has experienced the fastest growth in employment of any UK city over the past decade and has the second largest financial and business sector in the country. Unemployment is below average; however, about 9% of young people are not in education, employment or training. Unemployment is much higher in some areas of the city and typically 30% to 40% of FE students live in economically deprived areas. Over 21% of wards in Leeds are amongst the most deprived in England and Wales.

- 2.2 The colleges serve culturally diverse communities and neighbourhoods; some enrol 35% of their students from minority ethnic backgrounds, compared to 9% of the Leeds population.

3 The Case for Change

- 3.1 The five FE colleges which are part of this consultation have experienced success in recent years. This success was acknowledged in the LSC's Strategic Options Review. However there are people and communities in Leeds who do not benefit as well as they should from the City's FE service. Parts of the city such as West Leeds do not have a college campus. Other areas have more than one provider. There is duplication and competition alongside unmet need. These patterns are mainly historically-driven and there is no criticism of the colleges themselves. However, as the planning body the LSC must ensure priority needs are met and investment creates the best return for learners, employers and the public purse.
- 3.2 This consultation document will not replicate the contents of earlier review work, which are available on the LSC website. However, the main conclusions drawn from these may be reiterated:
- A substantial improvement in standards of 14-19 provision will require re-configuration of institutions, particularly in the inner city
 - This level of improvement is needed to meet the new legal entitlements of 14-19 year olds
 - Colleges currently do much remedial work for school leavers at foundation level, Level 1 and Level 2. Such work should decrease as school improvement targets are met in the years ahead
 - The requirement for colleges in their provision for young people will be of three types, often related:
 - work related and vocational, including support for, and delivery of, the new Diplomas in partnership with schools and other providers
 - general education, including GCE A level programmes
 - key skills and personalised education programmes
 - Colleges will continue to make provision for young people and adults with learning difficulties and/or disabilities with the opportunity to develop centres of excellence in this area
 - The promotion of Equality and Diversity will remain a vital element of educational and social inclusion. This will include meeting the needs of those currently not in education employment or training (NEET)
 - In providing for adults, colleges will be operating in a demand led environment based on skills requirements and the promotion of social and economic inclusion, with, crucially, funding reflecting these priorities
 - To deliver this demanding range of provision colleges will need a fresh mission and identity, outstanding leadership, management and staff skills, operating in a new, integrated FE estate for the city

- 3.3 It is evident that the requirements here are forward-facing. Whatever the colleges have achieved in the past their future educational purposes are to be based on a largely new curriculum for young people and adults, delivered in new ways, requiring new facilities. Their services to employers will be demand led, and informed by regional priorities, which will contribute to the economic prosperity of the city and the wider city region.
- 3.4 The current configuration of colleges encourages duplication of provision and competition that is often wasteful. This results in:
- some districts of the city arguably having over provision of FE whilst others do not have any localised offer.
 - priorities for publicly funded FE which will require unified approaches in meeting need; for example, LLDD services are by no means consistently meeting needs in the city and a much greater focus is required on Apprenticeships.
 - many adults without literacy and numeracy skills and there is a recognised requirement to upgrade skills for the benefit of individuals and the wider economy. The funding for adult learning is increasingly focused on these priority areas. It should be noted that Leeds colleges have had, historically, high levels of adult enrolments, however as with other colleges, there has been recent evidence of decline.
- 3.5 Leeds requires major investment in the FE estate. Public funding for this requires efficiency and the avoidance of duplication in facilities. Rationalisation is needed to optimise the investment and provide the finest buildings in the best locations to benefit learners, employers and communities. This investment will complement that being made through Building Schools for the Future in the schools' estate.
- 3.6 Choice for earners is valued. It will be maintained by the continuance of specialist Further Education at the Leeds College of Art and Design and the Leeds College of Music and at Notre Dame 6th Form College; by the planned strengthening of the schools and academies provision in the city and by enhanced provision of Work Based Learning and Apprenticeships. Choice will be extended by better services to local communities through the major capital project, providing the best modern integrated 21st century FE estate of any city in England.

4 Challenges in Leeds

- 4.1 The Leeds challenges in learning and skills are derived from a legacy of educational underachievement over a number of years. Much progress has been made in recent times to address this in the schools sector but performance is still less than the national norms or the requirement of the city's 2020 vision.
- 4.2 These issues are being addressed by the City Council and Education Leeds, working alongside this review of Further Education. Improvement targets are currently being finalised for the schools sector to drive up attainment of young people at 16.
- 4.3 Between 2007 and 2016 there will be fewer young people in the age group served by colleges and schools with 6th forms with the number of young

people aged 16-18 falling by around 17%. This will require all school, college and work based learning providers to develop programmes, facilities and staffing arrangements to deliver high quality learning of all types and levels efficiently, engaging proportionately more learners to deliver better outcomes.

- 4.4 The specific challenges for FE in relation to young people are:
- to work in partnership with schools and support such programmes as Diplomas and Young Apprenticeships
 - to ensure progression pathways from schools on to Higher Education and rewarding careers
 - to reform the curriculum offer in colleges to deliver new programmes at all levels but progressively to Level 3 and above
 - to work with schools and other providers to deliver the 14-19 entitlement in the context of personalised learning
 - to promote educational inclusion through accessible, attractive and relevant programmes of learning
- 4.5 The challenges for adults, employers and communities are equally important. Leeds has a major role to play in the economic success of the region and will require individuals with higher levels of qualifications to meet the demands of employers. Some of the specific challenges for the new college in relation to adults, employers and communities are to:
- improve the skills levels of the workforce and those entering employment
 - increase participation and achievement of adults on basic skills and Level 2 and Level 3 programmes
 - respond effectively to employers through a range of services and programmes including Train to Gain and Apprenticeships
 - ensure provision is available in the right locations to aid access and increase participation
 - deliver programmes that are supportive of regeneration and sustainable developments across the city.
- 4.6 To achieve these goals will require an integrated service developed on a model of 'the learner first' rather than institutional self interest, whichever the sector. It is the view of the LSC that a unified FE sector would better contribute to integration and the creation of a learner centred offer, operating a learner access and entitlement programme to meet future requirements

5 The Proposal

- 5.1 The LSC wishes to establish a new institution by merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby. This would be achieved by the dissolution of the existing corporations and the transfer of their respective property, rights and liabilities to a new further education corporation.
- 5.2 Creating a new further education corporation through the largest reorganisation of colleges yet seen in a local area in England will provide a much improved and expanded educational offer in the city of Leeds and the wider region, creating a city committed to learning and proud of its skills.
- 5.3 The principal reasons advanced in support of the proposal for a new college are to:

- Create a unified and successful FE presence serving Leeds and its region that contributes to improved economic success and social cohesion
- Make broad, coherent and comprehensive provision for young people and adults to the highest possible standards, whilst conserving and extending specialisms
- Place learners and employers at the heart of the system, enabling them to influence what is on offer and how it is delivered
- Ensure full access in localities and neighbourhoods for learners at all levels and all ability ranges, promoting inclusion
- Create excellent opportunities for employment for a highly-skilled and enthusiastic college workforce committed to excellence in the FE service; in doing so, becoming an employer of choice
- Create a new city-wide FE estate for the 21st century, to accommodate outstanding learning and achievement for students of all ages and backgrounds. The buildings will be of landmark quality and be critical to inspiring the learners of the future and their staff.
- Establish a new college which is financially healthy and meets national, regional and local needs through the employment of best value principles.

Taken together, these objectives should establish the new College as outstanding when assessed against the emerging Framework for Excellence.

6 Proposals for the New College's Organisation and Delivery

Governance

- 6.1 The new college will be an independent Further Education Corporation established by the Further and Higher Education Act 1992 and the Further Education and Training Act 2007. The college will have a single corporation that will have authority, responsibility and accountability for the provision of Further Education in Leeds and Keighley and for determining the vision and mission of the new college. The Corporation will have a membership of up to 20 members who will provide the necessary range of skills to support the strategic development of the new organisation. There will be representation on the Corporation for businesses and communities within the area along with staff and students.

Leadership

- 6.2 Strong leadership and management will be a key requirement for the new college. There will be a Chief Executive, accountable to the college corporation for the overall leadership and management of the college, and a management structure that will support the wide range of functions and locations of the new college.

Partnership and Collaboration

- 6.3 The college corporation and leadership team will actively develop strong and productive links with the Local Authority, local schools, Universities, Yorkshire

Forward, Jobcentre Plus, employers and communities in order to promote and develop high quality learning opportunities that are responsive to local need.

Values

- 6.4 The setting of the new college's mission and vision will be the responsibility of the newly formed college corporation. However, in developing these and moving forward with plans for the college's organisation and delivery, a number of value statements must be adhered to. These include:
- The needs of learners, employers and communities will be at the core of all college developments
 - The achievements of all learners will be valued and celebrated
 - A culture of Lifelong Learning driven by the themes of Excellence and Inclusion will be promoted at all the college centres and sites
 - The college will value diversity and ensure equality of opportunity
 - The college will seek to empower individuals and local communities
 - Teaching and Learning will be relevant, accessible, challenging, enriching, enjoyable, outstanding and rewarding
 - The new college will develop powerful partnerships and purposeful collaborative structures to support the needs and interests of all learners

Outcomes

- 6.5 The success of the organisation will ultimately be measured against the successful delivery of a number of outcomes:
- Remodelling vocational provision for 14-19 year old learners to substantially improve participation and success that complements the reforms planned by Leeds City Council and Education Leeds
 - Improving progression to higher levels of learning/employment and providing a comprehensive offer to those aspiring to professional and degree level qualifications
 - Making a significant impact on addressing the skills needs of the area with a particular focus on meeting priority needs, thereby contributing to increased economic success and wellbeing.
 - Providing fundamental improvements to services for employers through bespoke programmes, delivery of Train to Gain and other government funded provision for employed young people and adults such as Apprenticeships
 - Improving the employability of those in, and about to enter, the workplace with particular regard to disadvantaged learners and those needing support in literacy, numeracy and work-readiness
 - Establishing high levels of engagement with communities, school trusts, partner schools, Academies, other FE providers and employers in order to develop a city wide approach that meets need
 - Providing excellent opportunities for Continuing Professional Development for college staff
 - Ensuring highly effective systems for engagement with the college's learners to provide feedback on levels of customer satisfaction, to improve services
 - Establishing a college which is financially healthy and meets national, regional and local needs through the employment of best value principles

- Creating a new FE estate for the 21st century with landmark buildings in accessible places across the city designed to engage and inspire learners and staff

7 Curriculum

Young People

- 7.1 In 2005/06 there were 10,270 young people aged 16-18 in the Leeds colleges, of which 7,989 were attending the five colleges included in this reorganisation proposal.
- 7.2 As stated previously, the new college will work in partnership with schools, other colleges, employers and work based learning providers to provide a comprehensive and effective curriculum for all 14-19 learners building on the best practice and expertise of the contributing colleges. This will make a significant contribution in ensuring delivery of the entitlement of access to the full range of qualifications available, including the new Diplomas due to be in place by 2013.
- 7.3 In addition to the full range of vocational learning the college will offer excellent general academic provision, including the International Baccalaureate for 16-19 year olds, promoting inclusion and aiming to increase participation and achievement within this age range.
- 7.4 The new college will further develop its provision for learners with learning difficulties and/or disabilities, establishing a regional Centre of Excellence.
- 7.5 Delivery of Apprenticeship programmes, including Programme led Apprenticeships and Entry to Employment, will form a key feature of the new college and benefit both learners and employers
- 7.6 The college will make a significant contribution to the five outcomes of 'Every Child Matters', particularly within the areas of Enjoying and Achieving, and Achieving Economic Wellbeing.

Adults

- 7.7 It is widely accepted that although significant progress has been made in the achievement of Level 2, Level 3 and Skills for Life qualifications, locally and regionally performance in these areas is below the national average, with 16% of the working age population without qualifications. The problem is particularly acute for the disabled, unskilled and semi skilled workers.
- 7.8 In order to address this the curriculum offer to adults will provide flexible vocational programmes to enable take up of the entitlement to full Level 2 and Level 3 qualifications under Train to Gain, the Adult Apprenticeship or similar successor programmes within the priorities for 19+ learning and skills.
- 7.9 In addition the delivery of accredited basic skills qualifications including English for Speakers of Other Languages (ESOL) will form part of the offer to adults. Access to these courses at college sites in convenient locations will be crucial to ensure the continuing success in this key priority area.
- 7.10 The new college will seek to support Jobcentre Plus in its Welfare to Work activities, as a provider and partner. This will include helping people on incapacity benefits through Pathways to Work.

- 7.11 Another LSC priority area of delivery for adults is programmes of learning and skills to rehabilitate offenders in the community. The new college will have a key role in the offer made to this target group.

Employer Responsiveness

- 7.12 A key feature of the new college will be the response it makes to employer engagement. In line with current government policy it will make a significant shift in its offer ensuring programmes of learning are responsive to the requirements of employers, meeting their needs for flexible accredited learning.
- 7.13 The existing specialisms, Centres of Vocational Excellence and Skills Academies will all continue and be extended in order to be seen as the provider of choice for employers in the city and beyond.
- 7.14 There will be an expectation of early achievement of the new National Standard for Employer Responsiveness in order to quality assure the offer and service to employers.

Communities

- 7.15 Community provision, including Personal and Community Development Learning, will ensure the college meets the needs of priority learners and promotes equality, diversity and learners' access to progression opportunities and employment.
- 7.16 Links between the new college, the Leeds based Academy for Sustainable Communities and regeneration programmes across the city will enable achievement of joint objectives aimed at raising the skills levels of local residents and supporting them into employment.
- 7.17 Use of information and learning technology will give the college the opportunity to engage hard to reach learners and communities by offering new ways of learning in a choice of locations, including local neighbourhoods.

8 Finances of the New College

- 8.1 In 2008 the funding system for Further Education will undergo the greatest degree of reform since colleges were incorporated in 1993. The aim is to support the FE system as it moves to operate in an open and competitive market, driving up quality and delivering more innovative provision.
- 8.2 As part of the changes to the Machinery of Government there will be a need from 2008/09 to develop a single 14-19 plan. The proposed reorganisation of schools in Leeds, aimed at improving performance could well increase competition for a declining cohort of 16-19 year olds. This would create revenue pressures on colleges which are currently already competing amongst themselves. A unified FE college would have capacity to stabilise revenue from young learners, including apprentices.
- 8.3 The Leitch review of skills recommended far more demand led funding for adult provision and it is intended that, by 2010, all public funding for adult vocational skills, apart from community learning, will be routed through Train to Gain or the new Learner Accounts. The new funding system will therefore reflect customer choice and respond flexibly to customer demand over time.

- 8.4 In this context the financial capacity of the Leeds colleges is critically important to their capacity to respond to the needs of young people and adults in a demand led environment. A concern for the Leeds colleges is the large number of adult students who are not studying for full level priority qualifications. The funding of these part qualifications is by no means certain in future.
- 8.5 In 2005/06 the total turnover of the five colleges in scope for this reorganisation was approximately £80 million (excluding Keighley, which received £5.75 million of LSC income)
- 8.6 The Strategic Options Review in May 2007 found that, although the colleges could mostly plan their current financial operations satisfactorily, there were longer term uncertainties based on the possible adverse effects of the changing funding methodology; more focus on funding priority learners; high dependency on adult learner income which is open to reductions in the current environment; and insufficient fee income being collected by all colleges in this proposal.
- 8.7 The most recent audited position is for the 2005/06 financial outturn as shown in the table below. More recent unaudited updates show that the financial position is generally no worse, although all the colleges have areas of risk.
- 8.8 However, moving forward there is a recognition that all colleges will need to operate much more effectively and efficiently in order to remain financially sound. Given the high costs of operating provision in a competing limited market there are significant financial advantages to the planned reorganisation that can be achieved through economies of scale and investment in more cost effective buildings.
- 8.9 The LSC recognises that the proposed reorganisation will incur revenue costs for all colleges involved. The LSC is planning to help offset reasonable pre and post reorganisation costs and will be discussing these with the colleges.
- 8.10 The LSC also wishes to support the renewal of the FE estate and expects to contribute substantially to the costs of an integrated capital programme.
- 8.11 The necessary due diligence studies on the individual colleges will not be available to inform this consultation. It is understood by the LSC that any commitment by the colleges to support reorganisation would be dependent upon the due diligence findings.

College Income and Expenditure in 2005/06

College	Total Turnover (000s)	LSC Income (000s)	LSC % of T/O	Surplus/Deficit (Operations)
Joseph Priestley	£7,600	£6,448	84.80%	-£50k
LCoB	£12,834	£9,480	73.29%	+£1.245m
LCoT	£12,254	£8,388	74.49%	+£53k
TD	£16,679	£13,511	80.89%	+£107k
PL	£30,646	£26,147	85.23%	+£659k
TOTAL	£80,013	£63,974		

9 Quality and Standards

- 9.1 The main driver of the proposed reorganisation is not the current quality of provision in the colleges. This is because there is no college with evidence of substantial failure on quality grounds, which is not to say that there is no area of under-performance or that success rates do not need improvement in key areas.
- 9.2 Rather than quality of FE provision per se, the standards and achievements issue for the reorganisation is one of consolidation of existing strengths whilst addressing weaknesses, and relating good quality FE provision to reform in the schools sector. The latter will be driven by learners needs and curriculum reform but will also result, it seems, in some reconfiguration. The new FE system in Leeds will be a key element of a new city wide 14-19 framework, working to common high standards.
- 9.3 The performance management challenge to FE will be through the emerging Framework for Excellence, with its published measures across seven key performance areas in three dimensions: Effectiveness, Responsiveness and Finance. These measures will result in some element of published rating from 2009 onwards and the new configuration for FE in Leeds must aim at nothing less than outstanding provision through the Framework Indicators.
- 9.4 The quality of provision in the five colleges in scope can now be described as at least satisfactory, with much of it good. There is evidence of improvement similar to that developing nationally in colleges.
- 9.5 All five colleges have had Ofsted inspections in the last two years which have identified particular strengths that each would bring to reorganisation. Several of the colleges in this proposal would bring good leadership and management skills to the greater Leeds FE challenge in the new college. When taken together, across the range of colleges, there is good or outstanding provision in most curriculum areas, although work based learning is not as successful in the majority of colleges.
- 9.6 The five colleges have a number of Centres of Vocational Excellence. These are in Catering and Hospitality (Leeds Thomas Danby); Construction (Leeds College of Building); Retail (Park Lane); Print and Media and Computer Technologies (Leeds College of Technology)
- 9.7 Inspection has shown the colleges *strengths* to be as follows:

Joseph Priestley	improving pass rates; strong and effective partnerships; effective work with employers; supportive college ethos; effective accommodation strategy
Leeds College of Building	improving success rates; good teaching in practical lessons; high expectations and aspirations set for learners; outstanding provision for learners aged 14-16; highly effective employer engagement; very good development of learners' key skills to promote economic well-being; highly successful CoVEs; strong pastoral support; successful management of growth; particularly effective leadership and governance; good action taken to drive improvement
Leeds College of Technology	highly inclusive and diverse college community; good advice, guidance and pastoral support; very good arrangements to enable the voice of learners to be heard; clarity and coherence of strategic and development planning; outstanding leadership

Park Lane	outstanding leadership by the principal; outstanding retention and pass rates on adult community learning courses; improving success rates; very effective delivery of key skills in most curriculum areas; good vocational teaching and learning; outstanding approach to educational and social inclusion; excellent links with parents and carers; excellent range of courses which meets the needs of learners, employers and the community; very strong external partnerships; outstanding support for individual learners; good governance.
Leeds Thomas Danby	good and improving success rates on most long courses; the accuracy and rigour of measures to improve teaching and learning; the range of provision to meet employer, community and learner needs; effective measures to engage and support learners from under represented Groups; measures to improve retention and attendance; very effective professional development of staff; highly effective partnerships with other providers, services and employers; the strong promotion of equality and the culture of respect for learners and staff; strong leadership and governance

9.8 Inspection has shown the colleges *need to improve* as follows:

Joseph Priestley	retention rates on level 2 and 3 courses; success rates for 16-18 learners; the quality of teaching and learning; the management and quality of skills for life across the college; quality improvement including courses reviews; the use of data to guide quality improvement; the accuracy of self assessment
Leeds College of Building	declining retention rates; target-setting for learners; structure and promotion of enrichment; inconsistency in divisional performance; promotion of equal opportunities; insufficient use of information for management at all levels
Leeds College of Technology	slow framework completion and low success rates in WBL; low retention rate of learners aged 16 to 18 on level 3 courses; the proportion of good and excellent lessons; slow progress in implementing the Skills for Life strategy
Park Lane	low success rates on GCE AS/A levels for 16-18 year olds; poor achievement of apprenticeship frameworks; insufficient planning for some work-based learners; lack of rigour in evaluating the overall effectiveness of teaching and learning; the slow pace of improvement on a small number of courses
Leeds Thomas Danby	the success rates in key skills; the success rates for learners from a small number of Black and Asian heritage groups; the variable quality in curriculum management; some aspects of accommodation; the need to increase the proportion of outstanding teaching

9.9 Full inspection reports are available on the Ofsted website:
www.ofsted.gov.uk

10 Buildings and Locations

- 10.1 One of the key points included in the Strategic Options Appraisal published in May 2007 was the need for significant investment to provide a suitable estate for further education delivery across Leeds. The point was made that there were too many buildings, often in the wrong location and with substantial space inefficiencies. A strongly persuasive case was made for urgent change through large scale investment. This view was in part informed from an assessment of current need carried out by GVA Grimley in 2006.
- 10.2 Much reference has been made throughout this document to the advantages of a renewed estate and it is acknowledged that one of the key benefits of the new college, to learners, employers, communities and staff, will be the significant investment made in new college facilities. The LSC is committed to ensuring the new college is supported both financially, through the biggest single investment made to date, and in the planning and delivery of high quality new buildings across the city, in the right locations, to better meet the needs of all its learners.
- 10.3 There is a commitment to a 'hub and spoke' model for the city, that is to say that the college will have a number of landmark campuses within the city centre and within local communities.
- 10.4 The LSC is about to publish its regional capital strategy that includes reference to the new Leeds college and the need for significant investment to provide new world class FE buildings. Priorities for capital investment identified in the strategy, which will guide the developments in Leeds are:
- The right facilities to meet the needs and aspirations of learners, employers and communities
 - In the right place to widen participation, particularly of young people, and inclusive to all
 - Flexible and efficient and able to respond to changing demand
 - Sustainable and complementary to regeneration and economic development in the region
- 10.5 In addition to the priorities set out above there is a need to consider the implications of current demands on the FE estate when planning for the future:
- FE buildings now have to deliver learning opportunities to a wide client group and therefore need to offer a large amount of flexible multi-purpose space.
 - These new buildings will provide a valuable community asset for many adults, including those who pay to learn
 - A business style environment is required which encourages employers to engage with colleges in workforce development
 - Specially adapted accommodation is required to enable students with physical and other disabilities to learn alongside able bodied students.
- 10.6 In order to ensure provision is available for those students who currently may require specialist support and accommodation there will be a need to consider the contribution and possible co-investment of charitable bodies, local health and social services departments.

- 10.7 The new college estate will need to be equipped to the highest specification in order to deliver skills at the cutting edge of technology to meet future economic needs.
- 10.8 Information and Learning Technology (ILT) will play a significant role in the new organisation and will be a key feature of the new infrastructure used to transform teaching and learning, achievement and progression.
- 10.9 ILT will enable students and staff to access the internet and intranet; to have email accounts; to share ideas; to develop and access learning materials and supplementary information; and to give and receive feedback on course work.
- 10.10 There is the opportunity for the college's own business efficiency and effectiveness to be enhanced by a more integrated use of technologies. It should also enable better transfers of information with partner schools and employers.

11 Transport and Travel to Learn

- 11.1 The new college will provide high quality accessible learning campuses for adults and young people in a number of sites in city centre, community and neighbourhood locations. It will work with the LSC, the Local Authority and Metro to develop a Green Transport Plan and with other key partners to undertake a thorough travel to learn review.
- 11.2 The new college will cooperate with the Local Authority in implementing the statutory requirements included in the Education and Inspection Act 2006 in relation to travel costs payable to certain full time 16-18 students.

Consultation Responses

Responses are invited by 7th December 2007 to the proposal set out in:

a. the consultation document on the proposed establishment of a new institution by merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds college of Technology; Park Lane College and Leeds Thomas Danby.

b. Statutory Draft Proposal for establishing a new institution

c. Statutory Draft Proposals for the merging of the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby.

Please provide your comments to the format set out below. Please note all responses will be considered by the Learning and Skills Council Yorkshire and the Humber.

1. Comments on the objectives of the proposal
2. Comments on any potential impact on learners arising from the proposal
3. Comments on any curriculum issues arising from the proposal
4. Comments on any governance, management or staffing issues arising from the proposal
5. Comments on any accommodation, resources or finance issues arising from the proposal
6. Proposed name change. Please indicate your support for the proposed name or suggest another:

The Leeds College:

Other suggestions:

7. Any other relevant comments

Responses should be posted to:

Cristina George
Partnership Director, Leeds
Learning and Skills Council West Yorkshire
Mercury House
4 Manchester Road
Bradford BD5 0QL

The final date for receipt of comments is 7th December 2007

Appendix A

Stakeholder List

A summary of the stakeholder list used for circulation of this consultation is given below:

Members of Parliament and MEP's
Local Councillors
College Corporations
College Staff
College Students and potential students
Neighbouring Further Education Colleges
Local Authorities
Education Leeds
Government Regional Office
Trade Unions
Voluntary Organisations
Workbased Learning Providers
Youth Council
Leeds Skills Board
Igen/Connexions
Church of England Diocese
Roman Catholic Diocese
Leeds University
Leeds Metropolitan University
Open University
Leeds Trinity and All Saints
Job Centre Plus
Leeds Initiative
Leeds Chamber
Schools
Sector Skills Councils
Yorkshire Forward

Appendix B

Statutory Draft Proposals

Statutory Draft Proposal

DRAFT PROPOSAL UNDER SECTION 51 (1) (c) OF THE FURTHER AND HIGHER EDUCATION ACT 1992 (THE ACT) FOR THE DISSOLUTION OF THE FURTHER EDUCATION CORPORATION OF Joseph Priestley College UNDER SECTION 27 OF THE ACT

NAME OF THE FURTHER EDUCATION CORPORATION

Joseph Priestley College

ADDRESS

The college's main site is located at **Beeston Campus, Burton Avenue, Leeds, LS11 5ER**. The college also operates from three other sites in Leeds: Morley Campus, Peel Street Centre, Peel Street, Morley, Leeds LS27 8QE; Rothwell Campus, Marsh Street, Rothwell, Leeds LS26 0AE; Milton House, Queen Street, Morley, Leeds LS27 9EL.

A GENERAL DESCRIPTION OF THE EDUCATION PROVIDED AT THE INSTITUTION

The college provides a wide range of provision principally in Health, Public Services and Care; Information and Communication Technology; Preparation for Life and Work. The college offers these and other courses at a number of levels from entry level to level 4. The college also offers higher education courses.

THE NUMBER OF FULL-TIME, PART-TIME AND TOTAL NUMBER OF STUDENTS AT THE INSTITUTION

In 2005/06 Joseph Priestley College had 506 full time and 5638 part time students, a total of 6144 students. Most of the students are aged 19 years or over.

REASON FOR PROPOSING DISSOLUTION OF THE CORPORATION:

The Learning and Skills Council wishes to establish a new institution by merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby. This would be achieved by the dissolution of the existing corporations and the transfer of their respective property, rights and liabilities to a new further education corporation.

The principal reasons advanced by the LSC in support of the proposal for a new college formed by the merger of the five existing colleges are:

- Create a unified and successful FE presence serving the city of Leeds and its region
- Make broad, coherent and comprehensive provision for young people and adults to the highest possible standards, whilst conserving and extending specialisms

- Place learners and employers at the heart of the system, enabling them to influence what is on offer and how it is delivered
- Ensure full access for learners' at all levels and all ability ranges, promoting inclusion
- Provide a wide ranging curriculum that covers both academic and re-modelled vocational provision for 14-19 learners, including Apprenticeships, to substantially improve participation and success
- Provide flexible vocational programmes for adults taking up their entitlement to full level 2 and level 3 qualifications under Train to Gain, the Adult Apprenticeships or similar successor programmes within the priorities for 19+ learning and skills. Ensure community based provision, including PCDL, meets the needs of priority learners, promoting equality, diversity and learners' access to vocational courses and employment
- Ensure vocational programmes are responsive to the requirements of employers, meeting their needs for flexible, accredited learning. To include early achievement of the new National Standard for Employer Responsiveness and to maintain and extend the specialist Centres of Excellence brought forward by the contributing colleges
- Create excellent opportunities for employment for a highly-skilled and enthusiastic college workforce committed to excellence in the FE service; in doing so, becoming an employer of choice
- Create a new city-wide FE estate for the 21st century, to accommodate outstanding learning and achievement for learners of all ages and backgrounds. The buildings will be of landmark quality and be critical to inspiring the learners of the future and their staff.
- Establish a new college which is financially healthy and meets national, regional and local needs through the employment of best value principles.

Taken together, these objectives should establish the new College as outstanding when assessed against the emerging Framework for Excellence.

DATE PROPOSED FOR THE DISSOLUTION OF THE CORPORATION:

1ST August 2008

EDUCATIONAL PROVISION TO BE MADE FOR THOSE STUDENTS WHO HAVE NOT COMPLETED THEIR COURSES ON THAT DATE:

Provision will be made for those students at Joseph Priestley College who have not completed their courses by the date of the dissolution to complete their courses at the newly established institution.

Statutory Draft Proposal

DRAFT PROPOSAL UNDER SECTION 51 (1) (c) OF THE FURTHER AND HIGHER EDUCATION ACT 1992 (THE ACT) FOR THE DISSOLUTION OF THE FURTHER EDUCATION CORPORATION OF Leeds College of Building UNDER SECTION 27 OF THE ACT

NAME OF FURTHER EDUCATION CORPORATION

Leeds College of Building

ADDRESS

The college's main site is located at **North Street, Leeds, LS2 7QT** in Leeds city centre. The college also operates from three other sites in Leeds: Millwright Street, Leeds LS2 7QG; Parkside Lane, Off Dewsbury Road, Leeds LS11 5TD; 1-3 Lockwood Way, Leeds LS11 5TQ.

GENERAL DESCRIPTION OF EDUCATION PROVIDED AT THE INSTITUTION

The college provides a wide range of provision principally in: Construction, Planning and the Built Environment; Health, Public Services and Care; Preparation for Life and Work. The college offers these and other courses at a number of levels from entry level to level 4. The college also offers higher education courses.

THE NUMBER OF FULL-TIME, PART-TIME AND THE TOTAL NUMBER OF STUDENTS AT THE INSTITUTION

In 2005/06 Leeds College of Building had 1331 full time and 3352 part time students, a total of 4174 students. Most of the students are aged 19 years or over.

REASON FOR PROPOSING DISSOLUTION OF THE CORPORATION:

The Learning and Skills Council wishes to establish a new institution by merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby. This would be achieved by the dissolution of the existing corporations and the transfer of their respective property, rights and liabilities to a new further education corporation.

The principal reasons advanced by the LSC in support of the proposal for a new college formed by the merger of the five existing colleges are:

- Create a unified and successful FE presence serving the city of Leeds and its region
- Make broad, coherent and comprehensive provision for young people and adults to the highest possible standards, whilst conserving and extending specialisms
- Place learners and employers at the heart of the system, enabling them to influence what is on offer and how it is delivered

- Ensure full access for learners' at all levels and all ability ranges, promoting inclusion
- Provide a wide ranging curriculum that covers both academic and re-modelled vocational provision for 14-19 learners, including Apprenticeships, to substantially improve participation and success
- Provide flexible vocational programmes for adults taking up their entitlement to full level 2 and level 3 qualifications under Train to Gain, the Adult Apprenticeships or similar successor programmes within the priorities for 19+ learning and skills. Ensure community based provision, including PCDL, meets the needs of priority learners, promoting equality, diversity and learners' access to vocational courses and employment
- Ensure vocational programmes are responsive to the requirements of employers, meeting their needs for flexible, accredited learning. To include early achievement of the new National Standard for Employer Responsiveness and to maintain and extend the specialist Centres of Excellence brought forward by the contributing colleges
- Create excellent opportunities for employment for a highly-skilled and enthusiastic college workforce committed to excellence in the FE service; in doing so, becoming an employer of choice
- Create a new city-wide FE estate for the 21st century, to accommodate outstanding learning and achievement for learners of all ages and backgrounds. The buildings will be of landmark quality and be critical to inspiring the learners of the future and their staff.
- Establish a new college which is financially healthy and meets national, regional and local needs through the employment of best value principles.

Taken together, these objectives should establish the new College as outstanding when assessed against the emerging Framework for Excellence.

DATE PROPOSED FOR THE DISSOLUTION OF THE CORPORATION:

1ST August 2008

EDUCATIONAL PROVISION TO BE MADE FOR THOSE STUDENTS WHO HAVE NOT COMPLETED THEIR COURSES ON THAT DATE:

Provision will be made for those students at Leeds College of Building who have not completed their courses by the date of the dissolution to complete their courses at the newly established institution.

DRAFT PROPOSAL UNDER SECTION 51 (1) (c) OF THE FURTHER AND HIGHER EDUCATION ACT 1992 (THE ACT) FOR THE DISSOLUTION OF THE FURTHER EDUCATION CORPORATION OF Leeds College of Technology UNDER SECTION 27 OF THE ACT

NAME OF THE FURTHER EDUCATION CORPORATION

Leeds College of Technology

ADDRESS

The college's main site is located at **Cookridge Street, Leeds LS2 8BL** in the city centre. The college also operates from two other sites in Leeds: South Leeds Centre, Westland Road, Leeds LS11 5SB; East Bank Centre, East Street, Leeds LS9 8DP.

GENERAL DESCRIPTION OF EDUCATION PROVIDED AT THE INSTITUTION.

The college provides a wide range of provision principally in: Arts, Media and Publishing; Engineering and Manufacturing Technologies; Information and Communication Technology; Preparation for Life and Work. The college offers these and other courses at a number of levels from entry level to level 4. The college also offers higher education courses.

NUMBER OF FULL-TIME, PART-TIME AND TOTAL NUMBER OF STUDENTS AT THE INSTITUTION

In 2005/06 Leeds College of Technology College had 1331 full time and 3190 part time students, a total of 4521 students. Most of the students are aged 19 years or over

REASON FOR PROPOSING DISSOLUTION OF THE CORPORATION:

The Learning and Skills Council wishes to establish a new institution by merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby. This would be achieved by the dissolution of the existing corporations and the transfer of their respective property, rights and liabilities to a new further education corporation.

The principal reasons advanced by the LSC in support of the proposal for a new college formed by the merger of the five existing colleges are:

- Create a unified and successful FE presence serving the city of Leeds and its region
- Make broad, coherent and comprehensive provision for young people and adults to the highest possible standards, whilst conserving and extending specialisms
- Place learners and employers at the heart of the system, enabling them to influence what is on offer and how it is delivered
- Ensure full access for learners' at all levels and all ability ranges, promoting inclusion

- Provide a wide ranging curriculum that covers both academic and re-modelled vocational provision for 14-19 learners, including Apprenticeships, to substantially improve participation and success
- Provide flexible vocational programmes for adults taking up their entitlement to full level 2 and level 3 qualifications under Train to Gain, the Adult Apprenticeships or similar successor programmes within the priorities for 19+ learning and skills. Ensure community based provision, including PCDL, meets the needs of priority learners, promoting equality, diversity and learners' access to vocational courses and employment
- Ensure vocational programmes are responsive to the requirements of employers, meeting their needs for flexible, accredited learning. To include early achievement of the new National Standard for Employer Responsiveness and to maintain and extend the specialist Centres of Excellence brought forward by the contributing colleges
- Create excellent opportunities for employment for a highly-skilled and enthusiastic college workforce committed to excellence in the FE service; in doing so, becoming an employer of choice
- Create a new city-wide FE estate for the 21st century, to accommodate outstanding learning and achievement for learners of all ages and backgrounds. The buildings will be of landmark quality and be critical to inspiring the learners of the future and their staff.
- Establish a new college which is financially healthy and meets national, regional and local needs through the employment of best value principles.

Taken together, these objectives should establish the new College as outstanding when assessed against the emerging Framework for Excellence.

DATE PROPOSED FOR THE DISSOLUTION OF THE CORPORATION:

1ST August 2008

EDUCATIONAL PROVISION TO BE MADE FOR THOSE STUDENTS WHO HAVE NOT COMPLETED THEIR COURSES ON THAT DATE:

Provision will be made for those students at Leeds College of Technology College who have not completed their courses by the date of the dissolution to complete their courses at the newly established institution.

DRAFT PROPOSAL UNDER SECTION 51 (1) (c) OF THE FURTHER AND HIGHER EDUCATION ACT 1992 (THE ACT) FOR THE DISSOLUTION OF THE FURTHER EDUCATION CORPORATION OF Park Lane College UNDER SECTION 27 OF THE ACT

NAME OF FURTHER EDUCATION CORPORATION

Park Lane College

ADDRESS

The college's main site is located at **Park Lane, Leeds, LS3 1AA** in Leeds city centre. The college also operates from twenty sites across the city of Leeds and one site in the town of Keighley, located in the Bradford Local Authority area, at Cavendish Street, Keighley, BD21 3DF.

A GENERAL DESCRIPTION OF THE EDUCATION PROVIDED AT THE INSTITUTION

The college provides a wide range of provision principally in Arts, Media and Publishing; Business Administration and Law; Health, Public Services and Care; Information and Communication Technology; Languages, Literacy and Culture; Leisure, Travel and Tourism; Preparation for Life and Work; Retail and commercial Enterprise. The college offers these and other courses at a number of levels from entry level to level 4. The college also offers some General Certificate of Secondary Education courses (GCSE) and General Certificate of Education Advanced Level courses. The college also offers higher education courses.

THE NUMBER OF FULL-TIME, PART-TIME AND THE TOTAL NUMBER OF STUDENTS AT THE INSTITUTION

In 2005/06 Park Lane College had 3328 full time and 31664 part time students, a total of 34992 students. Most of the students are aged 19 years or over.

REASON FOR PROPOSING DISSOLUTION OF THE CORPORATION:

The Learning and Skills Council wishes to establish a new institution by merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby. This would be achieved by the dissolution of the existing corporations and the transfer of their respective property, rights and liabilities to a new further education corporation.

The principal reasons advanced by the LSC in support of the proposal for a new college formed by the merger of the five existing colleges are:

- Create a unified and successful FE presence serving the city of Leeds and its region
- Make broad, coherent and comprehensive provision for young people and adults to the highest possible standards, whilst conserving and extending specialisms
- Place learners and employers at the heart of the system, enabling them to influence what is on offer and how it is delivered
- Ensure full access for learners' at all levels and all ability ranges, promoting inclusion

- Provide a wide ranging curriculum that covers both academic and re-modelled vocational provision for 14-19 learners, including Apprenticeships, to substantially improve participation and success
- Provide flexible vocational programmes for adults taking up their entitlement to full level 2 and level 3 qualifications under Train to Gain, the Adult Apprenticeships or similar successor programmes within the priorities for 19+ learning and skills. Ensure community based provision, including PCDL, meets the needs of priority learners, promoting equality, diversity and learners' access to vocational courses and employment
- Ensure vocational programmes are responsive to the requirements of employers, meeting their needs for flexible, accredited learning. To include early achievement of the new National Standard for Employer Responsiveness and to maintain and extend the specialist Centres of Excellence brought forward by the contributing colleges
- Create excellent opportunities for employment for a highly-skilled and enthusiastic college workforce committed to excellence in the FE service; in doing so, becoming an employer of choice
- Create a new city-wide FE estate for the 21st century, to accommodate outstanding learning and achievement for learners of all ages and backgrounds. The buildings will be of landmark quality and be critical to inspiring the learners of the future and their staff.
- Establish a new college which is financially healthy and meets national, regional and local needs through the employment of best value principles.

Taken together, these objectives should establish the new College as outstanding when assessed against the emerging Framework for Excellence.

DATE PROPOSED FOR THE DISSOLUTION OF THE CORPORATION:

1ST August 2008

EDUCATIONAL PROVISION TO BE MADE FOR THOSE STUDENTS WHO HAVE NOT COMPLETED THEIR COURSES ON THAT DATE:

Provision will be made for those students at Park Lane College who have not completed their courses by the date of the dissolution to complete their courses at the newly established institution.

DRAFT PROPOSAL UNDER SECTION 51 (1) (c) OF THE FURTHER AND HIGHER EDUCATION ACT 1992 (THE ACT) FOR THE DISSOLUTION OF THE FURTHER EDUCATION CORPORATION OF Leeds Thomas Danby UNDER SECTION 27 OF THE ACT

NAME OF THE FURTHER EDUCATION CORPORATION:

Leeds Thomas Danby

ADDRESS

The college's main site is located at **Roundhay Road, Leeds LS7 3BG** it is a twenty minute walk from Leeds City Centre. The college also operates from over 35 other sites across the city.

GENERAL DESCRIPTION OF EDUCATION PROVIDED AT THE INSTITUTION

The college provides a wide range of provision principally in Health, Public Services and Care; Information and Communication Technology; Preparation for Life and Work; Retail and Commercial Enterprise. The college offers these and other courses at a number of levels from entry level to level 4. The college also offers higher education courses.

THE NUMBER OF FULL TIME AND PART TIME STUDENTS AND THE TOTAL NUMBER OF STUDENTS AT THE INSTITUTION

In 2005/06 Thomas Danby College had 1615 full time and 7960 part time students, a total of 9575 students. Most of the students are aged 19 years or over

REASON FOR PROPOSING DISSOLUTION OF THE CORPORATION:

The Learning and Skills Council wishes to establish a new institution by merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby. This would be achieved by the dissolution of the existing corporations and the transfer of their respective property, rights and liabilities to a new further education corporation.

The principal reasons advanced by the LSC in support of the proposal for a new college formed by the merger of the five existing colleges are:

- Create a unified and successful FE presence serving the city of Leeds and its region
- Make broad, coherent and comprehensive provision for young people and adults to the highest possible standards, whilst conserving and extending specialisms
- Place learners and employers at the heart of the system, enabling them to influence what is on offer and how it is delivered
- Ensure full access for learners' at all levels and all ability ranges, promoting inclusion

- Provide a wide ranging curriculum that covers both academic and re-modelled vocational provision for 14-19 learners, including Apprenticeships, to substantially improve participation and success
- Provide flexible vocational programmes for adults taking up their entitlement to full level 2 and level 3 qualifications under Train to Gain, the Adult Apprenticeships or similar successor programmes within the priorities for 19+ learning and skills. Ensure community based provision, including PCDL, meets the needs of priority learners, promoting equality, diversity and learners' access to vocational courses and employment
- Ensure vocational programmes are responsive to the requirements of employers, meeting their needs for flexible, accredited learning. To include early achievement of the new National Standard for Employer Responsiveness and to maintain and extend the specialist Centres of Excellence brought forward by the contributing colleges
- Create excellent opportunities for employment for a highly-skilled and enthusiastic college workforce committed to excellence in the FE service; in doing so, becoming an employer of choice
- Create a new city-wide FE estate for the 21st century, to accommodate outstanding learning and achievement for learners of all ages and backgrounds. The buildings will be of landmark quality and be critical to inspiring the learners of the future and their staff.
- Establish a new college which is financially healthy and meets national, regional and local needs through the employment of best value principles.

Taken together, these objectives should establish the new College as outstanding when assessed against the emerging Framework for Excellence.

DATE PROPOSED FOR THE DISSOLUTION OF THE CORPORATION:

1ST August 2008

EDUCATIONAL PROVISION TO BE MADE FOR THOSE STUDENTS WHO HAVE NOT COMPLETED THEIR COURSES ON THAT DATE:

Provision will be made for those students at Thomas Danby College who have not completed their courses by the date of the dissolution to complete their courses at the newly established further education institution .

STATUTORY DRAFT PROPOSAL INCORPORATION

DRAFT PROPOSAL UNDER SECTION 51 (1) (a) OF THE FURTHER AND HIGHER EDUCATION ACT 1992 (THE ACT) FOR THE ESTABLISHMENT UNDER SECTION 16 (1) OF THE ACT OF A BODY CORPORATE FOR THE PURPOSE OF ESTABLISHING AND CONDUCTING THE NEW INSTITUTION OF THE LEEDS COLLEGE

PROPOSED NAME OF THE FUTURE EDUCATION CORPORATION AND THE INSTITUTION: THE LEEDS COLLEGE

ADDRESS

GENERAL DESCRIPTION OF THE EDUCATION TO BE PROVIDED AT THE INSTITUTION:

The college will offer a full range of vocational courses across the 15 Sector Subject Areas and other courses that will include General Certificate of Secondary Education (GCSE), General Certificate of Education Advanced Level, International Baccalaureate. Courses will be available full time and part time. There will also be provision for students with learning difficulties and/or disabilities. In addition, the college will offer a range of higher education courses. The college will build upon and extend the existing curriculum strengths of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby. The provision will initially continue to be delivered from existing sites until the proposed capital building programme is agreed. Most of the full-time students will be between the ages of 16 and 18 years and most of the part time students will be aged 19 plus. Courses will be offered both during the day and the evening.

NUMBER OF STUDENTS FORECAST FOR SUCH TIME AS THE INSTITUTION IS FULLY OPERATIONAL:

The college would expect to be fully operational at 1st August 2008. It is anticipated the college having approximately 54000 students in total, of whom approximately 7000 would be full time and approximately 47000 part time.

REASON FOR PROPOSING INCORPORATION:

The Learning and Skills Council wishes to establish a new institution by merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Thomas Danby College. This would be achieved by the dissolution of the existing corporations and the transfer of their respective property, rights and liabilities to a new further education corporation to be known as The Leeds College.

The principal reasons advanced by the LSC in support of the proposal for a new college formed by the merger of the five existing colleges are:

- Create a unified and successful FE presence serving the city of Leeds and its region
- Make broad, coherent and comprehensive provision for young people and adults to the highest possible standards, whilst conserving and extending specialisms

- Place learners and employers at the heart of the system, enabling them to influence what is on offer and how it is delivered
- Ensure full access for learners' at all levels and all ability ranges, promoting inclusion
- Provide a wide ranging curriculum that covers both academic and re-modelled vocational provision for 14-19 learners, including Apprenticeships, to substantially improve participation and success
- Provide flexible vocational programmes for adults taking up their entitlement to full level 2 and level 3 qualifications under Train to Gain, the Adult Apprenticeships or similar successor programmes within the priorities for 19+ learning and skills. Ensure community based provision, including PCDL, meets the needs of priority learners, promoting equality, diversity and learners' access to vocational courses and employment
- Ensure vocational programmes are responsive to the requirements of employers, meeting their needs for flexible, accredited learning. To include early achievement of the new National Standard for Employer Responsiveness and to maintain and extend the specialist Centres of Excellence brought forward by the contributing colleges
- Create excellent opportunities for employment for a highly-skilled and enthusiastic college workforce committed to excellence in the FE service; in doing so, becoming an employer of choice
- Create a new city-wide FE estate for the 21st century, to accommodate outstanding learning and achievement for learners of all ages and backgrounds. The buildings will be of landmark quality and be critical to inspiring the learners of the future and their staff.
- Establish a new college which is financially healthy and meets national, regional and local needs through the employment of best value principles.

Taken together, these objectives should establish the new College as outstanding when assessed against the emerging Framework for Excellence.

THE FURTHER EDUCATION CORPORATION WILL ESTABLISH AN EDUCATIONAL INSTITUTION

THE DATE PROPOSED FOR THE ESTABLISHMENT OF THE FURTHER EDUCATION CORPORATION:

1st May 2008

THE DATE FROM WHICH IT IS PROPOSED THAT THE CORPORATION SHOULD CONDUCT THE INSTITUTION:

1st August 2008

Appendix C

Statutory Summary of the Draft Proposals (NOTICE)

STATUTORY SUMMARY OF THE DRAFT PROPOSAL (NOTICE)

FURTHER AND HIGHER EDUCATION ACT 1992

THE LEARNING AND SKILLS COUNCIL

The Learning and Skills Council hereby gives notice in accordance with the provisions of section 51 of the Further and Higher Education Act 1992 of the draft proposal that the Secretary of State under section 27 of that Act should by order provide for the dissolution of the further education corporation of Joseph Priestley College and the transfer of the property, rights and liabilities of that corporation to a new body.

The Learning and Skills Council wishes to establish a new institution by merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby. This would be achieved by the dissolution of the existing corporations and the transfer of their respective property, rights and liabilities to a new further education corporation.

The date proposed for the dissolution of the corporation is 31st July 2008.

Provision will be made for all students at Joseph Priestley College who have not completed their courses of study by the date of the proposed dissolution to complete their studies under the auspices of the new institution.

A copy of the draft proposal is available free of charge from the council and will be sent to any person who requests it.

In accordance with the provisions of section 51 of the Act, representations may be made to the council by 7th December 2007. Representations should be made in writing to:

Cristina George
Partnership Director, Leeds
LSC West Yorkshire
4 Manchester Road
Bradford
BD4 0QL
Tel: 01274 444151

Date of Publication: 8th November 2007

Signed: 

Mike Lowe; Director of Area, West Yorkshire

STATUTORY SUMMARY OF THE DRAFT PROPOSAL (NOTICE)

FURTHER AND HIGHER EDUCATION ACT 1992

THE LEARNING AND SKILLS COUNCIL

The Learning and Skills Council hereby gives notice in accordance with the provisions of section 51 of the Further and Higher Education Act 1992 of the draft proposal that the Secretary of State under section 27 of that Act should by order provide for the dissolution of the further education corporation of Leeds College of Building and the transfer of the property, rights and liabilities of that corporation to a new body.

The Learning and Skills Council wishes to establish a new institution by merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby. This would be achieved by the dissolution of the existing corporations and the transfer of their respective property, rights and liabilities to a new further education corporation.

The date proposed for the dissolution of the corporation is 31st July 2008.

Provision will be made for all students at Leeds College of Building who have not completed their courses of study by the date of the proposed dissolution to complete their studies under the auspices of the new institution.

A copy of the draft proposal is available free of charge from the council and will be sent to any person who requests it.

In accordance with the provisions of section 51 of the Act, representations may be made to the council by 7th December 2007. Representations should be made in writing to:

Cristina George
Partnership Director, Leeds
LSC West Yorkshire
4 Manchester Road
Bradford
BD4 0QL
Tel: 01274 444151

Date of Publication: 8th November 2007

Signed: 

Mike Lowe; Director of Area, West Yorkshire

STATUTORY SUMMARY OF THE DRAFT PROPOSAL (NOTICE)

FURTHER AND HIGHER EDUCATION ACT 1992

THE LEARNING AND SKILLS COUNCIL

The Learning and Skills Council hereby gives notice in accordance with the provisions of section 51 of the Further and Higher Education Act 1992 of the draft proposal that the Secretary of State under section 27 of that Act should by order provide for the dissolution of the further education corporation of Leeds College of Technology and the transfer of the property, rights and liabilities of that corporation to a new body.

The Learning and Skills Council wishes to establish a new institution by merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby. This would be achieved by the dissolution of the existing corporations and the transfer of their respective property, rights and liabilities to a new further education corporation.

The date proposed for the dissolution of the corporation is 31st July 2008.

Provision will be made for all students at Leeds College of Technology who have not completed their courses of study by the date of the proposed dissolution to complete their studies under the auspices of the new institution.

A copy of the draft proposal is available free of charge from the council and will be sent to any person who requests it.

In accordance with the provisions of section 51 of the Act, representations may be made to the council by 7th December 2007. Representations should be made in writing to:

Cristina George
Partnership Director, Leeds
LSC West Yorkshire
4 Manchester Road
Bradford
BD4 0QL
Tel: 01274 444151

Date of Publication: 8th November 2007

Signed: 

Mike Lowe; Director of Area, West Yorkshire

STATUTORY SUMMARY OF THE DRAFT PROPOSAL (NOTICE)

FURTHER AND HIGHER EDUCATION ACT 1992

THE LEARNING AND SKILLS COUNCIL

The Learning and Skills Council hereby gives notice in accordance with the provisions of section 51 of the Further and Higher Education Act 1992 of the draft proposal that the Secretary of State under section 27 of that Act should by order provide for the dissolution of the further education corporation of Leeds Thomas Danby and the transfer of the property, rights and liabilities of that corporation to a new body.

The Learning and Skills Council wishes to establish a new institution by merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby. This would be achieved by the dissolution of the existing corporations and the transfer of their respective property, rights and liabilities to a new further education corporation.

The date proposed for the dissolution of the corporation is 31st July 2008.

Provision will be made for all students at Leeds Thomas Danby who have not completed their courses of study by the date of the proposed dissolution to complete their studies under the auspices of the new institution.

A copy of the draft proposal is available free of charge from the council and will be sent to any person who requests it.

In accordance with the provisions of section 51 of the Act, representations may be made to the council by 7th December 2007. Representations should be made in writing to:

Cristina George
Partnership Director, Leeds
LSC West Yorkshire
4 Manchester Road
Bradford
BD4 0QL
Tel: 01274 444151

Date of Publication: 8th November 2007

Signed: 

Mike Lowe; Director of Area, West Yorkshire

STATUTORY SUMMARY OF THE DRAFT PROPOSAL (NOTICE)

FURTHER AND HIGHER EDUCATION ACT 1992

THE LEARNING AND SKILLS COUNCIL

The Learning and Skills Council hereby gives notice in accordance with the provisions of section 51 of the Further and Higher Education Act 1992 of the draft proposal that the Secretary of State under section 27 of that Act should by order provide for the dissolution of the further education corporation of Park Lane College and the transfer of the property, rights and liabilities of that corporation to a new body.

The Learning and Skills Council wishes to establish a new institution by merging the existing colleges of Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby. This would be achieved by the dissolution of the existing corporations and the transfer of their respective property, rights and liabilities to a new further education corporation.

The date proposed for the dissolution of the corporation is 31st July 2008.

Provision will be made for all students at Park Lane College who have not completed their courses of study by the date of the proposed dissolution to complete their studies under the auspices of the new institution.

A copy of the draft proposal is available free of charge from the council and will be sent to any person who requests it.

In accordance with the provisions of section 51 of the Act, representations may be made to the council by 7th December 2007. Representations should be made in writing to:

Cristina George
Partnership Director, Leeds
LSC West Yorkshire
4 Manchester Road
Bradford
BD4 0QL
Tel: 01274 444151

Date of Publication: 8th November 2007

Signed: 

Mike Lowe; Director of Area, West Yorkshire

STATUTORY SUMMARY OF THE DRAFT PROPOSAL (NOTICE)

FURTHER AND HIGHER EDUCATION ACT 1992

THE LEARNING AND SKILLS COUNCIL

The Learning and Skills Council hereby gives notice in accordance with the provisions of section 51 of the Further and Higher Education Act 1992 of the draft proposal that the Secretary of State under section 16 (1) of that Act should by order provide for the establishment of a body corporate to establish and conduct the new institution of The Leeds College.

The establishment of the body corporate is proposed in order that Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby may form a joint institution and that the respective further education corporations may be dissolved. It is proposed that the property, rights and liabilities of these corporations should be transferred to the proposed new corporation.

The date proposed for the establishment of the corporation is 1st May 2008.

Provision will be made for all students at Joseph Priestley College; Leeds College of Building; Leeds College of Technology; Park Lane College and Leeds Thomas Danby who have not completed their courses of study by the date of the proposed dissolutions to complete their studies under the auspices of the new institution.

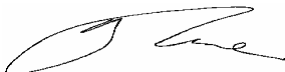
A copy of the draft proposal is available free of charge from the Council and will be sent to any person who requests it.

In accordance with the provision of section 51 of the Act, representations may be made to the Council by 7th December 2007. Representations should be made in writing to:

Cristina George
Partnership Director, Leeds
LSC West Yorkshire
4 Manchester Road
Bradford
BD4 0QL
Tel: 01274 444151

Date of Publication: 8th November 2007

Signed:



Mike Lowe, Director of Area, West Yorkshire

This page is intentionally left blank



Report of the Head of Scrutiny Support

Executive Board

Date: 14 November 2007

Subject: Review of 14-19 Provision in Leeds

Electoral Wards Affected:

Ward Members consulted
(referred to in report)

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call In

Not Eligible for Call In

(Details contained in the report)

1.0 Purpose of This Report

- 1.1 This report presents the views of the Scrutiny Board (Children's Services) in relation to the formal proposals for the reorganisation of Further Education (FE) colleges in Leeds published by the Learning and Skills Council (LSC).

2.0 Background Information

- 2.1 The Scrutiny Board (Children's Services) meeting on Thursday 8th November considered the review of 14-19 provision in Leeds. The Scrutiny Board received the report approved by the Executive Board in October. However, Members of the Scrutiny Board were particularly keen at this meeting to consider the LSC proposals for the reorganisation of FE colleges.
- 2.2 Unfortunately, due to the fact that the formal proposals were not published until the day of the meeting, the Scrutiny Board were not able to consider the proposals in any detail. Members did receive a verbal briefing on the proposals from the LSC's Partnership Director for Leeds, and asked a series of questions of the LSC officer, the Executive Member for Learning and Education Leeds officers.

3.0 Main Issues

- 3.1 The Scrutiny Board gave consideration to the 14-19 review at an earlier stage of the LSC's development of proposals, in March 2007. Arising from that meeting, the Scrutiny Board published a statement, submitted to the Executive Board, which

summarised its concerns and recommendations. These highlighted a number of issues which Members of the Board felt needed to be addressed more fully in the final proposals for reorganisation.

- 3.2 Due to the short timetable for the formal consultation on the college proposals, the Scrutiny Board has not been able to fully consider the proposals and comment to the Executive Board as it had hoped to do. The verbal briefing received by the Scrutiny Board appears to suggest that some of the original concerns have been taken on board at least to some extent, but clearly Scrutiny Board Members have not had the benefit of seeing the actual proposals and asking questions on that basis.
- 3.3 Instead the Scrutiny Board decided to resubmit to the Executive Board the statement that was produced earlier this year. The Scrutiny Board would wish to draw these matters to the Executive Board's attention again, and ask them to satisfy themselves that these issues are adequately addressed in the formal proposals, when the Executive Board agrees the council's formal response to the consultation.
- 3.4 Notwithstanding this, the Scrutiny Board is broadly supportive of the concept of the proposed merger as an element of the overall review of 14-19 provision within Leeds.

4.0 Recommendation

- 4.1 The Executive Board is asked to take account of the Scrutiny Board's observations in agreeing the council's formal response to the LSC consultation.

**Statement of
Scrutiny Board
(Children's Services)**

**14-19 Review of
Education and Training
Provision in Leeds**

Introduction



Introduction

1. Education Leeds submitted a report to Executive Board in January 2007 which outlined the findings of the review of 14-19 provision in Leeds undertaken by Cambridge Education on behalf of the Learning and Skills Council (LSC).
2. The Cambridge review highlighted the challenges Leeds faced as a city to transform Level 2 and Level 3 outcomes; increase participation in Post-16 learning; reduce the number of young people not in employment, education or training; and develop the highly skilled workforce the city needs to compete in a global economy.
3. We were informed that delivering these improvements would only be possible through major transformational change and that these changes would be supported by a major LSC capital programme that could result in up to £200 million investment in the Further Education (FE) estate.
4. The Education and Inspections Act 2006 gave the local authority a new duty to provide the strategic lead for securing the 14-19 entitlement for young people. This includes the essential role of making sure that schools and colleges between them make the full range of opportunities available in their area.
5. A number of options were being explored with the LSC, key partners and stakeholders. A detailed report on potential options was to be taken to Executive Board in May 2007.
6. Scrutiny Board (Children's Services) welcomed the opportunity to comment on the review prior to the report to Executive Board in May.

Comments and Recommendations



7. Members learned that the suggested changes to 14-19 provision were designed to significantly increase Level 2 and 3 outcomes and increase progression rates into further and higher education. This was likely to result in a refocusing of FE resources away from Level 1. Members were concerned that the refocus of resources should not be detrimental to other aspects of the education system such as adult learning, SEN, projects focused on disaffected and disengaged young people, and the teaching and learning of 'soft' or 'life' skills.
8. Members were keen to see clear links with other services such as libraries and the youth service to ensure that the needs of those outside formal education were met. The board urged officers not to forget the long term costs of not meeting the needs of this group such as crime and drug and alcohol misuse.
9. Concern was expressed about how the changes might affect young people with special educational needs. Many of these learners make the transition to higher education later than other pupils and the colleges do not currently cater for their needs. Officers reassured us that all the discussions they have held had raised the profile of SEN provision. They acknowledged that current arrangements were not ideal. Members wanted to see clear plans in place showing how the needs of pupils with Special Educational Needs (up to 25) would be met in the new 14-19 world.
10. Members were informed that the Cambridge report indicated that the current organisation of FE colleges will increasingly fail to meet Leeds' economic and social needs. There was a strong case for merger accompanied by the potential for substantial investment in the FE estate by the LSC. The creation of a single or perhaps two FE colleges (bringing together Park Lane College, Leeds Thomas Danby, Leeds College of Building, Leeds College of Technology and Joseph Priestley College) would be best placed to deliver the required outcomes.
11. This, it was hoped, would ensure no wasteful duplication or competition around skill areas. It would also support clear, comprehensive and effective planning and clear structures for collaboration that would facilitate a city-wide approach to the planning of provision and the creation of clear learning pathways. This is not possible with the current provision of FE colleges.
12. Members were keen to make the point that the merged college

Comments and Recommendations



appeared to be only an administrative device and that the locations would still be the same. Members were concerned about the potential contradiction between the desire to streamline provision and eliminate duplication with the need to continue to provide learning opportunities in various locations.

13. In addition, the board were keen to point out that improved learning infrastructure did not necessarily lead to improved teaching and learning. The aspirational improvements in outcomes at Levels 2 and 3 would not be achieved with new and renovated buildings alone.
14. The complexity and geographical location of the new arrangements leads to another concern: transport. In particular we were concerned that students in outer areas of Leeds might find it difficult to travel between sites. Transport (including the potential costs to students) has come up as an issue for young people many times in various consultations. It is important, therefore, that the full curriculum is accessible from their locality and that transport practicalities have been fully considered.
15. In addition, access to the full curriculum for those living in outer areas of Leeds might mean that they access provision in a neighbouring authority. Members were keen to stress the need for effective joint working with our city region partners to ensure no artificial barriers are in place, and that pupils can access the full curriculum at the most convenient place geographically regardless as to where local authority boundaries lay.
16. Members were also concerned, given the short timescales for such fundamental changes, that the young people moving through the system now, were not adversely affected. The project needed to be a carefully managed phased development.
17. Members were informed that the new post-16 funding methodology due to come into force in 2008 would lead to major reductions in funding for many Leeds schools. In particular it was suggested that many inner city school sixth forms would no longer be viable. Current provision, we were informed, in many inner Leeds schools delivers below average outcomes and inadequate choice, largely due to very low student numbers.
18. Members were concerned that the new 6th form funding arrangements, which will be based on actual retention and achievement performance, could lead to schools taking a more cautious approach to allowing

Comments and Recommendations



students onto courses, thus narrowing rather than widening access for borderline students.

19. We were also concerned about how the schools themselves would cope with such a sudden reduction in their income. We were pleased to hear from Education Leeds that a proactive approach was being taken to this problem. Members wanted to see what plans and resources were being put in place to support schools through these difficult transitions. In addition, we were concerned about the possibility of staff redundancies, and noted that FE college staff are currently paid less than teachers in schools.
20. In addition, Members were concerned that the social benefits of small sixth forms not be lost. The board pointed out that many young people from deprived backgrounds particularly benefited from the supportive environment and opportunities for personal development available in a small 6th form, and that they would find it more difficult to find the support they needed if they were part of a large college. Members felt that clear arrangements for how young people will be supported through 14-19 needed to be included in the project plan.
21. Members stressed the importance of the development of 'soft' or 'life' skills in our young people. Officers

explained that it was recognised nationally that 14-19 provision was not effectively developing the personal, social and thinking skills necessary for future learning and employment. We were pleased to hear that this would have a central emphasis in the developing strategy.

22. We were concerned that many families might find it difficult financially if 16-18 year olds were required to be in full time education. We heard that those on apprenticeships earned upwards of £80 per week and that students from families on benefits or below a certain income threshold were entitled to an Educational Maintenance Allowance (EMA) of up to £30 per week. The threshold, however, would present a problem for some families.

Recommendation 1
That these concerns must be raised by Education Leeds when responding to the green paper 'Raising Expectations'.

23. Members were also informed that the direction of travel proposed would not work unless the ICT fabric was improved. We were reassured that the development of the Leeds Learning Net 2 platform (required to develop learning applications) was well advanced. An e-prospectus was being developed, curriculum materials

Comments and Recommendations



and leisure activities would be accessible over the internet, and e-ILPs would be in place for pupils from the age of 8. Members look forward to a clearer position statement with regard to IT being included in the May paper to Executive Board.

24. Above all, we were concerned that the needs and opinions of the learner were not represented in the LSC review so far. Effective consultation with those who will be most affected by these changes is essential if the transition is to be a success. We were particularly concerned in the light of national pressure being applied to agree organisational changes quickly in Leeds.

Recommendation 2
That Education Leeds, and in particular the LSC, ensure that young people are adequately consulted on the proposals for change before any final decisions are made.

Recommendation 3
That Education Leeds report back to us on how the Scrutiny Board's many concerns about the 14-19 review are being addressed.