

# CALDERDALE COLLEGE

## DELIVERY AGREEMENT 2017-2020



# CALDERDALE COLLEGE DELIVERY AGREEMENT

THIS AGREEMENT BETWEEN CALDERDALE COLLEGE, THE LEEDS CITY REGION ENTERPRISE PARTNERSHIP (LEP) AND THE WEST YORKSHIRE COMBINED AUTHORITY SETS OUT HOW THE COLLEGE WILL CONTRIBUTE TO THE ACHIEVEMENT OF OUR SHARED ASPIRATIONS FOR THE CITY REGION.

## ASPIRATIONS

The tables below sets out the baseline position for 2015/16 (or 2013/14 subject to availability) alongside the aspirations of the College against a range of measures relating to the Leeds City Region Employment and Skills Plan priorities.

<b>RAISING THE BAR ON HIGH LEVEL SKILLS</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Higher level starts	240	233	260	290	320
<b>MORE AND BETTER APPRENTICESHIPS</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Apprenticeship starts	570	580	620	700	800
<b>GREAT EDUCATION CONNECTED TO BUSINESS</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Proportion of full time courses with a work experience element	35% <sup>1</sup>	40%	55%	62%	70%
% of employers who would recommend college to another employer	72%	74%	77%	81%	85%
<b>BUILDING WORKFORCE SKILLS AND ATTRACTING TALENT</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Income from apprenticeships	£2.03m	£2.24m	£2.39m	£2.70m	£3.13m
% of learners that would recommend the college/training organisation to their friends or family	80%	81%	82%	84%	85%

<sup>1</sup> This baseline is estimated.

<b>EMPLOYABILITY, ACCESSING JOBS AND REALISING POTENTIAL</b>	<b>2013/14</b>	<b>2019/20</b>
Sustained positive destination rate	61%	75%
Sustained positive destination rate – skills provision	59%	75%
<b>PRIORITY SKILLS</b>	<b>2015/16</b>	<b>2019/20</b>
Proportion of total apprenticeship starts in priority skill subjects	43%	55%
Proportion of total non-apprenticeship starts in priority skill subjects	18%	30%
Infrastructure / construction / allied skills - apprenticeship starts	120	180
Infrastructure / construction / allied skills – non apprenticeship starts	310	350
Engineering and manufacturing - apprenticeship starts	50	60
Engineering and manufacturing - non-apprenticeship starts	30	50
Digital - apprenticeship starts	0	60
Digital - non-apprenticeship starts	10	30
Health and care - apprenticeship starts	70	140
Health and care - non-apprenticeship starts	220	253

# COLLEGE ACTIONS

## TO MEET THESE ASPIRATIONS CALDERDALE COLLEGE COMMITS TO CARRY OUT THE FOLLOWING ACTIONS:

1. Expand the higher technical skills offer in a way which fits the regional skills agenda and complements the specialisms of its partners. Provision will be focused around digital skills for both the financial services sector and the creative and design industries, as well as in specialist health and care occupations.
2. Extend delivery of higher apprentices into new priority sectors and by building on advanced level provision in the current offer.
3. Deliver a coordinated programme of activity with Wakefield and Kirklees Colleges, designed to align the range of provision being offered with clear progression pathways. Collectively seek to raise the status of higher skills training in our localities and to engage more learners and employers and ensure the maintenance of high quality.
4. Meet new and emerging higher skills needs by utilising the flexibility of the validation relationship with the Open University.
5. Monitor impact of recent changes to the apprenticeship delivery model to ensure an ongoing and sustained improvement in quality and responsiveness. These changes include: a new and dedicated management and delivery structure for the College's delivery of apprentice training and enhanced systems to support apprentice progress in learning.
6. Build on our expanding apprenticeship offer through the introduction of new standards and in key sectors including new digital apprenticeships and higher apprenticeships in health, digital and finance.
7. Support large employers to make productive use of the levy in partnership, by providing a full-service levy solution to organisations, locating staff and delivery in the workplace, reducing the need for college based off-the-job training.
8. Further develop work with partners in the West Yorkshire Consortium of Colleges and a number of awarding organisations, to ensure a high quality and best value service for endpoint assessment is available.
9. Continuously improve the College's employer facing work including providing a single point of contact for employers and developing a more integrated service, irrespective of funding stream or type of provision – a 'one stop shop' model making engagement with the College as straight forward as possible for employers.
10. Utilise existing outstanding employer links to inform the strategic development of the whole College offer, by actively seeking input to curriculum design and delivery and to create valuable work experiences for learners.
11. Continue to develop the College's adult learning offer to ensure that those learners who are furthest from the labour market are supported to develop their basic and employability skills, including English for speakers of other languages (ESOL), English and mathematics, which enable them to progress through technical routes.
12. Continue to attract additional external project funding to support the learning, skills and employment infrastructure in Calderdale and beyond.



# CALDERDALE COLLEGE

## DELIVERY AGREEMENT: COMMENTARY

2017-2020



# CALDERDALE COLLEGE DELIVERY AGREEMENT:

## COMMENTARY

THIS DOCUMENT HAS BEEN WRITTEN BY CALDERDALE COLLEGE IN CLOSE COLLABORATION WITH THE LEEDS CITY REGION ENTERPRISE PARTNERSHIP (LEP) AND THE WEST YORKSHIRE COMBINED AUTHORITY TO PROVIDE A COMMENTARY IN SUPPORT OF THE CALDERDALE COLLEGE DELIVERY AGREEMENT FOR 2017/18. IT SETS OUT CALDERDALE COLLEGE'S DEVELOPMENT PLANS FOR THE NEXT THREE YEARS, INCLUDING HOW THE COLLEGE WILL CONTRIBUTE TO SUCCESSFUL DELIVERY OF THE LEEDS CITY REGION EMPLOYMENT AND SKILLS PLAN.

### Context

Calderdale College is the largest provider of further education (FE) courses and work-based learning (apprenticeships) and is the sole provider of higher education awards in the Metropolitan Borough of Calderdale, one of the largest boroughs in England by geographical size.

In 2015/16 Calderdale College taught approximately 5,000 students. The College was last inspected by Ofsted in March 2014 when it received a grade 2: good.

The College serves a diverse local community. Approximately 43% of the borough's 203,826 inhabitants reside in the town of Halifax, with the majority of the remainder residing in the towns of Brighouse, Elland, Sowerby Bridge, Mytholmroyd, Hebden Bridge and Todmorden, plus numerous other smaller rural settlements.

By any measure, including multiple deprivation indices, widening participation, unemployment and average earnings, there are significant areas of severe deprivation within the borough which is ranked 59th of deprived local authorities in England. 49% of Calderdale residents live within the most deprived areas i.e. Deprivation Bands 1-4.

Calderdale College attracts the majority of its learners from the Calderdale Authority along with two other Local Authorities; Bradford and Kirklees. A disproportionate number of learners enrolled at the College reside in the most disadvantaged areas. Some 72.3% (70.7% 16-18, 73.8% adult) of the College's learners live in the highest Deprivation Bands 1-4. Based on the Indices of Multiple Deprivation (2010), the College falls within Quartile 1 – indicating the most deprived colleges. Like for like, the outcomes achieved

by the College's learners compare favourably to learners from similar social and economic backgrounds nationally.

Calderdale has over 8,500 businesses, which collectively employ more than 95,000 people. Around 90% of these employ fewer than 10 staff, meaning there is a higher proportion of small firms than elsewhere in the region.

Key sectors for growth within Calderdale include the creative and digital industries, financial and business services, construction, health and social care and manufacturing.

For many learners, attending Calderdale College is their first opportunity to mix, study, interact and socialise with learners from other cultures as a result of the comparative lack of diversity within many of the College's feeder schools, although the diversity between schools is significant. Within the Calderdale area, there are two selective grammar schools and 11 comprehensive schools, most of which have sixth form provision and are within a 10-mile radius, one 16-19 vocationally focused Free School, plus a specialist school for young people with learning difficulties and disabilities, which the College supports in providing post-16 provision.

The proportion of school leavers in the Calderdale area attaining five or more GCSE A\*-C grades including English and mathematics is 63.7%, however, only 24% of 16-18 year old learners come to the College with both English and Maths GCSE grades at A\*-C, 10.3% with just Maths, 11.5% with just English and the majority (53.7%) with neither. As a consequence, the College has to provide entry level provision and clear progression pathways towards study at advanced and higher levels.

## DEVELOPMENT PLANS: SETTING OUT KEY ACTIVITIES THE COLLEGE PLANS TO CARRY OUT OVER THE NEXT THREE ACADEMIC YEARS

### College mission and strategy

Calderdale College's mission is:

### "INSPIRING LEARNERS TO SUCCEED IN LIFE AND IN WORK"

The College Strategy is designed to ensure that our plans and actions are consistently aligned to addressing four key themes:

- 1. A destination-focused experience**  
Outstanding student experience, success and positive progression for all is our top priority.
- 2. A 'skills for jobs' curriculum**  
A curriculum providing access to and progression through career focused routes, building high value skills for jobs.
- 3. A skills service to employers**  
An integrated skills service to employers which responds to their training and business needs.
- 4. Innovation and efficiency**  
A programme and culture of College business improvement; driving innovation to deliver high quality and sustainable services.

### Strategic curriculum review

The College is committed to continuously reviewing and enhancing its curriculum offer to ensure that it remains relevant and aligned to the needs of its stakeholders including those of individual learners, Calderdale businesses and regional skills priorities.

To ensure this is done within a strategic, systematic and strongly evidenced process the College has recently commissioned specialist support to assist managers undertake a full strategic review of the curriculum during 2017. This will produce a medium-term, three to five year, curriculum plan against key skills priorities and provide an ongoing planning framework, which will ensure future developments are strategically planned, promoted and resourced accordingly.

The College will use both the Leeds City Region (2016-20) and Calderdale (2017-20) Employment and Skills Plans as key drivers in this planning

process. In addition, the College will seek up to date labour market analyses, provided by the LEP and other sources, to inform this work.

The College will prioritise addressing the agreed skills gaps within its planning process at the same time as ensuring that the access, basic skills and progression routes are maintained and where possible enhanced (refer to Adult Education Budget section).

### Specialist focus

The College recognises those industry sectors where, at both a local and regional level, there are clear and common priorities for growth and where current or forecast skills gaps exist. As a result and within the overall framework of the technical education reform 'routes', the College will focus the development of specialist (including new higher technical) provision in the health care and digital sectors in particular. In addition, and aligned to the digital agenda, a strong feature of the Calderdale economy is an increasingly vibrant cluster of creative and design industries, which will also be prioritised for future developments. These priorities are well supported by key employers in Calderdale and by the local authority through its own local Employment and Skills Plan, where the College is a key lead and delivery partner.

This sectoral focus is well supported by major capital investment in the College estate through the recently completed Unlocking Potential refurbishment project, a coinvestment between the College and the LEP totalling nearly £9 million. This has created new and bespoke learning environments and specialist resources for digital industries and health care along with other infrastructure improvements.

### New provision (2017)

The strategic review will evaluate the entire current curriculum offer to ensure it is 'future proofed' in terms of skills focus, however, the College has already undertaken significant work to ensure the current offer is responsive and high quality. These recent developments will be carried forward into the review programme, for example:

- New courses in digital through both the full-time and apprentice routes.
- Revised care offering, expand provision from health and social care into new clinical disciplines.
- A new higher apprenticeship offer in Health and Care Leadership.
- Revised curriculum design in construction and building services engineering to support progression into apprenticeships.

### **Raising the bar on higher level skills**

The College recognises both the need and the opportunity associated with expanding its higher technical offer. We have a good basis on which to build, providing training and education to around 300 higher skills learners each year and with significantly increased success rates in 2016. As detailed above, the College intends to clearly define its new specialist higher skills priorities and is committed to doing this in a way which fits the regional skills agenda and complements the specialisms of its partners. New higher skills provision will therefore be focused around digital skills for both the financial services sector and the creative and design industries, as well as in specialist health and care occupations.

Through the strategic curriculum review, we will work with regional higher education (HE) partners to ensure that a full range of progression routes are available and clearly signposted through our marketing and communications to prospective learners and employers.

### **Higher skills partnerships**

The College has established a new validation relationship with the Open University, which provides the means to write new, locally responsive and secure higher skills HE provision for the region. Within this partnership, the College has the facility to develop approved honours degree Level 6 'top-up' provision which will support learners progressing from higher technical awards, including foundation degrees and higher nationals at the College and from partner institutions where top-ups are not offered.

The College has a partnership with two other Colleges, Kirklees College and Wakefield College, through a memorandum of understanding. This partnership will support the coordinated development of higher level skills to ensure effective local progression routes. Through recognising the specific specialisms of each institution and providing appropriate progression routes the three organisations plan to grow provision to meet employer demand, LEP priorities and skills shortages. There are plans in terms of rationalisation of the curriculum and a partnership in terms of joint validation through Open University.

### **More and better apprenticeships**

Calderdale College has over the past 18 months significantly remodelled its approach to apprenticeships delivery, including:

- centralising apprenticeships delivery in a dedicated delivery unit, with new staff and systems, resulting in significant improvements in quality and learner outcomes;
- expanded the range and level of provision, including the introduction of new digital apprenticeships and higher apprenticeships for the first time;

- the first traineeships being delivered, with progression to apprenticeship provision;
- remodelling the curriculum to support transition to apprenticeships from full-time provision mid-year;
- opening a dedicated service, where the College employs apprentices to market and promote apprenticeship provision with new and existing employer partners;
- reviewing relationships with employer partners who were unwilling to make a serious commitment to the learning and development of their apprenticeship employees; and
- formed a cross-functional team to prepare for the introduction of the apprenticeship reforms, including large employer liaison through the levy.

Future plans will maintain a strong focus on quality and also new approaches to curriculum design, ensuring that delivery models respond to employer needs in terms of time, mode and location of learning. In particular, we will support large employer provision by locating staff and delivery in the workplace, reducing the need to send staff to the College site for their off-the-job training. We have also created new positions within the College's organisational structure to work directly with employers to design the digital skills offer for both apprenticeships and our campus based provision. We will respond to the needs of Calderdale employers through the apprenticeship levy, including a focus on middle leadership in larger organisations, where a demand has been identified.

In response to the reform agenda, the College is currently working with our partners in the West Yorkshire Consortium of Colleges (WYCC) and a number of awarding organisations to ensure a high quality and best value service for endpoint assessment is available. This is intended to ensure a comprehensive service is available to employers on demand and will significantly reduce the overall cost of end-point assessment to member colleges.

### **Great education connected to business**

The College has a long and successful record of engaging with employers and this was recently recognised through winning the Association of Colleges (AoC) Beacon Award in 2016 for its rigorous approach to engaging employers. This award acknowledged the scale and quality of employer engagement being carried out, through both direct delivery locally and through a network of partners delivering EU funded projects to over 10,000 employers in total.

The College has been able to use this experience to continuously improve its employer facing work and the skills developed are being used to support growth and development in all aspects of its work. This is particularly important given the employer led aspect of current reforms in technical education and apprenticeships.

The College plans to build on this success further by providing a single point of contact for employers with the College and developing a more integrated service, irrespective of funding stream or type of provision – the 'one stop shop' model in the College Strategy.

We will utilise our outstanding employer links to inform the strategic development of the whole College offer, by actively seeking input to curriculum design and delivery and to create valuable work experiences for our learners during their college based training.

### **Employability accessing jobs and realising potential**

#### **Adult Education Budget (AEB)**

The College strives to continuously improve the quality of its provision for learners and has a good track record of delivering this. Notable recent and significant improvements in apprenticeships and higher skills outcomes demonstrate a strong capacity to deliver improvement.

Note: outcomes, progression and destination data for 16-18 year olds are consistently strong. The following sections provide an analysis of the adult education provision currently.

#### **Outcomes**

Outcomes for adults, although comparing favourably within the region, still require further improvement and this is reflected in the College's own self-assessment and improvement plan.

#### **Adult Learner progression**

Of the adults achieving their main qualification in 2015/16, 35% returned to College at the start of the academic year (2016/17). Progression onto higher levels of study is good. 59% of returners progressed to a higher level; 41% from entry, 83% from Level 1, 59% from Level 2 and 74% from Level 3.

The remaining 41% of returners to College are not studying at a higher level. The majority of those who stayed at the same level are now enrolled on qualifications that either complement what they studied in 2015/16 or are enabling an improvement in their English and maths through Functional Skills and GCSE. These are therefore considered as positive progressions. In most cases those who went down a level have either changed pathways or are doing qualifications such as Functional Skills or GCSE to enhance what they have already achieved.

#### **Development priorities for the adult learning offer**

A clear focus of our adult offer will be ensuring that those who are furthest from the labour market are supported to develop their basic and employability skills, including ESOL, English, mathematics and digital capability, which enable

them to progress.

We will seek to extend our partnerships with Jobcentre Plus and other partner agencies to ensure a well-integrated approach to skills and employment in Calderdale.

Through its curriculum review, the College also intends to provide and promote a full set of progression pathways from advanced level study (Level 3), which lead to higher skills either at the College or through our higher skills partnerships.

We will utilise our outstanding employer links to inform the strategic development of the whole College offer by actively seeking input to curriculum design and delivery and to create valuable work experiences for our learners.

We aim to develop a core digital capability within all of our full-time programmes as a 'third basic employability skill', in addition to strong foundations in English and maths and the skills to succeed in business and enterprise.

We will continue with our successful approach to securing external project funding to support the adult learning, skills and employment infrastructure in Calderdale and beyond.

#### **Local partnerships**

The College wishes to ensure a coherent and complementary use of the AEB with that of the local authority's adult learning offer. The College currently provides some leadership and management support to the authority in this regard and the opportunity to consider a future strategic alignment of the AEB is of interest to the College. The College is committed to continue working as a full and active member of the Calderdale Employment and Skills Board where we are a lead partner in the delivery of the apprenticeship growth agenda.

#### **Building workforce skills and attracting talent / Infrastructure**

The College has successfully delivered a phased capital development programme over the past 10 years, which has significantly improved the quality and professionalism of the working and learning environment. We have drawn up further plans to complete the full site within our future capital strategy, which has a particular focus on developing a 'higher skills campus' in support of our strategic ambitions and in line with the plans set out in this document.

The College's financial controls are highly effective and it is in good financial health, a position which was confirmed by the findings and recommendations of the recent Area Review report. The recently completed Unlocking Potential project and some associated site rationalisation has reduced the College's

operating costs and the new facilities are having a positive impact on current recruitment indicators.

In the longer term, the curriculum review will deliver efficiencies in curriculum delivery, which

will both support the College's financial objectives and free resource to drive the value-adding elements of the curriculum.

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