

The East Northamptonshire College Partnership



Response to the Northamptonshire Learning & Skills Council

Capital Competition

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Background

The LSC Northamptonshire Strategic Area Review (StAR) conducted in 2004/5 highlighted the need to improve educational achievement of young people across the county, particularly those obtaining either a level 2 or level 3 qualifications aged 19. It also recognised the need to increase post 16 retention through the development of a more relevant curriculum. In 2006 the Northamptonshire LSC set out a Statement of Need for the East Northamptonshire Area and launched a 16-19 Capital Competition seeking innovative proposals to achieve the stated objectives.

Overview

This proposal is a unique collaborative response to the 16-19 capital competition. Building on well established collaborative practices between providers and extensive, often nationally recognised good practice, it aims to extend existing applied learning pathways and provide new specialised learning programmes, leading to increased participation, retention and achievement at 17 and 18.

The proposal expands and builds on our present long standing collaboration where our common agenda is raising achievement for all students, ensuring that all students receive a high quality experience, regardless of which school they attend. Our proposal involves creating an applied learning centre on each school partnership site, each one delivering a range of different specialised learning pathways and offering students genuine choice and flexibility regardless of their home base institution. The focus of the capital development and subsequent delivery will enhance further the already designated Specialist College status, which the schools all enjoy.

Our proposal features:

- Five specialist vocational centres, with one based at each school in the area of need and focussing on a different area of applied learning
- An Education Improvement Partnership to manage 16-19 provision as a sustainable partnership in the context of specialised diplomas
- Strategic links with providers across the area to ensure a package of provision that leads to widening participation and better progression
- Improved facilities which build on the strengths of schools' existing specialisms
- A complementary suite of provision giving the learner an unrivalled choice of curriculum and institution
- A collaborative approach to student/staff mobility and timetabling
- A combined learning platform linking all resources and an ICT infrastructure to manage all data, student movement and courses

Learners will travel between sites using an integrated and cohesive transport network, which will be an expanded version of the system currently in place across East Northamptonshire. Delivery on each site provides visible evidence of specialised learning, encouraging access, participation and growth post-16. Young people will remain at the heart of their communities and will achieve economic well-being with the support of a range of dedicated key stakeholders including school and college staff, local employers, LSC, LA, and Connexions service.

This project will create at least 240 additional full-time equivalent vocational learning places for 16-19 year-olds across the East Northamptonshire learning area. New places will be offered across a range of curriculum areas, including:

Motor Vehicle Engineering	Health & Social Care
Hair & Beauty	Creative & Media
Hospitality & Catering	Land based
Sport	Construction

Alongside each specialist area, there will be space dedicated to supporting the delivery of functional skills for all students as appropriate. New and improved facilities will also be available for ancillary use by 14-16 year-olds, as well as for adult, community and employer learning outside core hours. In particular there will be unique opportunities to set up flexible specialist provision for those currently Not in Employment, Education or Training (NEET) and also for those aged 16-18 currently in employment but without training (ENT). This will enable the partnership to be very responsive to the government's now explicit commitment that all 16-18 year olds will have to stay in some form of training or education (DfES, Green Paper 'Raising Expectations', March 2007).

The provision of fully resourced, purpose-built facilities will enable the five specialist colleges to accommodate increased numbers of post-16 learners at levels 1, 2 and 3, further cementing established progression routes and enabling students to access our current wide range of AS/A2 and applied learning courses alongside the new Specialised Diplomas. Delivery of the programmes would be achieved through a combination of school, college and work based learning providers, offering a cohesive and high quality learning experience well suited to the needs of the young people in the area.

The East Northamptonshire College Partnership (TENC Partnership) - a partnership of the five mainstream secondary schools in the area of need and two Further Education colleges – is leading this competition submission. The proposal has been developed in consultation with FE Colleges, Connexions, Aim Higher and the Local Authority. All learners will benefit from the outstanding guidance, care and support systems already in place across the five specialist colleges.

Objectives

This proposal will:

- Build upon existing specialisms within Schools & Colleges
- Widen choice and access for young people by delivering coordinated and complementary 16-19 provision across the East Northamptonshire area.
- Provide the environment for the delivery of the Entitlement Curriculum by 2013
- Develop innovative arrangements for the leadership and management of educational provision, and prepare the East Northamptonshire area for the changing role of Local Authorities set out in the 2006 Education & Inspection Act
- Further cement and enhance collaboration and the delivery of learning programmes focused on meeting the need of individual young people
- Provide a locally coherent structured learning framework, which has long-term sustainability, by cementing existing provider relationships and building new ones focused on meeting the needs of young people in East Northamptonshire

Collaboration is absolutely key to the success of this project. The proposal will not create a new institution; neither will it see significant expenditure ploughed into any single institution. It will not operate in competition with existing provision in the area. Rather, it will:

- Strengthen links between existing providers
- Increase learner choice of subject and institution
- Provide a more sustainable curriculum
- Increase participation
- Raise attainment, and improve progression
- Provide a single market place for the regional offer
- Guarantee open access

The East Northamptonshire College Partnership proposal will increase capacity through capital investment into five specialist school sites, and assist the development of the local Trades Academy. It will extend current specialisms and prepare the educational ground for future diploma delivery accessible to all within the region.

Project description

The Learning Landscape

East Northamptonshire is an area of rapid population growth and expansion, but is identified within the StAR as an area of serious social deprivation. The area is characterized by parochial and insular attitudes, low ambition with a low percentage of parents with a higher education background (DETC 2000).

The East Northamptonshire College Partnership (TENC Partnership) is composed of five schools – each with specialist college status - and two FE colleges. We are currently in the process of expanding the group to include broader representation from other education stakeholders. The Partnership is working together to create a learning community of over 5,000 students with a potential 16-19 cohort of 1,000 students in the East Northamptonshire area. The Partnership features direct representation and a close level of support from both Tresham Institute and Moulton College.

Each of the five secondary schools in the area has at least one stated specialism:

Institution	Specialism	Type of school
The Ferrers Specialist Arts College	Performing Arts	11-19 Comprehensive, moving to Foundation status
Huxlow Science College	Science	11-19 Comprehensive Community status
Manor School and Sports College	Sports	Foundation status
Rushden Community College	Maths and ICT	11-19 Comprehensive Community status
Prince William School	Dual Specialist College (Language and Vocational)	13-19 Community status

The partnership schools have a combined rural catchment area of 800 square miles with their nearest further education providers situated in the towns of Wellingborough, Kettering, Corby or Northampton. Since September 2005, the five institutions have worked with Tresham College (Kettering/Corby) and Moulton College (Northampton) to develop a wide range of applied learning courses and have a planned coherent curriculum provision that was implemented at KS4 and KS5 from September 2006.

Consultation

Over the past 18 months we have consulted on the development of Applied Courses within East Northamptonshire using meetings every six weeks to engage with all parties including the FE Colleges, Connexions, the LEA and the LSC. Visits to other centres of excellence around the country, in particular

the development of satellite applied courses in conjunction with FE providers, have shaped our conceptual response.

The LSC supported this venture and funded Tresham as our FE partner to develop the concept of 'mobile units'. It was recognised within the group that we needed to look at the data for student progression and access to courses. Initially we established the need for at least 200 additional placements across the area. However, reflection and discussion with the LSC demonstrated that the need was larger – with anticipated post-16 growth of nearer 250 places - to meet the expanding population within East Northamptonshire and the target to increase staying on participation rates to 85% by 2010. It should be noted, however, that these targets do not fully take account of the future provision which will be needed as a result of the Milton Keynes South Midlands (MKSM) strategic plan that sees growth of at least 5000 houses within the area.

Options analysis

The East Northamptonshire College Partnership considered alternative options for its response to the LSC Statement of Need, in particular for a capital build at one centre or at three centres. However, we recognised that:

- Current movement of students is cost effective in relation to shared teaching costs and effective group size.
- The staging of the 14-16 lead in at level 1 and its feed to our localised specialisms are already shared.
- Mutual cross school support that enables a full range of students to remain in education and training strengthen the current specialist colleges which already offers quality management in depth around the developing diplomas and group training.
- There are already strengthened ties with Tresham on all five sites and our support for the theory stage of the Moulton Trades Academy construction courses.

The proposed option of making capital investment at each of the five sites in the area of need gives the following benefits:

- The learning pathways remain far more open, enabling students to mix and match across a broader range of possibilities. This will enable easier transition in course and the flexibility to join activities into singular groups for cost effective purposes by central management. This is already the case for the whole of our current offer where we are able to minimise movement by exchanging staff.
- Our proposal will create enhanced opportunities for staff development and the possibility of new management structures that will allow even greater flexibility with some staff appointed to TENC Partnership
- The proposed model will allow TENC Partnership to continue and further integrate local 16-19 young adults into our courses on a regular

basis. We see re-engaging adults in learning and training locally to enable them to access employment as an area of growth.

- Perhaps the most important criterion that determined our proposed model is the one of continuity. This is a rural area and the drop out from FE and training has been high. Journey time and remoteness of a single centre have been key features in our evaluation of this over the years and these factors are very evident in our current sampling of the NEET group and returners.

Students who engage with us at 13-14 progress smoothly through the transition at sixteen because they still have familiar support and surroundings to begin or end a day. They know who to go to, where to ask and how to get support. They accept the travel between sites and enjoy the mix of students in their joint activities. We blend into this a social programme that grows with them addressing the Every Child Matters (ECM) agenda continuously through 16-19.

Current provision and other providers

There is already an impressive level of post-16 vocational provision within the Partnership. Annex 4 shows the range and breadth of existing learning opportunities available to school students in the area at 14-16 and post-16, and Annex 13 is a DVD which demonstrates the range of collaborative provision we deliver. The vocational offer is managed currently through a common blocking and timetabling process. An example of the Year 12 Option Blocks for September 2007 is given as Annex 6.

The following table sets out the wider range of learning and Student Support delivery partners within the East Northamptonshire area.

1. Moulton College	Local Trades Academy Main Site activity at Moulton Village
2. Tresham Institute	Local courses based on our sites Activity at Kettering, Corby and Wellingborough sites
3. Aim Higher	Central County and area officers
4. Connexions	Central and local Connexions offices
5. EBLO	Enterprise
6. Northampton Training and Development Partnership	Northampton central office
7. Northampton College	Northampton

The Further Education Colleges within TENC Partnership and the wider area offer specialisms which add to the wealth of learning pathways and progression routes within the East Northamptonshire area. They offer their own specialist COVES:

- Moulton - construction
- Tresham – high performance automotive engineering

The FE sectors also offer the young people of East Northamptonshire clear progression routes to higher education.

The StAR for East Northamptonshire identified a requirement to further develop with the Work Based Learning sector where it stated that vocational options post 16 were 'limited'. In response to this, TENC Partnership has entered into discussions with one WBL provider to support motor engineering with apprenticeships based at local large garages. This will be managed by the WBL provider through their COVE in High Performance Automotive Engineering, and training will be provided at local sites.

Under the area of Hospitality & Catering, the training restaurant at Manor School and Sports College is being expanded and, in partnership with Tresham Institute, training placements will be created at hospitality centres throughout the region. Our Hair and Beauty section is also engaged in discussions with regional WBL providers to extend provision into local centres. Relationships with appropriate WBL providers will continue to be developed as vocational provision grows.

Evidence of need

It was recognised that the need for new vocational places could not be solved through the creation of a single new institution. A proposal, which integrated new provision into the existing infrastructure, would be the most effective and sustainable way of improving participation and attainment. An assessment of the provision currently on offer has shown that schools lack the space and the facilities to deliver all the specialised vocational courses at the levels which are being requested by students and which are desperately needed by employers for the growth of the local economy.

The development of this proposal focused on identifying the gaps in what is currently on offer and matching that with an assessment of what students want to study at 16. Annex 7 maps the current provision of vocational subjects along with the future planned provision of Specialist Diploma lines.

We are in the process of planning the Diploma pathways and have recently been successful in our application for Early Adopter status through the 14-19 Gateway application. The Gateway process involved discussions to link with key WBL providers, although they are based largely out of the local area.

The outcome of our Gateway application will see us delivering Creative & Media, Health & Social Care and Engineering as a consortium from September 2008. Feedback from the application process cited our "current strengths in collaboration, facilities, workforce, IAG and employer engagement".

In tandem with the Gateway process, we have carried out one of the twice-yearly face-to-face interview surveys of all Year 11 students to ascertain required courses before establishing demand for provision. Annex 5 gives a year-by-year projection of student numbers by school and subject. The comparison of Y12 numbers in 2006 with projected figures for 2009 provides strong evidence of need for new learning places in a number of vocational areas. However, it should be stressed that these figures do not take account of the increase in cohort size expected as a result of planned significant housing developments in the area; demand by 2010 is expected to be greater still.

Thus, data from all five schools relating to demand from students for vocational courses has clearly informed this capital response. The analysis of this data, coupled with a strategic capacity assessment of what schools can currently deliver, has highlighted the need for capital improvements to the existing school-based learning infrastructure across the East Northamptonshire area.

Capital response

Site expansion across the East Northamptonshire area will create new places in Motor Vehicle Engineering, Health & Social Care, Hair & Beauty, Creative & Media, Hospitality & Catering, Land Based, and Sports provision. Facilities will be fully resourced for practical use during the specialised element of the Diploma. Annex 7 sets out the mapping of delivery for all 14 Diploma Lines across East Northamptonshire

The creation of supportive learning environments and a fit-for-purpose ICT infrastructure are also crucial to the coherence of the overall package. The enhancement of existing provider sites to accommodate the growing number of post-16 students on school rolls in the area will involve creating additional space tailored to deliver the non-practical elements of each course, along with functional skills and ICT course components.

Each site will feature a multi-purpose area whose use can be tailored to emerging post-16 vocational curriculum needs. This approach is key to future-proofing the curriculum and ensuring institutional and curriculum choice for the learner. A student following the practical element of the Construction Diploma at Moulton Trades Academy, for example, will spend a proportion of their time at the institution of their choice to study functional skills and, if desired, follow a mixed vocational/academic programme.

The Ferrers Specialist Arts College

Space will be dedicated to the delivery of Creative & Media Diploma at levels 1 – 3 for 50 students. The Ferrers School is keen to strengthen and deepen the provision for which they are recognised as specialists and for which there is a clear demand.

Huxlow Science College

The focus will be the delivery of Automotive Engineering at levels 1 and 2 for 25 students across two years. Part of the facility will be highly specialised for this area, but a further area will be created for generic learning, study support and ICT. This area will also support the delivery of the Health & Social Care at levels 1, 2 and 3, and Science Diplomas at level 3.

Manor School and Sports College

Manor School already delivers Catering on a limited scale at level 1, but has demonstrated a need to expand the provision to include Hospitality and Catering at levels 1-3 for an additional 25 students. A vocational area will feature specialised equipment for the delivery of Catering, and will also support the delivery of the theory and functional elements of the Sport & Leisure Diploma at level 3, as well as the Business Diploma.

Rushden Community College (Maths and ICT)

Hair & Beauty is already provided on site, but at Entry level only. 25 new places at levels 1 and 2 will be created in this area, along with 15 specialised places at levels 1 – 3 in Health & Social Care. A flexible space will also be used to support the ICT and Business Diplomas.

Prince William School (Dual specialism Language and Vocational College)

Prince William's recently acquired vocational specialism and its distance from the other four sites give a strong justification for expansion to cope with increasing demand. As a vocational specialist college their five focus areas are:

- To become a provider of CPD for cluster schools in teaching and learning the vocational way
- To develop innovative courses and approaches to delivering vocational language skills
- To lead in the preparation and delivery of Functional Skills across the area partnership and beyond
- To create a matrix and toolkit for quality assurance in vocational provision which will create a common approach for all partners
- To lead the preparation and delivery of the Diploma in Engineering across the partnership

A new applied learning centre will incorporate dedicated space for 25 Engineering students at levels 1-3. It will also house a multi-purpose area to support the delivery of theoretical and functional elements of a range of other Diplomas, including Health & Social Care, Business, Land-based and Logistics.

The profile of new places which would be created as a result of this proposal are described and tabulated on page 20, and a detailed breakdown is given in Annex 11. The profile of new places can be summarised as follows:

50 places in Creative & Media

50 places in Motor Vehicle Engineering

25 places in Hospitality & Catering

25 places in Health and Beauty

30 places in Health & Social Care

165 places in functional skills with supporting learning environments

Gross number of new places - 345

FTE new vocational places – at least 240

These numbers relate to 16-19 learners, but the facilities would also be available to a limited cohort of 14 – 16 learners from across the partnership. Duplication of pathways is due to the volume of student numbers in some areas, but the space outlined in the capital proposal is based on calculations of new FTE learning places. In some cases different levels will be delivered on different sites. In addition, the facilities will be used for all students working at home base towards functional skills.

Core information required for 16-19 competition proposals

a. How will the proposal ensure effective collaboration with existing providers and complement existing provision as part of a locally coherent system?

a(i) Collaboration and complementarity

A track record of collaboration

The partnership, in conjunction with the colleges, currently offers a wide range of applied learning, either on one of the five school sites, the Moulton Trades Academy in Higham Ferrers, or Tresham Institute at its Corby site. This project would enable the partnership to expand applied learning provision in line with Specialised Diploma initiatives, and the Entitlement Curriculum legislation, ensuring progression and continuity pre and post -16.

The five schools have worked together with Tresham and Moulton Colleges on preparations for the first 5 of 14 Specialist Diplomas, in order to submit Gateway applications. We have recently been advised of our success in three areas, enabling us to deliver Creative and Media, Engineering and Society, and Health and Development from September 2008. This collaboration will continue as each phase of development comes on stream through to 2013.

This proposal builds on the strength of The East Northamptonshire College (TENC), a highly successful collaborative post-16 partnership of over 20 years. The four specialist colleges of Ferrers, Huxlow, Manor and Rushden, currently work together as one college post-16. Students travel between sites on a three sessional basis, using a cohesive transport system. This enables them to access any of the current 34 academic and vocational subjects at any of the four sites. The DVD provided as Annex 13 gives an indication of the range of partnership activity.

This cost effective and efficient consortium arrangement is well developed, and successful management systems and structures are in place; indeed, the approach has been cited by HMI & OFSTED as an example of good practice. Parents, students and staff are all used to this collaborative arrangement and there would be no disruption to accepted existing good practice through the development of this project.

Over the last few years, the original group of four schools making up TENC have worked increasingly in collaboration with Prince William School in Oundle, and the Further Education institutions Moulton College and Tresham Institute. This broader partnership – The East Northamptonshire College Partnership or TENC Partnership – meets regularly to undertake strategic curriculum planning, and worked together to submit successful applications for the Gateway process. We now formalising this collaborative relationship through the formation of an Education Improvement Partnership.

TENC as a corporate group has been recognised by LSC, NCC, DFES, TTA and OFSTED, and the specialist colleges have worked together to fulfil the key elements identified in the StAR. Each school applied for specialism in a mutually supportive way, to enable a full spread of activity within East Northants as opposed to a competitive bidding system. They therefore share the skills of the specialisms across the area focused on meeting the individual needs of young people in the area.

Project development ensuring complementarity

This project will further extend collaboration across the five specialist colleges, FE and WBL providers, increasing vocational learning provision for all post-16 students in East Northamptonshire, meeting the new and challenging aspects of the 14-19 reform agenda, as well as the personalisation agenda that is at the heart of high quality educational delivery. Over the last three years, Prince William School has been part of East Northamptonshire's strategic planning, and this collaboration has enabled the partnership to deliver shared applied learning courses at KS4 and KS5 in subjects such as Catering (since September 06).

Collaboration with the Tresham Institute and Moulton College has enabled students from the five specialist colleges to access a range of applied learning; either using converted school premises as satellite facilities (in the case of Beauty Therapy at Rushden) or at the Moulton Trades Academy (Construction).

We were successful in securing LSC revenue funding which enabled TENC Partnership to establish applied learning pathways at 14+ and at 16+ through the provision of mobile learning units. There is now a need to extend these pathways further to enable full progression from entry level through to level 3.

The Partnership's strategic curriculum planning for this project has focused closely on the need to provide a coherent package of provision for the learner which avoids duplication and builds on existing strengths. Our aim has been to offer a suite of new and specialised learning opportunities which fulfils the learner entitlement, offers a range of levels, links well with FE and WBL provision, enhances progression routes and gives the learner a broad choice of local vocational pathways. We believe that our plans show excellent complementarity with existing and proposed provision.

We are currently in the process of expanding TENC Partnership to include representation from local employers and other education stakeholders. All schools have links with employers and other partners, and we believe that their involvement at a strategic level will strengthen the partnership, allowing us to remain flexible to future curriculum needs and keep provision closely aligned to the needs of employers. Letters of support from the range of partners with whom we are working are provided as Annex 8.

a(ii) Strategic fit

LSC National strategy 'Raising our Game'

The LSC's national strategy identifies 4 national priorities:

Priority 1: Raise the quality and improve the choice of learning opportunities for all young people to equip them with the skills for employment, further or higher learning, and for wider social and community engagement.

Priority 2: Raise the skills of the nation, giving employers and individuals the skills they need to improve productivity, employability and social cohesion.

Priority 3: Raise the performance of a world-class system that is responsive, provides choice and is valued and recognized for excellence.

Priority 4: Raise our contribution to economic development locally and regionally through partnership working.

Our proposal fits well with the LSC's national priorities in its approach, which matches employers' skills needs with learner choice. Our partnership, which has developed over a number of years and which will be strengthened as a result of our plans, strives for excellence and demonstrates a genuine commitment to collaborative working.

LSC regional capital strategy

The East Midlands Regional Capital strategy's key principles, which have shaped the LSC's priorities for investment, include the need for:

- "a learning infrastructure that offers the provision of skills to meet future employment needs".
- "working in partnership to maximise the impact of the learning infrastructure"
- "attractive and convenient to learners and employers, offering flexibility of use to meet skills needs"
- "appropriate specialist provision"

This proposal addresses these principles in many ways. The consortium of local providers is committed to integrate the proposed new facilities into the existing learning infrastructure. Up to the age of 16, all but a few learners will be accommodated within a school setting. Their needs are well known and understood by their school, and their school is well placed to support and signpost progression opportunities from 16. However, all five specialist colleges and the FE colleges recognise the changing curriculum and the need to create integrated learning pathways with applied courses through the 14-19 age range.

Local Strategic Partnership priorities

In their 2007 Action Plan, East Northamptonshire's Local Strategic Partnership has highlighted the need to increase the number of young people in employment, education and training and to increase the availability of work based learning provision to young people. Indeed, the lack of local vocational training facilities, and the consequent negative impact on economic growth, has been widely recognised by organisations that work in the area.

Strategic Area review (StAR) for Northamptonshire

The LSC Northamptonshire's StAR emphasises the impact in East Northamptonshire of "rapid population growth expected to 2031 [which will put] pressure on provision especially as there is no significant further education provision in the District". Whilst it refers to the "limited vocational provision" available in the area, it does acknowledge and welcome the development of TENC as a collaborative partnership.

The issues of population growth, delivery of the learner entitlement, capacity, and progression to HE are reflected in the StAR's recommendations:

- "Improving vocational learning pathways, offering different models and styles of learning to reflect learner preferences"

Key actions identified specifically for East Northamptonshire and addressed by this proposal include:

- ".....review of learning in the District will need to ensure that the learner entitlement can be delivered in association with all providers"

A key question posed for this area in the StAR is:

- "How feasible is it to develop collaborative or collegiate arrangements with all schools and other providers involved given the geographical characteristics, primarily rurality, in much of the District?"

We believe that our collaborative proposal demonstrates that such arrangements are feasible, desirable and sustainable.

LSC Northamptonshire Area Implementation Plan

The 2007/8 Implementation Plan (December 06 draft) has a number of recommendations for action which, if brought to fruition, will fulfil the national priorities at a local level. Key actions which this proposal addressed are the need for:

- "capital plans and approvals [which] include new and innovative options for young people to increase 16-18 participation and attainment"

- “seeking and responding to opportunities for modernising the FE and SSF facilities and learning infrastructure in the County”
- “capital proposals [which] are strategically aligned with our priorities, truly collaborative in terms of the 14-19 agenda, address new sectors/employers’ needs, and support genuine growth in the County”

a(iii) Project management and lead partner

As this is a consortium proposal, clear arrangements for the management and administration of the capital phase of the project and the on-going revenue phase of the scheme have been put in place to ensure that respective elements of the proposal are brought to fruition. These include:

- A formal Memorandum of Understanding to establish an Education Improvement Partnership, provided as Annex 3
- A proposed Management Framework included as Annex 9
- Proposed partnership tendering and capital programme management arrangements set out in Annex 10

The lead partner is Manor School & Sports College, on behalf of TENC Partnership. The lead contact is Paul Wingfield, Principal at Manor School.

Consortium details and other partners

This Capital Competition proposal is being submitted by The East Northamptonshire College Partnership, who will be providing the leadership and management of the project. The accounts management function is provided by Rushden Community College and members of TENC Partnership already share a reporting structure to Head teachers and links with FE Colleges. Additionally, TENC Partnership has a central purchasing schemes for resources, and staffing is shared on a mutually determined factoring process

TENC has since 1985 been working to a set of guiding principles. In developing this project, it was recognised that this relationship needed to be formalised. Partners are currently taking steps to establish an Educational Improvement Partnership (EIP). A Memorandum of Understanding which will underpin this arrangement is given as Annex 9, and we are in the process of gaining partnership agreement to this document.

We are also exploring the possibilities of creating a shared Trust under the 2006 Education & Inspection Act (Foundation Trust Schools) and a limited company with charitable status. This will have many benefits for all schools and other partners, including strengthening links to employers and formalising the area-wide strategic governance of 14-19 provision. Two Trusts are currently being established in the area and these will have enabling links offering associate status and the possibility of reforming under one overarching Trust.

Collaborative project management

Throughout the development of TENC from 1985, with more recent broadening into TENC Partnership over the last 18 months, the group has tried to ensure that it builds capacity drawing on the strengths of each institution. At no point has TENC Partnership split from the concept that all institutions are non competitive and that pathways for all young people in the area are open access to all providers within the partnership.

TENC Partnership has already collaborated on a vast area of local strategic management of education:

- the training strengths of TENC have been corporately developed to support all sites and all employees using all the facilities.
- protocols for shared data, reporting, codes of behaviour and attendance.
- shared development of diplomas and current courses.
- Open sharing of our database of employers through Connexions and co-ordination of sustainable work placements to all employers

TENC has also established:

- central resourcing and purchasing, and shared equipment
- management structures and organisational arrangements for shared professional development across all sites, engaging key staff as groups, not individuals in schools
- timetables, staffing, quality assurance, entries, protocols, marketing, data management and the management of resources.
- a percentage sharing formula for staffing,
- shared transport costs and centralised resourcing.
- centrally managed groups for timetabling and quality assurance and these cover local school issues and FE College links.
- a data base and analysis which stretches back over 10 years

Our track record of collaboration will continue, and partnership working will broaden through this proposal and the formalising of The East Northamptonshire College Partnership. The management structures which will secure longevity and sustainability of the current institutional arrangements and set out the framework in which changes to the role of Local Authority under the recent 2006 Education & Inspection Act can be implemented through:

- A formal Memorandum of Understanding to establish an Education Improvement Partnership, set out at Annex 3
- A proposed Management Framework, set out in Annex 9

Currently each specialist school has taken a lead on a key issue or specialism and worked with FE and the LEA/LSC to ensure quality coverage.

The latest LSC forecasts in the strategic plans for Northamptonshire 2007 demonstrate clearly a lack of trained staff to deliver the full range of the diplomas to an adequate level. Within TENC Partnership, Ferrers Specialist Arts College is a designated training school, facilitating a range of career pathways, and Manor School & Sports College is the manager of The East Northamptonshire GTP Training College. Both of these initiatives are embedded with the specialist colleges' activities, and they offer unique pathways to employment. Similarly, Prince William School has training links with local industries. They all address the need as amplified by the local LSC to ensure quality training for delivery. The key shortage of applied subject teachers, lecturers and LSAs can be addressed by the training offered, filling the gap in enabling quality delivery to ensure students remain and complete their course.

This capital competition response and the subsequent capital programme will be managed by Manor School and Sports College within the protocol and Programme Management Board as set out in Annex 10. This will ensure value for money across the agreed area within a support partnership with the LEA and project Architect.

Capital programme management – Tendering Arrangements

This response to the LSC Capital Competition is planning to implement a 'Partnership Tendering Model' (Annex 10). Due to the size of the project, we will need to go through the OJEU notification process. We estimate that tendering for five sites as a package will give a 5% cost saving over procuring each capital new build individually.

There will be a 'Programme Management Board' with agreed representatives from TENC Partnership, Northamptonshire County Council and the Project Architect. At stage two of the tendering process the Preferred Contractor will be funded from within the project's professional fee structure to join the Programme Management Board.

The proposed two stage approach will maximise the involvement of educational providers, ensure best value for money, and will see skilled professional input at all stages. It will also ensure that the finished facilities meets the learning accommodation needs of young people.

Organisational Management & Accountability Framework

A proposed organisational management framework is set out at Annex 9 Within the proposed Framework the 'Governance Board' can be either the EIP Board of TENC Partnership, A Charitable Company registered at Companies House & the Charities Commission or if Schools so determine a Shared Trust under the 2006 Education & Inspection Act.

Revenue phase management

Once the suite of capital building projects is completed, the maintenance of these new facilities will return to each specialist college and the running costs will be absorbed within the structure of the local school. The additionality will largely mean a 3% increase on energy and cleaning on all campuses and the use of current reprographics, learning resources, administration and technicians on the sites. Already reprographics, learning resources and administration are shared and supportive across the sites. This enables cost effective delivery with local support for all user/training groups. This also fits in with the ECM agenda and the Sure Start features being placed on each campus allowing young parents to get support and training.

The established empirical evidence demonstrates that courses remain in place only if numbers are sustainable and meet the identified needs of individual learners. Our approach demonstrates a commitment to teaching economical groups and not managing courses for their own sake. We are quick to amalgamate and also to double teaching commitment where necessary. This is because the combined size of our partnership institutions allows us to be flexible and more easily give and exchange staff freely. We meet the needs of the individual learners with the most appropriate staff to deliver, rather than a commitment to one institution or member of staff. Our staffing corporately amounts to over 350 teachers and over 100 LSAs which gives capacity to resolve issues.

b. Will there be an adverse impact on existing successful local 16-19 provision?

This proposal will not result in an adverse impact on the limited vocational provision currently available in the East Northamptonshire area. There is currently only one Further Education satellite site in the area, which is focused on Construction, and the secondary schools offer vocational courses mainly at Entry level and level 1.

There are currently no work-based learning providers based in East Northamptonshire, and the range of WBL provision is limited.

c. How does the proposal ensure a broad range of sustainable provision?

c(i) Meeting the specified need

The LSC Statement of Need requires proposal which:

- “Develop a vocational curriculum delivered within purpose built facilities to engage and motivate young people
- Build upon the specialisms already in existing schools and colleges

- Demonstrate effective collaboration with existing providers
- Contribute to the development of a balanced curriculum across the District”

The statement of need has analysed demand for vocational training in the East Northamptonshire area and this analysis can be summarised as:

- “Based on this level of demand, the capital competition has invited proposals, which will provide 200-240 additional full-time equivalent places.”

A recent school-based assessment of demand across the East Northamptonshire area has shown a similar picture. For the six key areas identified either by the LSC or our own analysis, the indicative future demand from post-16 students for level 1 & 2 courses over a two year period is as follows:

- Construction: 112 students
- Motor vehicle Engineering: 72 students
- Hair and beauty: 60 students
- Health & Social Care: 40 students
- Media & Creative Arts: 56 students
- Hospitality and Catering: 50 students
- Total demand for six key subject areas: 390 students

Existing facilities for students at entry level and level 1 will cover a significant level of the demand, as demonstrated by the vocational provision already on offer. New learning places will therefore be focussed particularly at level 2 and, where appropriate, level 3 courses.

Vocational courses are also currently available for students aged 14-16, although on a restricted basis, and new facilities will also be made available to the 14-16 cohort on an ancillary basis. The progression of this cohort, coupled with the predicted growth in population in the East Northamptonshire district, will lead to significant growth in demand for post-16 vocational courses.

Detailed figures relating to student demand at 16-19 by school and course over the next four years are shown in Annex 5. A detailed breakdown of new places by subject and school is given in Annex 11. This schedule reflects the impact of students at the Trades Academy which are absorbed into the summary table overleaf. The more detailed Annex 11 shows the full split of FTE new places based on the number of students projected to study at each level, and the percentage of contact time on specialist and functional skills is factored in. It is this analysis which has shown the need for at least 240 FTE additional places in the East Northamptonshire area.

A summary of the additional demand for new places over a two year period is given overleaf. Figures in bold represent new places in Specialised Diplomas which will be delivered directly as a result of the capital programme proposed. Other figures indicate the broader range of Diploma areas which schools will be able to offer, and this proposal features capital investment to support the delivery of these other subjects alongside the key areas.

Demand for post-16 vocational courses

Specialised provision is shown in bold, with other Diploma provision being supported by facilities for functional skills and study.

Vocational area	Ferrers Vocational centre	Huxlow Vocational Centre	Manor Vocational Centre	Rushden Vocational Centre	P William Vocational Centre	Total
Construction*	5	5	5	5	5	25
Health and Care		15		15	15	45
Beauty				25		25
Creative and Media	50					50
ICT				15		15
Motor Vehicle/engineering		25			25	50
Catering			25			25
Sport and Leisure			35			35
Business			15	15	15	45
Land based					10	10
Science		10				10
Logistics					10	10
Total number of students	55	55	80	75	80	345
FTE new learning places	49	44	46	50	50	240

* delivered at Moulton Trades Academy – numbers shown represent the provision of functional skills and learning environment places.

c(ii) Meeting the needs of employers

The StAR review highlighted the need of employers for a skilled workforce able to meet the growth of the area. Specifically, the issues and areas identified are:

- Construction - where the impact of growth with Northamptonshire means that providers are struggling to meet current demand. Currently on 6.2% are employed within the sector
- Business services & finance – a sectoral priority for Northamptonshire where at present 14.5% are employed in the sector
- Health and social care – a regional priority sector, expected to grow with 9.2% currently employed.
- Manufacturing/engineering - a regional priority with a key issue for the up-skilling of the workforce to meet the demands of an increasingly technology-driven regional economy
- Wholesale, retail and distribution, with logistics an important growth sector locally. Expected high future workforce demands for customer service, sales and higher-level occupations
- Small and micro businesses in Northamptonshire are rising at 15% a year. For many of these businesses the timing, cost and location of training are issues

The expansion of our Education Improvement Partnership to include employer representation will be key to strengthening links with local and relevant industry sectors, allowing our provision to stay highly responsive to employer needs.

TENC Partnership is designing our suite of extended 16-19 facilities so that any training group can access them without having to enter directly the 11-16 premises. This will see the separation of tasks and the development of opportunities for training SMEs (Small to Medium Enterprises) at local sites, enabling short journeys and minimising disruption to their normal business activities. We are very aware that SMEs generally require the release of staff for short periods on the end of the working day to local centres, and we wish to develop this model with a number of providers including the WBL sector.

Training agencies and work based learning providers will also be able to utilise the local facilities to engage small businesses which are scattered throughout the East Northamptonshire District. SMEs generally have insufficient capacity to release staff for day courses at colleges, but could use local facilities for two hour sessions, thereby maintaining their overall opening hours at the work place with short journeys to training centres. We also recognise that small group personalised training is more effective for adults in the work place. Equally, the mobile facilities currently available to TENC Partnership could be used to support local businesses with bespoke training provision.

c(iii) Capital costs

A detailed breakdown of costs is given in Annex 12. Costings are summarised below:

Site	Sq m	£
Ferrers Specialist Arts College	485	1,187,550
Huxlow Science College	446	1,136,361
Manor School and Sports College	460	1,154,851
Rushden Community College	494	1,199,178
Prince William School	490	1,194,186
Total	2375	4,997,555

These costs were prepared in March 2007 by Terry Harding, Quantity Surveyor, based on plans drawn by Nick Durant of pHp Architects. Space allowances have been based on an assessment of the learning space required on each site, based on nature of the subject being delivered and the number of students for specialised and functional course elements.

c(iv) Summary of capital project

Plans for each site are provided in Annex 2. Capital investment into five vocational centres – one at each school site – is proposed as follows:

The Ferrers Specialist Arts College

A 485 sq m space will be dedicated to the delivery of the Media and Creative Diploma at levels 1 – 3. This will create new learning places for 50 students. The Ferrers School is keen to strengthen and deepen the provision for which they are recognised as specialists and for which there is a clear demand.

Huxlow Science College

The focus will be the delivery of Automotive Engineering at levels 1 and 2 for 25 students across two years. Part of the facility will be highly specialised for this area, but a further area will be created for generic learning, study support and ICT. This area will also support the delivery of the Health & Social Care at levels 1 – 3, and the Science Diplomas at post-16 for 15 students. A total of 44 FTE additional learning places will be created on this site over 446 sq m of space.

Manor School and Sports College

Manor School already delivers Catering on a limited scale at level 1, but has demonstrated a need to expand the provision to include Hospitality and Catering at levels 1, 2 and 3 for an additional 25 students. An area of 460 sq m will feature specialised equipment for the delivery of Catering, and will also

support the delivery of the theory and functional elements of the Sport & Leisure Diploma at level 3, and the Business Diploma.

Rushden Community College (Maths and ICT)

Hair & Beauty is already provided on site, but at Entry level and level 1 only. 25 new places at levels 1 and 2 will be created in this area, along with 15 specialised places at levels 1, 2 and 3 in Health & Social Care. A flexible space will also be used to support the ICT and Business Diplomas. In total, a 494 sq m new build will see the creation of 50 FTE new learning places.

Prince William School (Dual specialism Language and Vocational College)

Prince William's recently acquired vocational specialism and its distance from the other four sites give a strong justification for expansion to cope with increasing demand. A new vocational centre covering 490 sq m will incorporate a dedicated space for Motor Vehicle Engineering at levels 1 – 3. It will also house a multi-purpose area to support the delivery of theoretical and functional elements of a range of other Diplomas, including Health & Social Care, Business, Land-based and Logistics. In all, 50 FTE new learning places will be available.

c(v) Funding package

If successful at the competition stage, this proposal would seek 100% financing from the Learning & Skills Council's 16-19 Capital Fund.

c(vi) Site details

Site plans are provided in Annex 2. All sites will have access for adults and post-16 students without entering the school. Each vocational centre will have car parking nearby and vehicular access for students who are physically challenged. All sites are within 300 metres of public transport and have direct links between each town centre. Each site is within 500 metres of the local town centre, and each town has industrial units on the periphery of the town, as well as local starter units/offices based on the local farm sites. There is no demolition work required in the capital programme.

Capital investment is proposed across five schools in the East Northamptonshire District. The advantage of using schools sites is that the current learning infrastructure is enhanced – a preferable approach to that of creating new institutions in each town which might act confusingly in competition with existing provision. Curriculum choice will be widened within an existing institutional structure, and this will allow a smooth transition from 14-16 education to a post-16 vocational pathway.

c(vii) Timetable

A delivery plan for the project is shown overleaf.

Delivery Plan: East Northamptonshire 16-19 vocational provision

	Jul – Dec 07	Jan – Jun 08	Jul – Dec 08	Jan – Jun 09	Jul – Dec 09
Capital phase	<p>Planning applications</p> <p>Briefs prepared</p> <p>Initial stages of procurement process, including OJEU notification</p>	<p>Capital appraisal</p> <p>Procurement process</p> <p>Invitations to tender</p> <p>Contractors start on some sites</p>	<p>Site clearance where necessary</p> <p>Contractors start on remaining sites</p> <p>Completion of some capital projects</p>	<p>Completion of remaining capital works</p> <p>Installation of equipment</p>	<p>All centres fully open to new students in September 09</p>
Revenue phase	<p>Pilot delivery of new courses September 07 where possible</p> <p>Agree legal framework for EIP and/or Trust</p> <p>Confirm arrangements for revenue funding</p>	<p>Schools form Trust</p> <p>New joint prospectus and timetable prepared</p> <p>Marketing to potential new students</p> <p>Staffing requirements identified</p>	<p>Delivery of first five Diploma lines September 08</p> <p>Staff recruitment and re-training</p>	<p>Student recruitment</p> <p>Joint timetable prepared for September 09</p>	<p>Adult and community programme commences</p> <p>Evaluation of new provision</p> <p>Delivery of next phase of Diploma lines September 09</p>

d. Where appropriate, how will the proposal meet the basic need requirements for additional 16-19 learner places?

d(i) Meeting the basic need

The East Northamptonshire LSC's Statement of Need identifies a need for at least 200 additional FTE places, and suggests that proposals should aim to create 200-240 new places. This proposal will meet the basic need in full and specifically addresses the need for additional places at 16-19 in the following diploma line areas:

- Motor Vehicle Engineering
- Hair & Beauty
- Hospitality and Catering
- Health & Social Care
- Creative & Media
- Construction

Additionally, it will address the need for additional learning space to support new places in the wider range of Diploma lines. Places will be made available for students to cover the functional skills and theoretical elements of a further group of subjects:

- Construction (for students attending Moulton Trades Academy for the practical element of the course)
- Science
- Sport & Leisure
- Business
- ICT
- Land-based
- Logistics
- Support for additional places in Health & Social Care

Each site will feature a purpose built vocational centre which will offer one or two specialist subjects at a practical level. More generic elements of these and a wider range of courses will be provided alongside to satisfy the growth in demand for vocational subjects.

d(ii) Information on learners

The combined capacity of schools in TENC Partnership is over 5,000 at 11-19. For this proposal, the split of new 16-19 learning places between subjects and sites is as follows:

School	Specialised learning	Functional skills & study	Total
Ferrers Specialist Arts College	Creative & Media 50 places	5 places	55 gross 49 FTE
Huxlow Science College	M V Engineering 25 places Health & Social Care 15 places	15 places	55 gross 44 FTE
Manor School & Sports College	Hospitality & Catering 25 places	55 places	80 gross 46 FTE
Rushden Community College (Maths and ICT)	Hair & Beauty 15 places Health & Social Care 25 places	35 places	75 gross 50 FTE
Prince William School (Dual specialism Language and Vocational College)	M V Engineering 25 places	55 places	80 gross 50 FTE
Total	180 places	165 places	345 gross 240 FTE

These numbers relate to 16-19 learners, but facilities will also be available to a proportion of the 14-16 cohort on a limited basis across the curriculum areas.

e. How will the proposal increase levels of participation and/or increase attainment at levels 2 and 3 to meet local, regional or national targets?

e(i) Increasing participation and attainment, and meeting local, regional and national targets

The learning pathways within the area are being remapped to ensure free access to all courses - whether AS/A2, BTEC or Applied - so that we can meet individual students' learning needs with an exactitude unprecedented within the region.

Our outcomes will include:

- Raising the take up to 85% of the students at 16 by 2010
- Raising the number of students studying level 3 by 50% in 2010

- Doubling the level 2 accreditation in applied learning courses by 2009
- Allowing access to applied learning courses for gifted and talented students in our coordinated planned provision raising the number of students entering such courses with A*-C grades from singular figures to 20+
- Developing a secure delivery base with quality teaching at all levels and in depth with OFSTED accreditation as "Outstanding" in any group inspection from 2009
- Obtaining value for money by creating full teaching groups and maximum use of resources and capital build by 2010 and the probable need to extend at agreed sites to fulfil further demand that will be created by the MKSM projected growth across the area and the outcomes of the Specialist Diplomas once established
- Combining transportation enabling access for all and the flexible new build will allow a variety of users including training providers and links for work based learning. Or aim to make 100% of the curriculum available to 100% of young people.

Indications at this stage regarding the demand for different levels give an initial average split between levels of 30% at level 1, 50% at level 2 and 20% at level 3. As students progress from 14-16 vocational courses, the post-16 numbers at level 1 will decrease and at levels 2 and 3 will increase.

This proposal will make available locally a mix of vocational courses in high demand at all levels, with options to study in a range of settings. This will contribute to widening participation in vocational subjects for a range of students who currently fit one of the following profiles:

- Those not participating in learning post-16 (in or out of employment)
- Learners participating locally in an academic curriculum despite the desire to access vocational courses
- Learners participating in a vocational curriculum but with significant travel time and cost involved

Specifically, this project will contribute to the following targets outlined in the Statement of Need:

Increase participation in full-time education post-16 to 86% by 2011

In 2005/6, 24.6% of Year 11 leavers in East Northamptonshire were not in learning post-16. This proposal will directly provide local learning opportunities at levels 1 to 3 in at least six vocational areas.

We already have evidence that our key stage 4 provision is going to ensure growth in post-16 vocational uptake. 25% of our current key stage 4 vocational cohort have expressed a desire to progress to a level 1 or 2 course

at post-16 level, particularly if that provision was in the locality. Similarly 20% of our current year 12 students studying level 1 courses wish to progress to level 2 next year. They have also identified that barriers to that progression include changing institution and the need to travel.

By reducing barriers, improving the appropriateness of courses and offering a choice of curriculum and institution, our proposal will provide a highly accessible environment in which participation will be maximised.

A year on year increase in the number of students progressing from Year 12 to Year 13

A major reason cited by students as the cause of drop out from college relates to public transport to Northampton and access to Corby. The former is over 75 minutes each way and the latter involve two or, from some towns, three buses taking over 90 minutes.

As course relevance is increased for students keen to follow a vocational pathway, progression from Year 12 to 13 will improve. Many students currently studying a vocational subject in Year 12 at level 1 or 2 will welcome the opportunity to continue at their home institution following a higher level into Year 13.

Increase in progression to HE to 38% by 2010

Working with the Aim Higher initiative, we have targeted the last two years of Year 9 cohorts. The lead cohort is now in Year 11 and we expect to see a marked increase in take up for KS5 and university places in 2009.

Contribute to the raising of Level 2 attainment at 19 to 69% by 2008

With a local supported learning environment which gives students a range of choices in relation to the institution and the curriculum, and the option to study a mix of subjects at a mix of locations, this proposal maximises the chance to improve learning attainment.

Our twice yearly face-to-face interviews with students and feedback from other agencies clearly demonstrate that involvement in particularly applied learning courses at 14-16 will have strong retention rates for these young people moving through the progression routes at 16-19.

Taking account of the rise of the NEET group within the area, we have actively considered how we create approachable local centres and forge close contacts with parents and carers, engaging them in support. We have already been strongly engaged with Connexions in trying to renew contacts and reduce the NEET and ENT groups. We have led the county in this approach.

e(ii) Quality assurance

- Our Quality Assurance Framework is set out at Appendix A to Annex 3.

- TENC has close monitoring on a six weekly basis for all taught subjects including current applied courses; this will be broadened to the wider TENC Partnership.
- Our applied courses are supported by FE monitoring and moderation.
- All areas share subject planning time and our learning platform will contain the major elements of each subject.
- All our diploma submissions have been written jointly by all parties to TENC Partnership
- Our data ensures process/attendance and regular assessment are accurately retained for reference and planning purposes

f. How will the proposal enhance institutional and curriculum diversity and choice?

f(i) Institutional and curriculum choice

The predominant choice currently available to students in the East Northamptonshire area is to study an academic curriculum locally (in a sixth form setting), to access a limited vocational offer locally, or to travel away from the local area to choose from a wider vocational curriculum.

This proposal will create a range of choices both in relation to the curriculum and to the institution. The collaborative approach to curriculum planning, timetabling, transport and delivery creates a genuinely flexible range of choices for students in the East Northamptonshire area, and makes the concept of multi-site learning a reality.

The combined elements of this proposal give learners a choice of settings and locations in which to follow academic, applied or occupational learning pathways, or indeed to establish a personalised learning programme which could involve a combination of all three strands. We recognise the importance of access to provision and, to maximise this, transport between sites will initially be offered free of charge to the learner.

f(ii) Equality of opportunity

By giving students the opportunity to access learning at multiple sites, this proposal caters for the needs of a wide range of learners. New provision will be available at levels 1 to 3, meeting the needs of all 16-19 learners in the area and building on the existing entry-level vocational offer.

The following options will be available to students in their local area as a result of this capital response:

- full-time or part-time vocational courses at levels 1 to 3 in at least six specialist diploma areas (with other Diploma lines available using existing premises)

- mix of part-time vocational courses at the same institution or mix of institutions
- mix of vocational and academic courses
- functional elements of the curriculum at existing school site with specialist element on existing or an alternative site
- vocational course to level 1, 2 or 3 locally followed by progression to FE or HE

In considering students with special needs, we are able to demonstrate that we are fully inclusive in meeting the needs of those who are physically challenged and the many students with statements of need. We have been able to offer flexibility by staging courses over two or three years to ensure that a student can hit targets under difficult circumstances. We are also enabling gifted and talented students to access the advanced courses and offer fast track facilities. TENC has long established arrangements for supporting all students to meet their individualised learning needs what ever they may be. This included an Inclusion unit within the partnership and through our planned curriculum delivery arrangements we always strive to make available 100% of the curriculum to 100% of the learning cohort.

f(iii) Geographical area targeted

The creation of new places will be seen across the East Northamptonshire area. The target area is made up of the 'travel to learn' areas surrounding the towns of Oundle, Thrapston, Raunds, Irthlingborough, Higham Ferrers and Rushden. A map of the area is provided in Annex 1.

g. How will the proposal contribute to delivering the specialised diploma lines?

By 2013, there will be a statutory requirement for all students to access the full range of fourteen diploma lines from 14-19. Annex 7 provides a matrix showing the indicative diploma areas to be delivered at 16-19 by the full range of providers in the East Northamptonshire area.

TENC Partnership has mapped the planned future provision for applied learning to ensure appropriate delivery arrangements are scheduled within the proposed capital expenditure models to meet the statutory requirements of the 2013 Curriculum Entitlement. This curriculum mapping exercise indicates that:

- The first five lines (ICT, Health and Social care, Construction, Creative & Media and Engineering) could be delivered in the East Northamptonshire area by 2008

- No single institution in the area can deliver all fourteen lines single-handedly, but there is a commitment between providers to cover the full spectrum of courses through collaboration
- Delivery of the specialised diploma lines can not be done without capital investment to make available the necessary learning environment and equipment
- All fourteen lines are in demand from students based at each and every school in the East Northamptonshire area, as evidenced through twice yearly surveys of student preferences.

Whilst the capital proposal will see the major use by 16-19 year-olds, it is anticipated that new or improved facilities will see ancillary use by 14-16 year olds where appropriate. This potential use is key to ensuring progression from 14-16 to 16-19, particularly in subject areas where specialised equipment is required.

h. How will the proposal support progression opportunities?

TENC Partnership's current Training school links with UCN and De Montfort afford routes to support Higher education pathways. We are also linked to key universities including Loughborough, Leicester, Kent, East Anglia, Derby and Warwick for key aspects of progression, and regularly send students for induction programmes.

Principals of the FE Colleges and their senior staff meet regularly with key managers within East Northamptonshire to ensure clear pathways through to Level 3 and Level 4. It is expected that the Level 3 continuity from level 2 will double over the next five years.

Strong links already exist between schools in the area and further education institutions in Moulton, Peterborough and Bedford. Creating new places for a range of specialised areas particularly at level 2 will generate a natural progression route to level 3. Some level 3 courses will be made available locally, and other level 3 provision will need to be accessed at FE institutions further a field. We routinely share information between providers about the need for new courses based on student and employer demand, and this exchange of data which facilitates strategic curriculum planning will be increasingly important as new local provision is made available through this proposal.