

**Learning and Skills Council Cambridgeshire  
16 – 19 Competition: Northstowe**



Leading learning and skills

**The application should be completed in Ariel font, size 12.  
Please refer to the accompanying Application Form Guidance Notes when completing  
the application form**

**Section 1: Applicant Details**

1.1 This application is submitted on behalf of: Cambridge Regional College in association with Long Road Sixth Form College and Impington Village College

1.2 Indicate the nature of the Body submitting the application (*Tick as appropriate*)

Independent Public Organisation	<input checked="" type="checkbox"/>	Voluntary Sector	
Independent Private Organisation	<input type="checkbox"/>	Other (Please specify below)	
Partnership	<input type="checkbox"/>		

1.3 Please indicate the main purpose of the Body submitting the application, e.g. education provider:  
Education and Training Provider

1.4 Please confirm the legal status (if any) of the Body on whose behalf the application is submitted:  
Incorporated FE College

1.5 The Contracting Organisation (*see application form guidance notes before completion*)

Cambridge Regional College

1.6 Type of Contracting Organisation <i>(Tick as appropriate)</i>			
Voluntary/charity		School	
Local Authority		FE College	✓
Private company		ACL College	
Sector Skills Council (Please specify which SSC)		Other: (Please specify below)	

1.7 Postal address (Contracting Organisation)

Cambridge Regional College  
 Science Park Campus  
 Kings Hedges Road  
 CAMBRIDGE  
 CB4 2QT

1.8 Telephone Number (Contracting Organisation)

01223 418200

1.9 Named Contact

Rick Dearing

1.10 Telephone Number

01223 418358

1.11 E-mail Address

rdearing@camre.ac.uk

## Section 2: Partner Details (if applicable)

### 2.1 Members of the Partnership identified at 1.1

Name of Organisation	Type of Organisation, e.g. Vol/Charity; LA; Private Comp; School; FE College; ACL College; Other	Organisation's role in the proposed partnership	Contact name and telephone number at partner organisation	Signed letter of support for the application held?
Cambridge Regional College	FE College	Contract Holder and Lead Partner	Rick Dearing 01223 418358	✓
Long Road Sixth Form College	Sixth Form College	Delivery Partner GCE A Levels and GCSEs	Sandra Hamilton-Fox 01223 507423	✓
Impington Village College	Local Authority School	Delivery Partner International Baccalaureate	Rob Campbell 01223 200409	✓
Cambridge Area Partnership schools and colleges	Local Authority Schools and FE Colleges	Partnership Body	Tony Cooper (Chair) 01954 200944	Executive Summary Proposal circulated to CAP for meeting on 5 June. General support noted.

Delivery Details

No	Name of Delivery Organisation	Area of learning to be delivered	Level to be delivered (e.g. Pre-entry to Level 3)	Where will learning delivery take place?	Does the organisation have an LSC contract?
1	Cambridge Regional College (CRC)	1, 4, 5, 6, 7, 8, 9, 13,14,15	Pre-entry to level 3	Northstowe / CRC	Yes
2	Long Road Sixth Form College (LRSFC)	1, 2,10, 11,12	Levels 2 and 3	Northstowe / LRSFC	Yes
3	Impington Village College (IVC)	2,10,11,12	Level 3	Northstowe / (IVC)	Yes
4	College of West Anglia ( Milton )	3	Levels 2 and 3	Milton	Yes
5					
6					
7					
8					

2.3 Each delivery partner must submit with this application a statement (on no more than 3 sides of A4) detailing:

#### General Information

- Brief background on the organisation
- The geographical areas that the provider currently operates in
- An explanation of how the proposal fits with the medium to long term strategy for the organisation
- Confirmation that the proposal has been endorsed by the Governing Body or Board of Directors

#### Quality

- A summary of recent ALI/Ofsted inspection grades (if applicable)
- A summary of the quality standards and supporting procedures that the provider adheres to.
- If an LSC provider, include extracts from current Self Assessment Review (SAR) and corresponding Quality Improvement Plan (QIP) that addresses the relevant areas of learning

#### Areas of Learning

- Areas of learning currently offered
- Specify areas of learning delivered through an LSC contract

#### Performance

- Record of past performance – provide the number of enrolments and success rates (if an LSC provider) by learning area, age and level.

#### Finance

- What sources of funding does the provider access
- What LSC funding streams are accessed (if appropriate)
- The most recent financial status awarded by the LSC (if appropriate)

### Section 3: Application Summary

Cambridge Regional College (CRC) proposes to develop and manage the new Northstowe College. Long Road Sixth Form College (LRSFC) and Impington Village College (IVC) will be key delivery partners for GCE A level and International Baccalaureate programmes. Land based programmes will be available at the Milton Campus of CoWA via the mature area application process.

Our proposal is based on the following key principles:

- ❖ Maximising opportunities for participation and promoting equality and diversity
- ❖ “Every Child Matters” with education supporting personal, academic and skills development, continuously reviewed to ensure learner needs are met; excellent success rates; excellent progression to higher education, further training, apprenticeships and employment
- ❖ Guaranteed access to an inclusive College for all 16-18 year olds in Northstowe, reflecting the sustainability of a self-sufficient new town.
- ❖ An unparalleled range of courses to meet the needs of all learners wishing to follow academic, vocational, foundation or apprenticeship programmes (with optional combinations thereof), delivered using innovative applied and contextualised learning strategies, through courses delivered by experienced, well qualified staff
- ❖ Strong liaison with the local secondary schools with effective guidance and taster sessions enabling learners to secure a place on the right course.
- ❖ Strong pastoral and tutorial support and challenge to enable students to achieve high success and good progression to university, employment and training.
- ❖ The College being an engine for growth and development of the new town, and a focus for community learning and development.
- ❖ A viable College supported strongly through its development by experienced, high quality, well resourced delivery partners
- ❖ Value for money through the delivery of high success rates and very effective financial management

Our aim is to ensure that Northstowe College provides at least the equivalent quality of provision and support of existing providers so that 16-19 year olds in Northstowe positively choose to continue their education locally in the sustainable new town. Both the core specialisms of the College (technologies, business enterprise and sustainability) and links with local employers will deliver outstanding opportunities to study, succeed and progress within Northstowe and beyond. This will include literacy, numeracy and language support. From the inclusive, supportive College learners will be able to make a successful transition from school to college and into adult and working life.

For adults, we will provide access to a relevant, dynamic range of education and training facilities, resources and expertise; the College will play an active part in the development and life of Northstowe.

In partnership with employers and National Skills Academies, we will deliver and support effective training programmes which meet business needs, enhancing both productivity, staff satisfaction and commitment.

The three delivery partners have very successfully provided the full range of 16-19 provision across all levels of study and all subject areas for academic, applied, vocational,

occupational and foundation programmes for many years in partnership with the Cambridge Area Partnership of schools and colleges ( CAP ). Ofsted have recently inspected all three partners. Key findings include:

“CRC’s provision to meet the needs and interests of learners is outstanding. Educational and social inclusion are good. The quality of provision is good. Teachers are well qualified and demonstrate good levels of vocational expertise. Additional learning support arrangements are very good. Achievement and standards are good. The College is very responsive to employers’ skills needs.”

“LRSFC provides a good quality of education and training. Achievements and standards are good. Guidance and support are good with very effective pastoral support to promote students’ well being.”

“IVC sixth form is highly effective. Students’ achievement is excellent. Teaching is outstanding and the support provided by tutors is strong and effective.”

This will be a strong, genuine delivery partnership, with partners who have long-standing experience and expertise in delivering post-16 programmes, including a very wide range of A level, vocational and occupational programmes. Partners are all on the Guided Busway, facilitating easy, rapid access across all Centres by learners and staff.

## Section 4: Selection Criteria (Scoring Section)

For each of the nine criteria listed below provide a supporting statement (max 500 words per criteria).

### **i: How will the proposal ensure effective collaboration with existing providers that complements existing provision as part of a locally coherent system?**

Governance and management of Northstowe College will be formally through the CRC Corporation.

Strategy and Review and Delivery Management Boards comprising CRC, LRSFC and IVC representatives will be established.

A Northstowe College Development Group will include representatives of the delivery partners, the 4 Village Colleges above, Cambridge Meridian Educational Trust, CAP, the Homes and Communities Agency, Gallagher, Northstowe Town Council, South Cambridgeshire District Council, and Cambridgeshire County Council.

These groups will oversee the strategic positioning and management of the College. They will also support the College in its key intended key community development role; the College will strive to contribute significantly to community leadership using its wide range of staff expertise and planned outstanding facilities and resources.

Operationally, specialisation by partners as detailed in 2.2 will ensure the coherence of the broad ranging curriculum on offer through the partnership. The College will be managed and operated by CRC as the lead partner.

Ladders of progression are in place as shown in the attached curriculum map; these will be used widely and particularly in the strong relationship envisaged with the Northstowe secondary school.

This proposal is for three of the key partners in the Cambridge Area Partnership (CAP) to deliver programmes at Northstowe as follows:

- Cambridge Regional College (CRC): contract holder and lead delivery partner for vocational and applied diplomas, NVQs, apprenticeships, Foundation Learning Tier and HE programmes.
- Long Road Sixth Form College (LRSFC): delivery provider for GCE A Level and GCSE programmes.
- Impington Village College (IVC): delivery provider for the International Baccalaureate.

Continued / enhanced partnership working will take place through:

- Collaborative planning with the 4 Village Colleges - in Northstowe and the immediate surrounding area (Impington, Cottenham and Swavesey). The specialist facilities at each centre and the new College will be accessible across this group via dual/multiple use of facilities.
- Continuity of progression for learners from the Northstowe School, with guaranteed entry to appropriate courses.
- The full CAP, by consultation on the programme offer and effective integration into CAP IAG and applications processes.
- Building on the long standing good practice of CAP planning, consultation and unbiased IAG.

- Progression accords with HE providers to facilitate progression to University

Major benefits from the proposal include:

- using the expertise and experience of fully established 16-19 local education providers with specialisms in academic, vocational, occupational and foundation programmes
- the ability to develop the programme incrementally in relation to demand (estimated maximum 180 learners in 2014 up to a projected capacity of c. 600 learners by 2026 [on original construction timetable])
- ensuring enhanced range, viability and suitability of programmes on offer from the opening of the new College by delivering some specialist programmes for CRC, LRSFC and IVC learners at Northstowe in addition to learning and tutorial support programmes at Northstowe College, (the new Cambridgeshire Guided Busway connects delivery partners with Northstowe via direct, rapid transport).

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

There will not be any adverse impact on existing successful providers of 16-19 provision. Northstowe is a new town with a planned population of 24,000 people including up to 900 projected 16-18 year olds by 2031. A key design concept is that it is an environmentally, socially and economically sustainable new town, rather than a “dormitory” town, to facilitate and encourage residents to use the facilities provided, including those of the 16-19 College. It is not envisaged that there will be substantial recruitment to the College from surrounding schools and colleges, though its specialisms will attract some inflow just as the choice of other successful providers is likely to attract some 16-18 year olds from Northstowe. We aim to maximise the number of young people and adults who choose to stay in Northstowe for College education and training by offering a wide range of high quality, responsive programmes.

Specifically:

- CRC continues to grow and attracts 16-18 year olds from a wide range of schools and colleges to its foundation, vocational and occupational provision
- LRSFC is over-subscribed and attracts 16-18 year olds from a wide range of schools to its academic and vocational provision
- IVC recruits largely from its own Year 11, and substantially from Europe, to its IB provision.
- there should be no negative impact on CoWA as it will be the provider for land-based provision at Northstowe.
- there should be little impact on the presumption sixth forms being established at Comberton and Cottenham; recruitment is likely to be largely from their Year 11.

The proposal addresses current gaps in provision particularly through offering new diplomas in under-represented lines within CAP (Manufacturing, Engineering and Public Services particularly) and provides for apprenticeships and employer responsive training to meet the needs of employers in the new town.

A positive working relationship will be maintained with the providers in the area, particularly through the Northstowe College Development Group and through the CAP (see i) above).

We have held consultative meetings / discussions with existing providers as follows:

- LRSFC 22, 29 April, 7 May 2009 – agreed key principles, heads of terms agreement, operating processes for partnership delivery
- Hills Road SFC 30 April 2009
- College of West Anglia, 1 May 2009 - consulted / sent executive summary
- IVC, 23 April 2009 - confirmation as delivery partner in the proposal
- Swavesey VC, 23 April 2009 - we have offered Swavesey VC, as promoters of Northstowe Town College, an opportunity to participate in this proposal and indicated our firm intention to work closely with Northstowe Secondary School.
- Netherhall VC / Comberton VC, May, 7 / 11 May 2009 – support noted
- Cottenham VC, 27 May 2009 – letter of support received
- Cambridge Area Partnership, 5 June 2009 - consulted with outline proposal, general support noted

The proposal is fully in line with LSC commissioning plans in providing comprehensive delivery across 16-18 full time, apprenticeship and adult learner / employer responsive programmes.

### **iii. How will the proposal ensure a broad range of sustainable provision?**

The proposal ensures the delivery of a broad range of academic, vocational, occupational and foundation programmes, from entry level to level 3.

To be fully viable and sustainable, a core programme across these areas will be available at Northstowe College; there will be key specialist provision and learners will also have access to a wider range of provision at the delivery partners with learner support at Northstowe. Details are provided in the attached Delivery Plan.

Learners at Northstowe secondary school, in common with those across the CAP schools, will receive impartial, up to date IAG through open days, tasters, and one-to-one tutorials and guidance sessions. Progression rates from year 12 to year 13 will be enhanced by ensuring effective initial diagnostic assessment resulting in students being placed on the right level of course across the comprehensive range. This will foster effective transition and promote ladders for progression across all major pathways.

CRC has formal Centre of Vocational Excellence status in Construction, Manufacturing, Care and Sports Coaching - experience garnered through this and through the wide range of our highly successful vocational, apprenticeship and Train to Gain programmes demonstrates our track record. There will also be a focus on business, enterprise and ICT, in line with the intention for Northstowe to be a modern, entrepreneurially-focussed town with full broadband access to multiple, innovative ICT. Promotion of the Public Services Diploma will address a gap in the CAP market for this programme whilst providing the Society Health & Development Diploma (supported by the planned and funded World Class Diploma Centre at Addenbrooke's) will provide a balanced course portfolio. On this basis, the needs of local employers will be met.

We anticipate wide support from the local community because:

- we will consult on the nature of the provision to be offered as the community develops both directly and with schools and employers
- the culture and ethos of the College will be supportive and challenging to enable the highest possible achievement by all individual learners
- in the development phase of the new town (15 years plus), learners from Northstowe will not be disadvantaged – a wide range of programmes will be available from the opening of the College, both on site (where all Northstowe College learners will have

a “home base” and tutorial / learning support) and, for those who need to travel for some parts of their programmes, CRC/LRSFC/IVC are all linked to Northstowe by the rapid guided busway.

- College facilities will be extensively available for community use and we will actively promote this as part of our community development role.
- the College will provide a rich and diverse programme of enrichment activities, built around the needs and interests of students enabling them to develop wider skills and qualities in preparation for adult life. This will include relevant opportunities for 16-19 year old learners to make a contribution both to the College, local school communities and the wider community.

#### **iv. How will the proposal meet the basic requirements to engage additional 16-19 learners?**

Equality of opportunity for learning is a core tenet of this proposal. Effective, unbiased guidance and diagnostic assessment will ensure that all prospective learners can enrol on appropriate courses to enable them to succeed and progress. Detailed liaison and effective articulation with local schools will ensure effective progression.

We aim to provide courses to meet the needs of learners at all levels of attainment and motivate them to succeed across a range of: GCE A level and International Baccalaureate courses for students wishing to follow an academic route leading to HE; new practical diplomas leading to HE or careers in specific sectors, with opportunities to combine academic and vocational courses; craft and technical NVQ qualifications, available in construction trades and manufacturing; Functional Skills in English, Maths and IT. Courses focussing on Skills for Life and programmes for learners with learning difficulties and disabilities will build on the outstanding programmes currently offered at CRC in collaboration with social care services and firms.

“Hardest to reach” learners will be offered structured programmes to motivate them to succeed, which will include Skills for Life and Employability qualifications (such as Work Skills, Health & Safety, First Aid and Food Hygiene), building on the responsive Entry to Employment and FE programmes currently offered at CRC.

Learners in jobs without structured training will be encouraged to take up apprenticeships with their employers. Progression to apprenticeships in employment is a key feature of CRC’s current approach to ongoing progression, which also results in the offer of enterprise training to full time students who enter employment.

The ethos and values of Northstowe College will include a very clear focus on “Every Child Matters”. Good achievement and progression for all learners will be central to the inclusive philosophy of the College. The delivery partners are very experienced and effective in providing an appropriate, enhanced and personalised curriculum for 16-19 year old learners with a clear emphasis on: being healthy and staying safe; enjoying and achieving through learning; making a positive contribution (eg through volunteering and charity work); and ensuring economic well being (eg through work experience and enterprise training), with effective arrangements for supporting vulnerable learners.

A strong emphasis on tutorial and enrichment activities for all full-time learners will create a vibrant, inclusive and supportive community for the young people of Northstowe, helping to remove barriers to learning and enabling learners to make a successful transition from school to college and then on into employment and/or university/training.

Our planning is based on the following 16- 18 learner numbers (based on a total of 600

learners by 2026 and subject to learner demand):

- 200 GCE A levels
- 180 Diplomas (levels 1 - 3)
- 75 Construction and Manufacturing NVQs
- 30 International Baccalaureate
- 45 Foundation Learning Tier
- 70 Apprenticeships

We anticipate providing also for c. 60 full time adult learners on Access to H.E. and NVQ courses and for c. 400 part time adult learners on skills programmes including apprenticeships, NVQs and Skills for Life qualifications.

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

Increased participation and attainment on long courses at levels 2 and 3 can be clearly demonstrated by delivery partners in this proposal as follows and in the individual College profiles (section 2.3):

College	Total Learner Numbers at level 2 and 3	Full Level 2 Qualification	Full Level 3 Qualification
CRC	06/7	4,434	905
	07/8	4,497	1,055
	08/9	4,616	1,150
LRSFC	06/07	1,989	*
	07/08	1,954	
	08/09	2,037	
IVC	06/07	204	*
	07/08	244	
	08/09	260	

\* Not significant numbers of learners achieving full level 2 qualifications at LRSFC and IVC

In addition for 19+ learners

CRC	Full Level 2 Qualification	Full Level 3 Qualification
06/7	1,178	492
07/8	1,670	637
08/9	4,250	950

In line with the continuing major improvements in participation and success rates for large 16-19 cohorts through delivery partners, we project the participation and success rates of 16-18 learners at Northstowe will rise and be close to 100% participation and success. There will be good access to courses which provide for the ongoing training and qualification needs of adults/19+, with appropriate NVQ and Skills for Life national accreditation; literacy, language and numeracy provision will build on the outstanding existing provision at CRC.

The delivery partners all currently have high post-16 learner success rates nationally with aims to bring this to top decile levels well before Northstowe College opens; this is the level

we plan to deliver at Northstowe with the facilities, support and expertise available through the delivery partners. Value added will be very high – in line with current performance of the delivery partners.

As noted in iv. above, programmes and support will be available to attract and retain learners at risk of becoming NEET and those with learning difficulties and disabilities. Timetable flexibility to meet needs, a personalised curriculum, appropriate practical experiences (including work experience and residentials) and the motivation resulting from achieving a range of small qualification units will all ensure that these groups are very fully provided for.

Progression into HE will be facilitated through the expert teams delivering the GCE A level, IB and Diploma courses; effective, well-timed guidance and support will be provided. Opportunities to progress to HE will be promoted also for learners who start at levels 1 and 2 and those on apprenticeships, through encouragement to progress to and beyond level 3 qualifications. Particularly in the context of the proposed 40% social housing planned for the new town, we will make available Access to HE, Skills for Life and NVQ programmes for adults (and particularly Foundation Degrees in a small number of areas of learning) building on the outstanding programmes currently available at CRC. HE progression will be facilitated through the progression accords which CRC has in place with local HE providers.

In all the above, providing accessible, dedicated, experienced tutorial and learner support at Northstowe College will encourage high participation and attainment.

#### **vi. How will the proposal enhance institutional and curriculum choice?**

Currently in the CAP area, learners from Village and Community Colleges have the choice of post-16 courses at a large General FE College, two large Sixth Form Colleges, a specialist land-based provision at Milton (CoWA), and three sixth forms. By the time the new 16-19 College opens at Northstowe, there will also be sixth forms locally at Cottenham, Comberton and Parkside. The development of a 16-19 Centre at Northstowe will provide a smaller, dedicated Post-16 centre offering a range of provision with strong links via the three delivery partners. The college will locally provide a core inclusive curriculum, learner support and services within a significantly self-sufficient new town. The specialisms of the delivery partners will ensure optimum opportunities to combine academic and vocational qualifications.

The specialism in new technologies within manufacturing and modern construction supports the intended business and employment profile of the new town within the wider Cambridge cluster. Close linkages to this business community will be developed from the inception of the new town, enabling both input to the curriculum from the business community and high levels of work experience and employment for Northstowe learners. Specifically for construction we will provide facilities and expertise for young people to gain the necessary trade and professional knowledge and skills through College - based facilities but plan to enhance these substantially through real – world training experience on the construction sites in Northstowe; we have discussed the implementation of this major innovative project with National Skills Academy (NSA) key representatives. We also have the strong support of the NSA for manufacturing – we will include major offerings in manufacturing through the new diploma, business improvement techniques and work experience/placements with local companies as they develop.

Learners will be supported to achieve their aspirations by accessing a locally-based, relevant curriculum with the ability to progress effectively from their starting attainment level at 16. There will be a range of entry, level 1 and level 2 programmes available at Northstowe College and clear progression pathways through these levels and to a range of level 3 programmes and into apprenticeships.

There will be strong personal tutorial support for students to achieve challenging targets and carefully track their progress. Additional learning support will be provided to all learners who will benefit from it, based on effective diagnostic assessment. Access to specialist welfare and counselling services targeted to 16-18 year olds will be available for those requiring these.

Foundation Learning Tier and level 2 provision is being developed as part of the new sixth form locally at Cottenham; this is being planned to complement the wide range already available at CRC. Similarly, we will plan the provision at Northstowe College to further enhance learner choice by widening the range of provision available in the Foundation Learning Tier and at level 2, as well as level 3, through specialist provision in the key diploma and vocational areas noted in iii) above.

#### **vii. How will the proposal support and enhance delivery of the new Diplomas?**

Northstowe College will be a member of the Cambridge Area Partnership which plans the development and collaborative implementation of the new Diplomas. As schools and colleges chose to be involved in the initial 14 Diploma lines quite quickly and without full understanding of the requirements and implications, the spread of Diplomas available geographically is somewhat uneven. The choice of diplomas for Northstowe College partly addresses this imbalance and links to the new town's projected employment profile.

The new town is planned to be part of the high-tech Cambridge cluster and to be a sustainable town, minimising its carbon footprint. The specialist curriculum will build on this through a focus on "*New industries New jobs*" particularly in supporting the development of high value manufacturing. We are working with National Skills Academies for Construction and Manufacturing, Cambridge and Anglia Ruskin Universities, major employers such as Philips and Worcester-Bösch (sustainability / SmartLIFE networks/ green-and clean-tech), and local employers including Fusion, Pinewood and Ridgeons (modern methods of construction). To complement the new Diploma provision through other schools and colleges across the CAP, we plan to deliver the following new diplomas from Northstowe College: Manufacturing & Product Design; Engineering; Society, Health and Development; Business Administration & Finance; Information Technology; Construction and the Built Environment and Public Services. All areas will provide exciting, relevant curriculum enrichment including through high quality project activity, visits and residential.

There will also be close links developed with the Business and Enterprise specialism of the Northstowe secondary school, fostering progression for post -16 learners in problem solving and enterprise activities.

A key strength of this proposal is the opportunity to build on growing links with the Construction and Manufacturing National Skills Academies (NSA) who both support the proposal (*see attached letters*). The development of the new town itself presents a major opportunity for the NSA in Construction which CRC has been closely involved with as a

result of our involvement with modern methods of construction and sustainable energy training at SmartLIFE on the Science Park Campus.

Particularly through CRC's leading position in delivering the Business Improvement NVQ for employers through our successful Train to Gain programme, close links have been made with the NSA for Manufacturing and we see this as a significant benefit both to support the Manufacturing Diploma and to promote further adult training in manufacturing, leadership and management and other key business skills in Northstowe.

We have also developed key contacts with Cambridge University's renowned Institute for Manufacturing who will support our innovative development of the new Manufacturing Diploma and enhance further our joint development of business improvement activity.

The employer engagement strategy for Northstowe will be developed from a strong base of Apprenticeship, Train to Gain and Entry to Employment partnerships which CRC has with over 1,000 employers across the CAP area. We aim to develop strong links with employers in Northstowe as they establish in the new town, offering training services and developing links to promote work experience for Diploma students, apprenticeships and employment for students.

#### **viii. How will the proposal make a contribution to the well being and economy of the local community?**

It would be extremely beneficial to learners and the wider community if the College could be built at a very early stage of the new town's development so that:

- facilities and learning opportunities were available for early residents
- patterns of outmigration for learning do not become established
- the specialisms of the College support the development of the town, particularly in construction (diplomas, modern methods, sustainable energy) and manufacturing to support employer training needs

CRC and its delivery partners (LRSFC and IVC) have long-standing experience of delivery for 16-19 year olds and adults in a similar socio-economic area with a diverse population from urban fringe and rural environments, including from a mix of social and private housing as projected for Northstowe. The delivery partners have leadership roles within their communities and are very experienced in meeting their needs. We have very strong links into the Voluntary and Community sector particularly in relation to:

- delivery of programmes for learners with learning difficulties and disabilities – with social care providers and social firms, eg Red to Green and Rowan Trust
- delivery of programmes for disadvantaged and disengaged learners eg YMCA, Romsey Mill, Barnwell Community Trust and Church, Princes Trust
- delivery of Skills for Life programmes of outstanding quality with voluntary and community organisations

We have very strong, productive relationships with Connexions, CRC having been very responsive in meeting the needs of identified NEETs through flexible, relevant programmes delivered in the CAP area and Uttlesford. We are working to introduce, in 2009, a practical curriculum designed to complement provision in schools for those who would otherwise not be engaged in school/college-based education 14-16.

We have a wide range of links with key business / economic development and regeneration agencies including the County Council, Cambridgeshire Horizons and EEDA. Examples of outstanding, innovative development include training in modern methods of

construction and energy (through SmartLIFE, for which CRC won a prestigious national Beacon Award following winning best E. U. funded partnership project in 2007), the planned development of a further range of sustainability training through the projected Hive project and a social entrepreneurship centre in partnership with Citylife.

Experience through SmartLIFE developments of building new homes using modern methods of construction at Orchard Park, March and Chatteris provides expertise in regeneration and we are familiar with the requirement of new local communities through very local contacts in the development of Orchard Park, adjacent to CRC. We have extensive experience of working with a wide range of manufacturing and technology companies in the Cambridge cluster for whom we provide apprentice, NVQ and statutory training and are in a good position to respond positively to the government initiative on “New Industries, New Jobs”.

We would ensure both that specialist training facilities and expertise are available to Northstowe employers and offer a wide range of training services (CRC is the largest successful provider of Train to Gain in the Eastern Region and a major provider of apprenticeships and other training for employers).

#### **ix. Does the proposal address operational challenges?**

The unique benefit of this proposal relates to the viability of the development of education and training for Northstowe residents in the context of incremental growth in learners projected. The 3 delivery partners are on the new Guided Busway within the following travel times – IVC (7 minutes), CRC (10 minutes), and LRSFC (35 minutes). Some programmes could initially be offered at the three centres; we would expect to offer tutorial and learning support in Northstowe immediately to foster local provision.

We believe that there are two main scenarios to establish the new College:

- i) Preferably, if the College can be completed to its full capacity of 600 learners from the start, CRC would assume responsibility and seek initially to deliver some of the programmes currently delivered at its Science Park Campus at Northstowe College so that viability of group sizes across many of the range of courses to be delivered at Northstowe could be achieved much earlier than with a “stand alone” 16-18 facility. This could also apply for specialist A level and IB programmes from LRSFC and IVC.
- ii) Alternatively, if the College is built in phases, we would work with the developers and funders to ensure that coherent facilities were available. Initially, we would liaise with the secondary school and town’s Community Partnership Group to secure access to interim educational and civic facilities to offer some learning and tutorial support programmes locally whilst other programmes would be provided at CRC, LRSFC or IVC using the Guided Busway link.

Under either scenario, we will ensure the quality of programme delivery and services to learners. A senior member of staff would be responsible for curriculum development and delivery, tutorial and learner support services at Northstowe College, accountable directly to the Vice Principal (Learning and Achievement) at CRC.

The timescale for the development of each curriculum area, with projected learner numbers is in the attached delivery plan.

An Operations Manager, responsible for the site, facilities and services of Northstowe College would be accountable directly to the Vice Principal (Finance / Resources, CRC). Policies and procedures for quality assurance and improvement will be agreed between the delivery partners to ensure full compliance with requirements of awarding bodies, funding bodies and Ofsted; as contractor for Northstowe College, CRC would assume full responsibility for their implementation and further development, building on the work already undertaken with CAP to develop and implement partnership, multi-site quality assurance of specialised diplomas.

CRC has considerable experience of successfully running “off-site” programmes through dedicated centres (eg Entry to Employment at Cherry Hinton Hall), Skills for Life in community premises across the CAP area and directly on employers premises. We have also developed successful partnership-based, innovative centres to deliver new curriculum for new industries (eg modern methods of construction and sustainable energy training in the SmartLIFE Centre). These innovative approaches will be used to deliver a flexible, responsive curriculum offer to enable young people and adults to develop their skills and gain relevant qualifications for progression in their careers.

## **Section 5: Delivery Plan (Scoring Section)**

**Append to this application a delivery plan for the roll out of the new provision.**

The delivery plan should be presented as a table and must include as a minimum, for each area of learning:

- Details of delivery partners
- Timescales and planned volumes by level. Detail full time and part time and full time equivalents and include any anticipated growth to 2021
- Courses / qualifications to be delivered by level, include details of awarding body
- Anticipated average length of time to achieve each qualification
- Financial forecast (revenue)

Supplementary notes should be provided on 1 side of A4 describing:

- Delivery methods
- How the proposal will meet the needs of full time learners in respect of enrichment and entitlement

## Section 6: Analysis of Risk (Scoring Section)

**Append to the application an analysis of the risk** attached to the proposal using the following headings.

Risk	Likelihood (H/M/L)	Impact	Measures to limit the impact
------	-----------------------	--------	---------------------------------

## Section 7: Infrastructure including Capital requirements

Where will the main delivery site be located? Northstowe College

Will the proposal require capital investment? Yes

If yes, will an application be made for LSC Capital funding? Yes

Have other sources of capital funding been identified? No

If so, please provide details

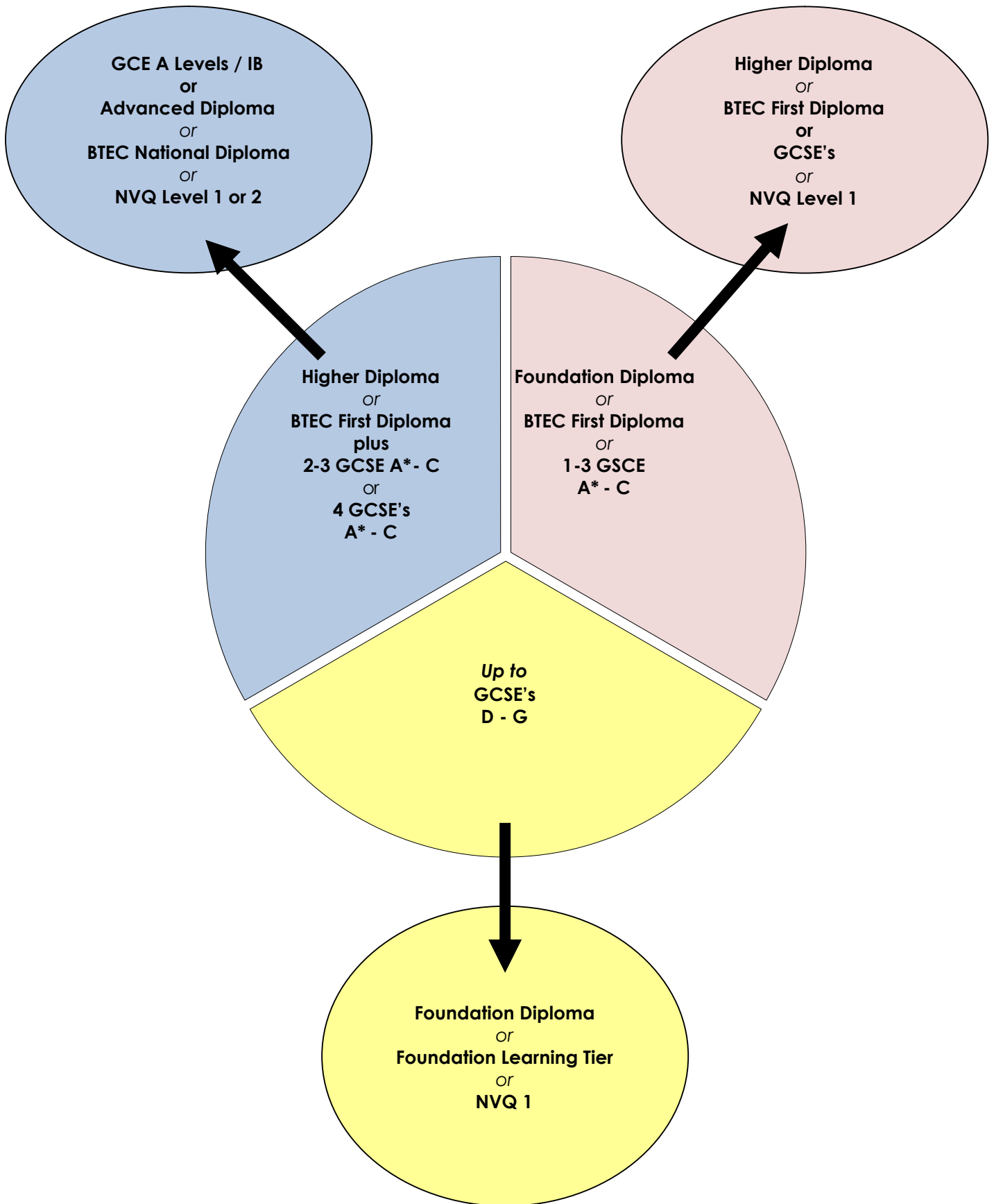
**Section 8: Declaration**

**Please ensure all parts of the application are completed. The form must be signed in the box below by a representative of the Contracting Organisation as a condition of the application process**

I declare that I have read The LSC Cambridgeshire 16-19 Prospectus, and other relevant documents on the Competition website and that all information in the application is correct to the best of my knowledge:

<b>Name:</b>	Rick Dearing
<b>Organisation:</b>	Cambridge Regional College
<b>Position in organisation:</b>	Principal and Chief Executive
<b>Signature:</b>	
<b>Date:</b>	

Year 11 Progression Pathways 2009



## 2.3 CAMBRIDGE REGIONAL COLLEGE – NORTHSTOWE LEAD COLLEGE AND DELIVERY PARTNER

### General Information

Cambridge Regional College is a large general further education college primarily serving Cambridge Sub-Region (c. 35 mile radius). Annually, we recruit c. 3,500 full-time learners, over 2,800 of whom are 16-18 year olds, c. 10,000 part-time learners on education and training programmes and c.700 average in learning on apprenticeships. Our overall income in 2009/10 will be c. £40m. The College operates from a major campus adjacent to the Science Park in north Cambridge, linked directly to Northstowe by the Guided Busway, offers foundation programmes at Cherry Hinton Hall and a wide range of responsive training on employers' premises.

The College offers provision in all 15 sector subject areas. Courses are offered from entry level to foundation degree level. It has Centres of Vocational Excellence (CoVEs) in construction, care, manufacturing, and sports and fitness coaching. The College has won prestigious national AoC Beacon Awards, in 2007 for "Improving Choices" for SLDD learners and in 2008 for "Practical Teaching and Learning" in innovative modern methods of construction.

As the FE College in the Cambridge Area Partnership, CRC provides the lead role in development and delivery of foundation learning tier and vocational programmes, diplomas and apprenticeships for young people and a wide range of responsive training and development programmes for adults. At the 2008 full inspection of the College Ofsted reported that:

"Provision to meet the needs and interests of learners is outstanding. The range of courses is extensive, with clear progression routes from entry level to level 3. Provision for learners with specific learning difficulties and/or disabilities is outstanding. Education and social inclusion are good. The curriculum is diverse and extensive with clearly identified pathways for progression and a strong focus on vocational qualifications. The College actively collaborates with an extensive range of partners which benefits learners. It has strong and productive relationships with schools and a high profile within the Cambridge Area Partnership of 14 to 19 providers. It delivers successfully a wide range of vocational education for 14 to 16 year-olds. A high level of trust exists between the College and schools and it runs motivating taster sessions for pupils from Year 9 onwards. Successful collaborative projects have widened participation, especially for vulnerable and disadvantaged learners. Excellent links with a pupil referral unit has helped to re-engage reluctant and disadvantaged learners. An outstanding project helps learners with severe learning difficulties to extend their employment opportunities. The College is very responsive to employers' skill needs. It maintains excellent links with large and specialist employers in the area and skilfully sustains productive long term relationships. Large employers actively support the College and provide expensive equipment and opportunities for staff to update their skills. An innovative project with international partners provides training in environmentally sustainable building techniques. Enrichment opportunities including visits and additional qualifications enhance vocational programmes."<sup>(1)</sup>

The proposal has been endorsed by the College Corporation and governors have had opportunities to shape the proposal. It has also been endorsed by the governing bodies of LRSFC and IVC.

### Quality

From the Ofsted Inspection report 10-14 March 2008, the summary of grades awarded for CRC were:

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2

The College includes in its strategic aims : to be the “first choice provider of training and skills for the Cambridge Region”.

The proposal fits with this aim and those of our delivery partners to provide high quality education and training programmes accessible by learners from across the CAP and Cambridge Region more widely.

Ofsted’s conclusions in its March 2008 report include:

“The College’s capacity to improve is good. The self-assessment process is thorough, inclusive and broadly accurate. It leads to a realistic, challenging and well monitored development plan which focuses on the needs of learners. The College responds promptly and successfully to government initiatives and the local Learning and Skills Council (LSC) is supportive of the College’s plans. Staff development, including training teachers, has high priority. Processes for the observation of teaching and learning are rigorous and the number of good or better lessons has increased significantly in the current year. Quality improvement strategies are highly effective. Performance data show that provision has improved over the previous four years, and that managers set challenging targets which they mostly meet. Morale is high, and staff have confidence in managers to oversee improvement.”<sup>(1)</sup>

Rigorous quality assurance and improvement processes are in place resulting in robust self assessment and improvement action planning at all levels throughout the College.

Ofsted noted in March 2008:

“The quality of provision is good. This judgement matches the college’s assessment. Teaching and learning, including for work-based and Train to Gain learners, are good. The College gives high priority to improving the quality of teaching and supports this through its comprehensive, accurate and highly effective lesson observation procedures. Teachers are well qualified and demonstrate good levels of vocational expertise. They plan lessons carefully and provide a broad range of interesting and imaginative learning activities. These, in most instances, are well matched to the needs and abilities of learners. Learners provide valuable support and challenge to each other as their learning progresses. Additional learning support arrangements are very good. Learners who require additional help with their work value the support they receive from their tutors and make good progress.”<sup>(1)</sup>

### Subject Sector Areas of Learning

All 15 Areas of Learning are offered and delivered through an LSC contract. There is more limited provision in the following Areas of Learning:

- AoL 3 - Land based – mostly provided by CoWA at Milton
- AoLs 2, 10, 11, & 12 – Science, Maths, Social Sciences, Humanities, English – mostly provided by the Sixth Form Colleges and school sixth forms via GCSE, A levels and IB.

The delivery partnership with LRSFC and IVC recognises the importance of their major expertise and experience in delivering these programmes at Northstowe.

## Performance

Age Grp LSC	Notional Level	05/06		06/07		07/08	
		Starts No-Xfr	Suc %S	Starts No-Xfr	Suc %S	Starts No-Xfr	Suc %S
16-18	Long 1	1970	70	3376	76	3435	73
	Long 2	2105	70	2614	75	2656	73
	Long 3	1472	63	998	70	985	75
19+	Long 1	2419	71	2092	73	1639	76
	Long 2	1908	71	1651	76	1340	75
	Long 3	1401	68	917	74	788	70

### Subject Sector Area Long Course Weighted Success Rates 2007/08 for provision to be delivered by CRC at Northstowe College

	05/6	06/7	07/8
1 Health, Public Services & Care	61	67	78
3 Land Based	90	82	90
4 Engineering	77	69	70
5 Construction & Planning	66	77	66
6 ICT	63	68	71
7 Retail & Commercial	68	72	74
8 Leisure, Travel & Tourism	64	75	72
9 Arts, Media & Publishing	69	78	89
13 Education and Training	73	73	75
14 Preparation for Life and Work	80	76	80
15 Business, Administration & Law	69	75	69

### Work Based Learning Success Rates

Apprenticeships	Full Framework	61	60	77
	Timely	35	44	68
Train to Gain		-	-	79

### Finance

CRC accesses funding from LSC for:

- 16-18: FE, Apprenticeships, Entry to Employment
- Adult Learner Responsive: FE, Response to Redundancy
- Employer Responsive: Train to Gain, 19+ Apprenticeships

Other funding is secured through:

- Fees: 19+, International learners, employers
- Projects: including ESF

The LSC financial status of the College is: Good (Category A)

## **LONG ROAD SIXTH FORM COLLEGE – DELIVERY PARTNER**

### **General Information**

Long Road Sixth Form College was established in 1974. It is located two miles to the south of the centre of Cambridge, readily accessible to students from Cambridge and the surrounding area. The College provides education for just over 2000 16-19 year olds who travel to learn from across the Cambridge area, other parts of Cambridgeshire and neighbouring counties. Full time general education for 16-19 year olds accounts for the vast majority - approximately 99% - of the College's activity. There is also a small amount of provision for adults, mainly outreach basic skills provision in conjunction with Cambridge Housing.

The College provides full time level 2 and level 3 programmes for young people of a wide ability range. The majority of learners are on level 3 programmes and of these, currently, approximately 84% are on predominantly A level programmes with a choice of approximately 40 subjects available. One of the College's key strategic objectives is the development of the general vocational offer at both level 2 and 3 in response to the growing need for a broader range of qualifications. The College is working closely within the Cambridge Area 14-19 partnership (CAP) in the implementation of the new diplomas and by 2010 six diploma lines will be offered at the College.

As acknowledged in its last inspection report, the College responds well to meeting the needs and interests of students. A very wide range of GCE AS and A levels is available and flexible timetabling ensures students can take the subjects of their choice. Level 2 provision provides successful pathways to further study and employment. The report also acknowledged that the College responds quickly to the demand for new provision and works well with partners. Educational and social inclusion is strong at Long Road and the College's partnerships with pre 16 schools and transition arrangements are highly effective.

The College has a firm commitment to developing strong and effective partnerships with other providers within the Cambridge Area 14-19 partnership in the delivery of local and national 14-19 priorities. This has been a key strategic objective for the last four years. The decision to become a partner in CRC's proposals for the delivery of post 16 education and training in Northstowe arises from this objective. The proposal was formally endorsed at the meeting of the full Corporation on Monday 18 May 2009

### **Quality**

The last full Ofsted inspection of Long Road took place in the autumn of 2008. The summary of the grades awarded for the College is as follows.

Effectiveness of Provision,	Good: Grade 2
Capacity to Improve	Good: Grade 2
Achievement and Standards	Good: Grade 2
Quality of Provision	Good: Grade 2
Leadership and Management	Good: Grade 2
(Equality of Opportunity)	Good: Grade 2

Judgements on the College from Ofsted include the following;

“The college provides a good quality of education and training. Achievement and standards are good and this agrees with the college’s judgement in their self assessment report. GCE A level success rates have been consistently at the high national average and improved further in 2007-08. Value-added measures show that students achieve significantly higher grades both at GCE A and AS levels than would be predicted from their performance at GCSE.

The college has a good capacity to improve. The self assessment report is clear, inclusive, mostly accurate and self critical. In particular it contains very useful analyses of data. The single equality policy provides a very realistic framework for improvement. Quality improvement procedures have been renewed and are comprehensive. Where implemented rigorously they lead to improvements in students’ learning experiences and successes.

The quality of provision is good which concurs with the college’s judgement. The quality of teaching and learning is satisfactory and some aspects are good. A high priority is given to improving the quality of teaching and learning. Actions taken to improve teaching have led to improved sharing of good practice between subjects and departments.

Initial assessment identifies students’ needs effectively. Students in receipt of additional learning support achieve success rates in line with the college average. The transition arrangements and support for students with more complex needs is excellent, in many cases removing barriers to learning for vulnerable young people.”

### **Areas of Learning**

The College offers courses within 12 of the 15 Areas of learning

### **Performance**

Full time long level 2 and 3 learners

<b>Learner Numbers</b>	<b>16-18</b>
2005-05	1,832
2006-07	1,989
2007-08	1,954

### **Subject Sector 16-18 Long Course Success Rates**

<b>Areas of learning</b>	<b>05/06 %</b>	<b>06/07 %</b>	<b>07/08 %</b>
Health, Public Services and Care	<b>69</b>	<b>60</b>	<b>72</b>
Science and mathematics	<b>78</b>	<b>76</b>	<b>75</b>
Land based	<b>70</b>	<b>70</b>	<b>71</b>
Engineering	<b>82</b>	<b>84</b>	<b>84</b>
Construction and Planning	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
ICT	<b>70</b>	<b>70</b>	<b>80</b>
Retail and Commercial	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
Leisure, Travel and Tourism	<b>77</b>	<b>83</b>	<b>84</b>
Arts, Media and Publishing	<b>91</b>	<b>88</b>	<b>92</b>
Humanities	<b>80</b>	<b>89</b>	<b>88</b>

Social Sciences	<b>85</b>	<b>84</b>	<b>85</b>
Language and Literature	<b>86</b>	<b>88</b>	<b>90</b>
Education and training	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
Preparation for life and Work	<b>57</b>	<b>75</b>	<b>65</b>
Business, Administration and Law	<b>72</b>	<b>75</b>	<b>82</b>

**Finance**

Long Road accesses funds from the LSC for 16-18 and Adult Learner Responsiveness.

The LSC Financial Status for the College is good.

## 2.3 **IMPINGTON VILLAGE COLLEGE – NORTHSTOWE PARTNER**

### General Information

Impington Village College is an 11-19 comprehensive school with Sixth Form serving a local admission zone (11-16) and has a diverse intake at Post-16 including students who transfer to the Sixth Form from the school, from other local schools and from across the globe. The College is located on a site three miles north of Cambridge and is to be well-served by the new Guided-Bus route.

The College principally offers 'academic' provision to two distinct groups of students – those following Level 3 courses (the International Baccalaureate and AS/A2s) and those who are members of the IDEAL (for students with MLD) accessing Level 1/Entry Level courses. It is widely recognised for excellence with both levels.

In its most recent Ofsted inspection, the College was awarded 'Outstanding' in all judgements relating to its Post-16 provision. In particular, the report summarised the effectiveness as follows:

"The sixth form is highly effective. Students' achievement is excellent and they reach standards which are very high. Teaching is outstanding and the support provided by tutors is strong and effective. A high proportion of students take the International Baccalaureate and these students make outstanding progress."

Impington Village College's vision is to be an outstanding and inspiring learning community that is truly inclusive, innovative and international.

This proposal has been endorsed by the College's Governing Body.

### Quality

From the Ofsted Inspection report October 2006, the summary of grades awarded for Impington Village College was as follows:

Effectiveness and efficiency of the Sixth Form	Outstanding: Grade 1
Capacity to improve	Outstanding: Grade 1
Achievement and standards	Outstanding: Grade 1
Quality of provision	Outstanding: Grade 1
Leadership and management	Outstanding: Grade 1

This view of the College was re-endorsed by the School Improvement Partner's evaluation of the Sixth Form (March 2009) who commented that 'Clear and effective leadership is provided by the sixth form team which is regarded as outstanding'.

### Areas of Learning

The College offers courses leading to accreditation within Science & Mathematics, Arts, Media & Publishing, Humanities, Languages & Literature and Preparation for Life and Work (Level 1/Entry only). We are therefore able to complement the offer of CRC and LRSFC.

### Performance

Examination results over the past six years show consistently high and outstanding levels of attainment. In the International Baccalaureate, the pass rate at IVC was 94%, which is 12% above the worldwide pass rate of 82%. For the third year in a row, the pass rate at A2 level was 100%.

Looking at the aggregated points of A2 Level and IB, the overall average points score per student in Year 13 was 366.2. This is equivalent to more than 3 grade As at A Level and represents an increase of 2.9 from last year's average points score. The average IB points for students who passed the diploma stands at 32, two points about the international average.

This attainment is even more impressive when we take into account the fact that a significant proportion (approximately 40%) of the students come from outside the UK and have English as their second or third language.

Particular IB successes are in English B (100% 5-7), French B (100% 5-7), English A2 (83% 5-7), Economics (also 83% 5-7), Dance (100% level 5-7) Visual Arts (100% 5-7). At A2 Level, 100% of grades were at A-E.

### Finance

IVC accesses funding from LSC for most courses. Other funding is secured through EU Reciprocal Arrangements and Fees from non-EU Learners as well as the Enhanced Resources budget for students with MLD in the IDEAL. Ofsted described 'value for money as outstanding' in 2006.

## 5. NORTHSTOWE: DELIVERY PLAN (16-19)

This plan is based on Northstowe College being built in time for opening in September 2014, the projected learners to be catered for at that time being 110 and runs through to 2026, when projected learners is 600.

### Programmes for 16-19 year olds

Year Programme	2014 Full Time	2018 Full Time	2021 Full Time	2024 Full Time	2026 Full Time
<u>Long Road Sixth Form College (LRSFC)</u> GCE A levels (Level 3)	40	80	120	150	200
<u>Impington Village College (IVC)</u> International Baccalaureate (IB) (Level 3)	0	15	15	30	30
<u>Cambridge Regional College (CRC)</u> Diplomas (Level 3)	30	60	90	140	180
NVQs Construction and Manufacturing (Level 2)	20	40	50	60	75
Foundation Learning Tier (Entry/Level 1)	10	10	15	30	45
Apprenticeships (Level 2)	10	10	25	35	50
Advanced Apprenticeships (Level 3)	0	5	10	15	20
Entry / Level 1	10	10	15	30	45
Level 2	30	50	75	95	125
Level 3	70	160	235	335	430
Total	110	220	325	460	600

Our aim will be to maximise the delivery of learning programmes at Northstowe College, building from a range of core subjects with the intention of, and ability to, offer a fuller range of programmes as the prospective learner numbers grow in line with the development of the new town. We will be able to provide an unparalleled range of programmes and qualifications to learners in Northstowe from the range available currently at CRC and LRSFC. This will be supplemented further by access to the IB from IVC, some of which can be delivered at Northstowe, and to the land-based programmes delivered by the College of West Anglia at Milton. A selection of courses will be available annually, subject to: learner demand; links with and additionality for new diploma students; links to the businesses in the new town, including through apprenticeships. The Delivery Plan is, therefore, based on introducing the following programmes and qualifications, subject to learner demand.

The list below is not fixed or exhaustive but represents our proposed offer, subject to learner demand, community and employer needs.

GCE A Levels (AS 1 Year, A2 1 Year) Awarding Bodies: AQA, WJEC, Edexcel, OCR		Diplomas (levels 1-3) Levels 1 and 2: 1 year Level 3: 2 years Awarding Body: Edexcel	NVQs (levels 1-3: 1 year per level)	
English History Maths Computing Biology Business Psychology Sociology	Core  Science/Tech based  Business/Community focussed	Design Technology Art & Design Media Studies As individual subjects and sharing key linkages	Practical/Technology Related Manufacturing and Product Design Construction and Built Environment Society, Health & Development Business and IT Public Services <u>Foundation Learning Tier</u> (FLT 1 and 2 year programmes) Also includes Core Developmental Programme for SLDD (1 and 2 years)	Performing Engineering /Manufacturing Operations (SEMTA) Electrical Installation Plumbing Brickwork Carpentry and Joinery Modern Methods of Construction (NCFE) <u>Apprenticeships:</u> Full range available

Skills for Adults and Employees (varied length of programmes)

In addition to NVQs, Apprenticeships and FLT above, skills programmes to meet the needs and demands of individuals and companies at Northstowe will be available. We would expect these to include part time programmes for at least 400 learners annually as follows by 2026:

- Skills for Life qualifications (OCR / City & Guilds – 100 learners)
- Leadership and Management qualifications (various awarding bodies – 30 learners)
- Access to the full range of NVQs via Train to Gain and 19+ Apprenticeships (awarding bodies as for 16-19 programmes – 180 learners)
- Sustainable energy systems, clean-and green technology, and construction programmes (linking with expertise at the CRC SmartLIFE Centre) (NCFE – 50 learners)
- Access to Higher Education programmes (CAVA accredited – 40 learners)

The College's facilities would be available also for general adult leisure programmes; following the pattern of provision for such programmes elsewhere across the CAP area, we would expect these to be managed by Northstowe School with general classroom based programmes based there and the use of specialist facilities at Northstowe College.

<b>Model of a Post 16 Centre at Northstowe</b>			
Vocational Area (at all levels and by all modes)	Group Size	Work Area/Space Required	Size of Area (m2)
<b>SHD DIPLOMA and Childcare/ Care</b>	50	Practical Training Area	150
<b>BUSINESS &amp; IT DIPLOMA and Adult Business Programmes</b>	60	Dedicated IT Practical Room	80
<b>MANUFACTURING DIPLOMA and PEO, PMO, NVQ's</b>	80	Manufacturing Workshop	300
		Workshop - PEO/PMO/Electrical installation	150
		Changing Rooms	20
		Stores/Technican Area	30
<b>SCIENCE DIPLOMA</b>	40	Dedicated Science Base Room	60
		Access to labs and classrooms below	
<b>CBE DIPLOMA AND CONSTRUCTION NVQs</b>	23	Plumbing, with bays	140
	23	Brickwork	160
	23	Carpentry	140
	23	Multi-Skills - moving between other 3 areas	0
	40	Modern Methods of Construction	140
		Changing Rooms	40
		Stores/Technican Area	80
<b>PUBLIC SERVICES DIPLOMA</b>	45	Dedicated Public Services Room	60
		Access to classrooms below	
	407		
<b>CLASSROOMS</b>		6 - For use by cohorts above - 1 days per week	270
<b>IT ROOMS</b>		3 - For use by cohorts above - 0.5 days per week	150
<b>A LEVEL STUDENTS (10 subject groups)</b>			
Science Based (4 groups)	80	4 laboratories - For use as full-time/base rooms	320
Humanities/Classroom Based (2 groups)	80	4 classrooms - For use as full-time/base rooms	180
Art, Design & Performance (2 groups)	40	2 studio areas - For use as full-time/base rooms	160
<b>IT ROOMS</b>		2 - For use by cohorts above - 1 day per week	100
<b>TOTAL</b>	<b>200</b>		
<b>INTERNATIONAL BACCELEAUREATE</b>			
CLASSROOMS (2 groups)	30		80
	30		
<b>GENERAL</b>		Reception/Entrance	55
		2 * Open Access IT Rooms	100
		Adjoining the LRC	100
		Linked to Staff Room(s)	200
		Toilets (10*10m2)	100
		Plant/boiler room	200
		Circulation space	750
<b>TOTAL</b>	<b>637</b>		<b>4,315</b>
		Cost @ £2,750 per sq m	£11,866,250
		Annual Depreciation over 40 years	£296,656
<b>EXTERNAL SPACE</b>			
		Multi-Use Games Area (MUGA)	External
		Car Parking	100 cars

<b>Income Model of a Post 16 Centre at Northstowe 2026</b>					
Course Provision	Funding Stream	Learner Numbers £	FTE/SLN	Funding per Learner £	Funding £
Vocational Diplomas - L1-3	LSC 16-18	180	300	£5,000	£900,000
Construction and Manufacturing NVQs	LSC 16-18/ALR	75	37	£1,500	£112,500
Apprenticeships	WBL	70	117	£5,000	£350,000
Foundation Learning Tier	LSC 16-18	45	60	£4,000	£180,000
GCE A levels	LSC 16-18	200	334	£5,000	£1,000,000
International Baccalaureate		30	50	£5,000	£150,000
Employer Responsive		100	50	£1,500	£150,000
Skills for Life		100	20	£600	£60,000
Adult Learner Responsive		100	20	£600	£60,000
Full Cost work/Fees		100	67		£200,000
		1,000	1,055		£3,162,500
Direct Teaching Costs		@55% of above			£1,739,375
Gross Margin		@45% of above			£1,423,125
<b>Cost Model of a Post 16 Centre at Northstowe</b>					
<b>Centre Staffing</b>					
Head of Curriculum & Students	£50,000 + on costs				£60,000
Operations Manager	£35,000 + on costs				£42,000
Administrator	£20,000 + on costs				£24,000
Reception / Administrative Staff	2 * £16,000 + on costs				£38,400
LRC Staff	2 * £16,000 + on costs				£38,400
Tutorial and Welfare Officer	£30,000 + on costs				£36,000
Buildings running and operating costs	Detailed on separate sheet				£310,000
Direct Centre Running Costs					£548,800
Contribution					£874,325
<b>Note:</b>					
Depreciation	Based on assumed £11.866M build cost Assumed to be covered from a 100% Capital Grant				£296,656

<b>Running and Operating Costs of a Post 16 Centre at Northstowe</b>			
<b>Company</b>	<b>Service</b>	<b>Description of Services</b>	<b>Running Costs</b>
DETS	Utilities/M&E	Provision of <b>all</b> Utilities/Energy Management and M&E services to entire site including; Fire Fighting Equipment (alarm systems & extinguishers), PAT, Lightning Conductors, CAD, Fixed Wiring Testing, Man-safe Systems, HV Transformers, LEV Systems (incl. Fume Cupboards), Drainage (soil & surface), Compressed Air Systems, CCTV Systems, Intruder Alarm Systems, Lifts, BMS (Siemens), Environmental Services (Water Treatment), Access Control Doors & Emergency Lighting	£75,000
LCC	Contract Cleaning	Provision of <b>all</b> cleaning services incl. DOC, Waste Disposal, Pest Control, Feminine Hygiene, Dust Mats, Window Cleaning, Janitors & Caretakers	£48,000
Coulsons	Multitrades	Provision of <b>all</b> first line multitrades tasks inc, plumbing, building and general maintenance	£6,000
Legion	Security	Provision of <b>all</b> Security Services across entire site	£51,000
Tranter	Alarms	Maintenance of <b>all</b> Intruder and Fire Alarm systems and CCTV	£6,000
BT	Telecoms	Provision of <b>all</b> telecommunication services	£25,000
Cundy	Decoration	Provision of decorating services	£21,000
Donarbon	Skips	Provision of waste containers	£3,000
CCC	Rates	General Business Rates	£45,000
PPM	CRC	Planned Preventative Maintenance	£30,000
		<b>Total per annum:</b>	<b><u>£310,000</u></b>
Redecoration on a Rolling Cycle of approximately every 6 years - total cost = £126,000 divided by 6			
Based on being 3 times the size of SmartLIFE Centre			

## **DELIVERY PLAN: SUPPLEMENTARY NOTES**

### Delivery Methods

All programmes will include delivery of the main qualification in 12-18 hours per week, a group tutorial of one hour per week, 1:1 tutorials (20 minutes every 6 weeks), development of English, Maths and ICT Functional Skills (1 hour per week per subject for skill building, with integration of practice in delivery of the main qualification), and additional qualifications as appropriate. Students will have access to high quality realistic work environments such as laboratories and workshops in which to develop their practical skills. Teaching staff will be experienced specialists, able to develop high levels of academic and/or industry standard skills in their learners. Where students need additional learning support to succeed, this will be delivered in the way most appropriate to the learner (on-programme, small group, one to one, combination). All students will have opportunities to develop their independent study skills in learning resource centres, and will also have internet access to virtual learning environments. Timetables will be constructed to ensure that all learners have access to enrichment and entitlement activities, including visits, residentials and work experience placements. Classroom sessions will be delivered on active learning principles, with differentiation by task and outcome to ensure that the needs of all learners are met. A personalised approach to learning will be taken, through: differentiation in the classroom; provision of appropriate additional support; access to independent study opportunities in learning resource centres; access to challenging level 4 courses, where appropriate via the VLE; development of functional skills at the appropriate level for each learner ;and regular review of individual progress by the course team and personal tutor.

Entitlement: All full time learners will receive impartial IAG to determine the programme most suited to their skills and experience on entry, and their progression goals. There will be full initial assessment of all full time students to determine the need for additional learning support and the functional skills qualifications to follow. Through Welcome Events and Taster Days applicants will familiarise themselves with their intended programme, and confirm its suitability. Learners will have access to appropriate additional learning support if needed. Personal support for learners at CRC was judged to be outstanding at the recent Ofsted inspection, and this wealth of specialist expertise would be available to learners at Northstowe. Specialist careers advice and guidance will be provided to ensure learners optimise their progression potential. Learners will have access to learning resource centres, both physical and virtual (via the VLE). There will be learning resource centres at Northstowe, and the learners will also have access to the learning resource centres at CRC's, LRSFC's and IVC's other sites. Learners will be given the opportunity to develop their functional skills to at least level 2 in English, Maths and ICT. Learners would then be encouraged to develop their skills to level 3 accreditation in at least one area, and to continue to develop their skills in all 3 areas. There will be opportunities to undertake work experience placements and/or live work-related assignments. Learners will attend group tutorials; the programme will include citizenship, the development of ECM themes, equality and diversity and moral and spiritual development. Tutorials will also support students with planning for progression through CV writing, personal statements for UCAS entry, careers advice and guidance for HE, further training and job seeking. Learners will have regular personal tutorials to review progress and agree realistic but challenging targets; they will identify a likely progression route on entry and progress towards this, as well as towards qualification success, will be monitored tightly. Parents will receive regular reports on progress and will have the opportunity to attend Parents' Evenings.

Enrichment. All learners will have access to: course-based enrichments, such as residentials, visits, visiting speakers, community projects; additional qualifications which add depth and breadth to the learner's skill base; and cross college enrichment, which will include opportunities to take Open University short courses at level 4, sporting activities including use

of gym and facilities at CRC as well as those at Northstowe and support from the FESCO coordinator at CRC. A wide range of enrichment activities will be encouraged at Northstowe in line with the interests of learners eg drama, music activities, V-award through volunteering. There will be opportunities to contribute to the college and wider community: students' union, student ambassadors, student governors, course group representatives, student liaison committee representatives, participation in charity events and community projects. Ofsted recognised CRC's good practice in covering ECM themes through enrichment ; this practice will also operate at Northstowe, and learners will have access to the multi faith chaplaincy team at CRC, with celebration of diversity through the main faith traditions.

## Section 6: ANALYSIS OF RISK

Risk	Likelihood (H/M/L)	Impact	Measures to Limit the Impact
1. Delays in funding the capital build of Northstowe College	M	Not able to meet demand for 16-18 courses in Northstowe	<ul style="list-style-type: none"> <li>- Offer courses at CRC, LRSFC, IVC or other CAP providers</li> <li>- Provide local tutorial and learner support</li> </ul>
2. Need to raise further capital on top of allocation from DCSF / local authority	H	Delays to start date or compromises to the specification of the building	<ul style="list-style-type: none"> <li>- Clear dialogue with DCSF / local authority about terms and conditions;</li> <li>- Clear specification of the project and deliverables; and</li> <li>- Pro-active stance on funding raising and further capital bids.</li> </ul>
3. Delivery partners withdraw	L	Not able to deliver specific courses	<ul style="list-style-type: none"> <li>- Source alternative provider of GCE A levels and/or the Baccalaureate ( available locally)</li> </ul>
4. Business plan for operation of Northstowe College fails	L	Viability of the College compromised	<ul style="list-style-type: none"> <li>- CRC will plan to ensure viable delivery via liaison, marketing and support planning</li> <li>- Use part of premises for alternative uses eg more 19+ programmes</li> </ul>
5. Delays or cost overruns in the capital build	L	Delay in opening data of the new building and/or funding issues for the partners.	<ul style="list-style-type: none"> <li>- Good procurement practices in selecting the delivery team;</li> <li>- Good project management practices throughout the project;</li> <li>- Clear involvement of main contractor at an early stage and on a partnering contract;</li> <li>- Good cost and time contingencies in the project budgets.</li> </ul>
6. Learners choose to go to	M	Viability of the College compromised	<ul style="list-style-type: none"> <li>- CRC will plan to ensure viable</li> </ul>

alternative 16-18 colleges / schools			<p>delivery via liaison, marketing and support planning</p> <ul style="list-style-type: none"> <li>- Use part of premises for alternative uses eg more 19+ programmes</li> </ul>
7. 16-18 learner numbers grow more rapidly than anticipated	L	Not able to meet demand for 16-18 courses in Northstowe	<ul style="list-style-type: none"> <li>- Offer courses at CRC, LRSFC, IVC or other CAP providers</li> <li>- Provide local tutorial and learner support</li> </ul>
8. 16-18 learner numbers grow more slowly than anticipated	M	Viability of the College compromised	<ul style="list-style-type: none"> <li>- CRC will plan to ensure viable delivery via liaison, marketing and support planning</li> <li>- Use part of premises for alternative uses eg more 19+ programmes</li> </ul>
9. The programme portfolio is not in line with the demands and expectations of applicants	L	Facilities, staff and resources would be adjusted to enable programmes to be delivered which met the demands and expectations of applicants	<ul style="list-style-type: none"> <li>- The impact could be mitigated through flexibly adjusting the resource base across Northstowe and CRC's main campus.</li> <li>- Some delivery could take place at CRC's main campus in the short term to mitigate the impact, whilst in enabling the resource base at Northstowe to be adjusted in the medium term.</li> </ul>