

**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:

Peterborough Regional College and Thomas Deacon Academy.

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

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

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

Education Provider

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

Peterborough Regional College is an independent Further Education Corporation.  
Thomas Deacon Academy is a city academy. As such it is a company limited by guarantee and a charitable trust.

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

Peterborough Regional College

1.6 Type of Contracting Organisation (Tick as appropriate)

Voluntary/charity	<input type="checkbox"/>	School	<input type="checkbox"/>
Local Authority	<input type="checkbox"/>	FE College	<input checked="" type="checkbox"/>
Private company	<input type="checkbox"/>	ACL College	<input type="checkbox"/>
Sector Skills Council (Please specify which SSC)	<input type="checkbox"/>	Other: (Please specify below)	<input type="checkbox"/>

1.7 Postal address (Contracting Organisation)

Peterborough Regional College  
Park Crescent  
Peterborough  
PE1 4DZ

1.8 Telephone Number (Contracting Organisation)

01733 767366

1.9 Named Contact

Brian Redshaw

1.10 Telephone Number

01733 762167

1.11 E-mail Address

brian.redshaw@peterborough.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?
Peterborough Regional College	FE College	Vocational educational and training. Delivery of the Diplomas. Apprenticeship contract management. Provision of student guidance and support.	Brian Redshaw Vice Principal (Resources) 01733 762167	Yes
Thomas Deacon Academy	11 – 18 City Academy	AS and A2 provision	Alan McMurdo CEO and Principal 01733 426060	Yes

## 2.2 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	Peterborough Regional College	<p>Area 1 Health, public services and care</p> <p>Area 2 Science and mathematics</p> <p>Area 4 Engineering and manufacturing technology</p> <p>Area 5 Construction, planning and the built environment</p> <p>Area 6 Information and communications technology</p> <p>Area 7 Retail and commercial enterprise</p> <p>Area 8 Leisure, travel and tourism</p> <p>Area 12 Languages, literature and culture</p> <p>Area 14 Preparation for life and work</p>	<p>Level 2 and 3</p> <p>Level 2 and 3</p> <p>Level 2 and 3</p> <p>Level 2 and 3</p> <p>Level 2 and 3</p> <p>Level 2 and 3</p> <p>Level 2 and 3</p> <p>Level 1, 2 and 3</p> <p>Pre-entry to Level 2</p>	Northstowe FE site	Yes
2	Thomas Deacon Academy	AS and A2 qualifications across 21 subject areas. BTEC National in Art & Applied Science	Level 3	Northstowe FE site	TDA, as part of Team Peterborough, provides post 16 education in partnership with the local LSC. Our funding comes direct from the DCSF however.

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

### **Peterborough Regional College**

**LSC Provider No:** 106409  
**DCSF Number:** 8748011  
**Type of College:** General Further Education  
**Principal:** Don Lawson  
**Address of College:** Park Crescent, Peterborough, PE1 4DZ  
**Tel:** 01733 767366  
**Chair of Governors:** Mr. Martin Fisher  
**Age Group:** 16+, 14 – 16 provision through school partnerships

### General Information

Peterborough Regional College (PRC) is a large college, with a wide range of further education and higher education courses. It serves the city of Peterborough, a unitary local authority and the surrounding areas which include rural and semi-rural areas. The main campus is in a residential area about half-a-mile from the city centre and there are two smaller sites where journalism and media studies, information technology and basic skills courses are offered.

Courses are offered from pre-entry to higher education and there is provision in 14 subject sector areas, with only courses in subject sector 3 currently not being offered. Work-based learning is substantial, with approximately 400 learners, especially in construction, engineering and hairdressing. The College has three centres of vocational excellence in construction, manufacturing and leadership and management in conjunction with other colleges in the region. The College is part of the National Skills Academy for Manufacturing and a Centre of Excellence for Teacher Training. The college's mission is to achieve 'success in a caring college'.

Our proposal to deliver the highest quality education and training in Northstowe is made very much in context of the Strategic Plans of both PRC and the Thomas Deacon Academy (TDA). Both organisations ensure that quality success is at the forefront of all delivery targets. The service to students and quality of teaching is paramount, and both organisations have recent success of significant outputs toward this goal. Both organisations believe strongly in the benefit of shared skills and resources, and our bid is made very much utilising the best strengths in each organisation.

Our bid is made in the context of a supportive strategic framework from both Governing bodies and Senior Management Teams in each organisation. The Northstowe proposal bid is fully endorsed by the Governing Bodies of both PRC and TDA. Both organisations review their strategy on an annual basis and make the bid proposal on the genuine basis of sharing the strengths of each institution for the common purpose of maximising highly effective student delivery structures for benefiting the growing community of Northstowe. If successful in the bid, the Project Implementation Team would include a Lead Governor from both PRC and TDA.

### Quality

- A summary of recent ALI/Ofsted inspection grades (if applicable)

At the last full Ofsted inspection in April 2008 the following grades were awarded:

Effectiveness of provision: Satisfactory: Grade 3

Capacity to improve:	Good: Grade 2
Achievement and standards:	Satisfactory: Grade 3
Quality of provision:	Good: Grade 2
Leadership and management:	Satisfactory: Grade 3

At the recent Ofsted Annual monitoring visit in June the College was praised by Ofsted for the progress made since the last inspection. The visit inspected seven themes identified as indicators to further raise college performance in April 2008. These themes included; improvements in success rates, improvements in effectiveness of tutorials, increased use of initial assessment in teaching and learning; monitoring of equality and diversity; and quality monitoring of learner target – setting. The college gained the highest Ofsted judgement in five of the seven areas, where the report states ‘significant progress’. The visit also stated the college Self Assessment Report was broadly accurate, a judgement also stated in the April 2008 inspection, highlighting the ability to continuously improve college performance.

- A summary of the quality standards and supporting procedures that the provider adheres to.

The College is committed to providing its students with the best possible education and training experience and this is reflected in our mission “Success in a caring College. Students receive clear and impartial advice from our trained advisers and are also interviewed by experienced tutors to ensure they are enrolled on the right course. Each student undertakes an initial screening assessment to help identify any barriers to their possible future success. Our tutorial programme has been developed to be supportive and includes the setting of challenging and SMART personal targets. Each student is appointed a personal tutor who would be the first point of call; however, students can also access one of our dedicated team of Personal Learning Coaches for assessment support and advice.

The College is rigorous in its approach to setting and monitoring ambitious targets and works hard to ensure that good practice is recognised and shared within the College. Performance data is ‘owned’ by each of the course teams and regularly reviewed with managers. Improvement targets are set and success rates have seen a marked improvement in the last two years. The College operates a robust ‘Quality Cycle’ which identifies responsibilities for monitoring and improvement at all levels within the organisation. The College self assessment process is robust and has been strengthened recently with an external moderation process. The College operates a lesson observation process to drive forward improvements in teaching and learning. This process is moderated by an experienced Ofsted inspector. Under performance identified through this process is addressed through a staff development programme. This teaching and learning observation process was sated as ‘largely accurate’ by Ofsted in 2008 with 70% of Teaching and Learning graded good or better.

Student views are obtained through student surveys and focus group meetings. The output from this process is reviewed by the Principal’s Management Group and any action taken to address issues raised or improve the student experience are fed back to learners through our ‘You said, we did’ campaign. Progression rates for learners moving from one course to another in 2008/2009 exceeds 72%.

- 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

The recently published Framework for Excellence scoring gave the college the following ratings;

- Learner views – Good; Learner Destinations – Good; Employer Views – Good; Financial Management – Outstanding

The SSAs identified as the initial delivery areas of learning are graded as follows;

- SSA5 Construction Grade 2 – 2007/08 long course success rate 78% b/m 68%

Learner attainment is high in Construction, where acquisition of work place skills is particularly good. The overall success rate remains substantially above benchmark with a continual upward trend on national certificate and diploma programmes. External verifier reports awarded 'A' grades for all craft areas and over 90% of students rated their construction course as good or better.

- SSA6 ICT Grade 3 – 2007/08 long course success rate 66% b/m62%  
Learner progression, especially from Level 1 to Level 2, is high. Success rates have increased significantly over the last two years and are now at national benchmarks. Success rates from 16-18 year olds on Level 1 & 2 courses are particularly high. The BCS Equal Skills programme has been effectively used for learners where English is not their first language.
- SSA7 Retail and Commercial Grade 2 - 2007/08 long course success rate 83% b/m 74%  
Overall success rates for hairdressing are very high, at 87%, 23% above the national average. Learner survey show learners are well motivated, in hospitality and hair and beauty, enthusiastic and work independently. EV reports state exemplary practices in these areas.
- SSA8 Leisure, Travel & Tourism Grade 2 – 2007/08 long course success rate 81% b/m 74%  
Learner attainment in terms of high grades on BTEC programmes is good and 22% above the national benchmark. Progression rates from level 1 to level 2 courses is good.
- SSA14 Preparation for Life and Work Grade 3 – 2007/08 long course success rate 70% b/m 73% (Rate of improvement 18% from 2005/06 to 2007/08)  
The provision includes a large ESOL provision, as well as literacy, numeracy, ICT and LLDD courses. Teaching and Learning is good and Ofsted (April 2008) stated "the teaching of Key Skills is good when an integral part of vocational provision". The area operates extensive outreach delivery in Community venues and much employer training has taken place.

### Areas of Learning

- Areas of learning currently offered

The College offers provision from pre-entry through to higher education in 14 of the 15 subject sector areas, with only courses in subject sector 3, agriculture, horticulture and animal care currently not being offered.

- Specify areas of learning delivered through an LSC contract

The College offers 14 of the 15 areas of learning. Only subject sector 3, agriculture, horticulture and animal care is currently not being offered.

Peterborough Regional College is one of the largest providers in North Cambridgeshire and currently has over 400 learners on Apprenticeship programmes. We currently offer apprenticeships in the following areas:

Construction – Electrical Installation, Carpentry and Plumbing; Engineering – Maintenance, Motor Vehicle, Fabrication, and Welding; Hairdressing; Business Administration; ITQ; Customer Service; Hospitality and Catering; Childcare.

### Performance

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

Table 1 below shows details of College performance for its apprenticeship programmes and Table 2 below (after Finance section) shows details of College performance by learning area, age and level.

<b>Table 1 Apprenticeship overall and timely success rates</b>							
	<b>Overall Success</b>				<b>Timely Success</b>		
	2005/06	2006/07	2007/08		2005/06	2006/07	2007/08
Framework Success Rate	64.57%	71.69%	76.50%		56.09%	60.22%	68.92%

Success rates are well above the national average and the college has a strong reputation locally for work-based learning, both with employers and young people. In 2006, the Director of Apprenticeships at the national LSC described the college’s provision for work-based learning as ‘exemplary’.

**Finance**

- What sources of funding does the provider access

The College currently accesses the following sources of funding;

(i) LSC Funding Streams

16-18 Learner Responsive; Adult Learner Responsive; Additional Learning Support; Learners with Learning Difficulties & Disabilities Development Funding; “Improving Choices” (for severely disabled learners); Employer Responsive (“Train to Gain”); Entry to Employment (E to E); Return to Work (assisting the unemployed back into work); Apprenticeships; Young Apprenticeships; The Prince’s Trust; Learner Support Funds.

(ii) Higher Education

The College is a partner in University Centre Peterborough, which receives HEFCE funding via Anglia Ruskin University.

(iii) Schools

The College has funding partnerships with Schools and the Local Authority to deliver Practical Learning Opportunities (PLO), the new Diplomas and a range of bespoke provision, some of which is delivered in School.

(iv) Other funding streams

**European Social Fund**

- The most recent financial status awarded by the LSC (if appropriate)

The Financial Health of the College is assessed as Outstanding by LSC under the Framework for Excellence. Prior to the introduction of Framework for Excellence, the College was assessed as having Category A Financial Health.

The College has a strong balance sheet, with a current ratio of 3.94 at the date of the latest audited accounts. Cash reserves are currently around £6m. The College has a consistent record of prudent financial management and the achievement of budgeted surpluses.

The College was also assessed as Outstanding for the delivery of funding allocation as a percentage of contract value.

**Table 2 College performance by learning area, age and level**

Sector Subject Area	Level	Starts 05/06		Starts 06/07		Starts 07/08		Success Rates 05/06		Success Rates 06/07		Success Rates 07/08		Trend 05/06 - 07/08	
		16-18	19+	16-18	19+	16-18	19+	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Arts, Media and Publishing	1	27	0	13	8	38	9	81	0	85	63	79	100	2	-100
Arts, Media and Publishing	2	126	44	137	62	148	57	69	57	79	68	86	67	-17	-10
Arts, Media and Publishing	3	368	98	345	84	415	65	63	64	76	77	74	66	-11	-2
Business, Administration and Law	1	118	74	127	77	147	86	62	70	73	66	81	78	19	8
Business, Administration and Law	2	62	81	63	101	78	330	66	57	67	64	74	72	8	15
Business, Administration and Law	3	166	128	141	116	101	68	61	52	63	73	70	59	9	7
Construction & Planning	1	17	0	18	0	12	0	59	0	61	0	83	0	24	0
Construction & Planning	2	34	20	31	53	43	45	62	75	81	74	77	78	15	3
Construction & Planning	3	38	91	30	65	27	67	63	66	67	83	81	85	18	19
Education and Training	2	4	80	6	57	9	46	100	84	83	84	78	98	-22	14
Education and Training	3	2	156	0	185	1	63	100	82	0	77	100	79	0	-3
Engineering & Manufacturing Tech	1	34	9	60	9	42	5	94	56	87	56	79	80	-15	24
Engineering & Manufacturing Tech	2	97	187	107	140	137	95	77	48	92	79	75	76	-2	28
Engineering & Manufacturing Tech	3	35	219	33	113	45	245	66	72	73	83	73	91	7	19
Health, Public Services & Care	1	91	107	148	316	78	63	85	96	91	94	87	83	2	-13
Health, Public Services & Care	2	232	544	116	139	90	148	73	65	79	80	81	84	8	19
Health, Public Services & Care	3	81	62	255	238	189	188	62	44	77	77	79	80	17	36
History, Philosophy and Theology	3	52	27	39	17	38	30	52	56	67	59	71	70	19	14
Information & Comm. Technology	1	104	477	97	325	119	337	52	48	67	50	86	77	34	29
Information & Comm. Technology	2	69	279	65	189	89	145	68	47	66	53	88	61	20	14
Information & Comm. Technology	3	149	34	178	39	132	26	45	29	56	26	58	54	13	25
Languages, Literature & Culture	1	5	31	0	0	25	188	20	42	0	0	40	70	20	28
Languages, Literature & Culture	2	85	32	123	56	104	61	60	50	71	45	79	79	19	29
Languages, Literature & Culture	3	85	50	64	18	73	27	68	70	83	61	84	63	16	-7
Leisure, Travel and Tourism	1	98	3	77	0	130	5	69	0	71	0	88	60	19	60
Leisure, Travel and Tourism	2	192	55	263	50	250	44	52	49	67	78	79	77	27	28
Leisure, Travel and Tourism	3	61	4	76	4	55	3	51	25	67	0	80	67	29	42
Preparation for Life and Work	1	427	1756	233	1174	450	1229	40	42	74	62	77	72	37	30
Preparation for Life and Work	2	23	271	31	268	60	276	35	57	87	79	70	79	35	22
Preparation for Life and Work	3	0	73	2	42	3	79	0	44	100	71	33	72	33	28
Retail and Commercial Enterprise	1	51	10	60	6	75	15	73	80	85	100	88	60	15	-20
Retail and Commercial Enterprise	2	270	262	387	318	285	236	83	86	88	88	86	86	3	0
Retail and Commercial Enterprise	3	71	148	72	120	139	113	73	73	85	86	88	87	15	14

Sector Subject Area	Level	Starts 05/06		Starts 06/07		Starts 07/08		Success Rates 05/06		Success Rates 06/07		Success Rates 07/08		Trend 05/06 - 07/08	
		16-18	19+	16-18	19+	16-18	19+	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Science and Mathematics	1	46	1	8	2	48	3	70	0	63	50	81	67	11	67
Science and Mathematics	2	120	73	211	112	157	94	64	64	71	68	78	77	14	13
Science and Mathematics	3	226	66	189	49	208	42	60	62	69	63	71	90	11	28
Social Sciences	3	158	64	127	47	156	38	60	44	60	70	60	79	0	35

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

**Thomas Deacon Academy**

**DCSF Number:** 6905  
**Type of College:** City Academy  
**Principal:** Alan McMurdo  
**Address of College:** Park Crescent, Peterborough, PE1 2UW  
**Tel:** 01733 426060  
**Chair of Governors:** Dr. Richard Barnes  
**Age Group:** 11 - 19

General Information

- Brief background on the organisation

Thomas Deacon Academy opened in September 2007 bringing together three predecessor schools; Hereward Community College (HCC), John Mansfield School (JMS) and Deacon's School (DS). To date it is the only academy that has converged three schools. It specialises in maths and science and has training school status. There are two principal sponsors. It is located on the east side of Peterborough in a residential area about half a mile from the city centre.

Thomas Deacon is currently the biggest single academy in the country and intends to be one of the very best, both in terms of absolute performance and value-added. It has around 2200 students, aged 11-19, with 300 teaching and associate staff. Students are organised into one of six colleges; maths, science, humanities, communications, technology and art. Within these colleges each student is a member of a vertically grouped tutor group for their pastoral care and academic monitoring but access the full curriculum in year groups all over the academy. Each college leader is a member of the senior leadership team (SLT) on the leadership spine. All these senior leaders are line managed by the director of education, whilst there are two other directors, namely human resources and business resources.

In pursuit of its aim to be a catalyst for change, and to add business practice in relation to strategic planning and quality assurance, we see this exciting project as enabling us to increase our impact and improve the quality of post 16 education in the area. We are also adept at business engagement and would view our work in the local area continuing and thereby enhancing the place of Northstowe in its locality.

- The geographical areas that the provider currently operates in

Thomas Deacon Academy is located approximately 1 mile from Peterborough City centre. As stated above the Academy was formed from three local secondary schools and serves some of the most deprived wards in Peterborough. The proportion of students eligible for free school meals, from minority ethnic backgrounds and with English as an additional language are all well above average. The number of students with learning difficulties and/or difficulties is broadly average, but the number with a statement of special educational need is above average.

- An explanation of how the proposal fits with the medium to long term strategy for the organisation

In pursuit of its aim to be a catalyst for change, and to add business practice in relation to strategic planning and quality assurance, we see this exciting project as enabling us to increase our impact and improve the quality of post 16 education in the area. We are also adept at business engagement and would view our work in the local area continuing and thereby enhancing the place of Northstowe in its locality.

- Confirmation that the proposal has been endorsed by the Governing Body or Board of Directors

The Northstowe proposal bid is fully endorsed by the Governing Bodies of both Peterborough Regional College and Thomas Deacon Academy. Both organisations review their strategy on an annual basis and make the bid proposal on the genuine basis of sharing the strengths of each institution for the common purpose of maximising highly effective student delivery structures for benefiting the growing community of Northstowe.

### Quality

- A summary of recent ALI/Ofsted inspection grades (if applicable)

Thomas Deacon academy has not yet been inspected but has been subject to an HMI monitoring visit in June 2009. The letter from the HMI is on the Ofsted web site but the 6<sup>th</sup> form provision unusually gained special mention. "The 6<sup>th</sup> form's effectiveness is good overall. Students' personal development is good. They make a mature and valuable contribution to the whole-school community and have responsible attitudes to learning. Their attendance is above average and they speak highly of the personal support they receive. Standards are rising and a significant majority continue into higher education.

The teaching and learning are good and there are improving facilities to allow for private study. The academy offers a broad range of subjects that build on the pathways in Key Stage 4. An extensive range of extracurricular learning opportunities is available and well supported. These include a significant number that feature an element of service to others.

Leadership and management of the 6<sup>th</sup> form are good. Performance is carefully monitored and evaluated. Development planning is thorough and the leadership team works well to ensure coherent approaches across the colleges. The overall success of the 6<sup>th</sup> form is reflected in the growing number of applications each year.

- A summary of the quality standards and supporting procedures that the provider adheres to.
- Cultural Diversity Quality Standard; Investor in People; ISO 14001 [environmental management]; ISO 27001 Information and Security Management Systems; ISO 9001; OHSAS 18001 [health and safety management]; Recognised for excellence [R4E] against the European Standard Excellence Model
- 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

Not applicable

### Areas of Learning

- Areas of learning currently offered

Areas of learning currently offered AS/A2:

Art & Design; Biology; Business; Chemistry; Design Technology; Economics; English; General Studies; Geography; Health & Social Care; History; ICT; Mathematics; Further mathematics; Music; Performing Arts; Physics; Psychology; Sociology; Art [BTEC]

- Specify areas of learning delivered through an LSC contract

Not applicable

### Performance

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

From the first Y13, 101 students finished in 2008 with a 95% pass rate and an averaged point score of 307. The second Y13 of 193 will perform significantly higher than this. In September the 6<sup>th</sup> form is set to admit 275 into its Y12 as part of the planned expansion of 6<sup>th</sup> form provision.

### Finance

- What sources of funding does the provider access

Thomas Deacon Academy currently accesses the following sources of funding;

#### (i) DCSF Funding streams

School budget share; Local Authority Central spend Equivalent Grant; Specialist School Funding; Higher Performing Schools funding; Schools Standard Grant

#### (ii) Local Authority Funding

Standards Funds; Special Educational Needs Funding

#### (iii) Other funding streams

Facilities income generation

- What LSC funding streams are accessed (if appropriate)

Not applicable.

- The most recent financial status awarded by the LSC (if appropriate)

The Financial Health of the Academy has been affected during its first year of operation by escalation of costs. A three year recovery plan has been agreed with the DCSF to improve the Academy's financial position. This included the appointment of a new Director of Finance during the current year. It is anticipated that Academy will return to surplus in 2009/10 with a return to positive reserves in 2011/12

The confidence of the DCSF in the Academy's ability to achieve its targets is reflected in an increase in the overall level of funding for 2009/10. This includes a 15% increase in sixth form allocation. The Academy is confident in achieving the target growths.

### Section 3: Application Summary

*Provide an Executive Summary in no more than 650 words to reflect the full proposal. The summary will be used by the LSC for the publication of competition entries immediately after the close of the competition.*

Our proposal for Northstowe 16 – 19 education and training is focused on the individual learner and how we will tailor our provision to meet individual needs. The delivery will be through a partnership of two established high quality performing organisations each bring their own distinct expertise to the proposal. Peterborough Regional College (PRC) has an excellent record in providing vocational education and training through full and part-time delivery and through an excellent apprenticeship programme. Thomas Deacon Academy (TDA) is recognised for its excellent AS and A level programmes and has accreditation to deliver the International Baccalaureate. Both organisations have excellent reputations for reaching out into diverse local communities. The partnerships aim is to provide an employment focused, stimulating and challenging curriculum that will provide young people with a variety of learning methods which will be based on the best practice in each institution.

The main focus of our application is to:

- Utilise the existing partnership between PRC and TDA that will build on the strengths of each institution and transfer these strengths to the new Northstowe College.
- Establish close working links other post-16 providers within the area and to develop new and innovative delivery models with these partners in order to reach as many people as possible with our curriculum.
- Create a new 16-19 college with its own constitution and a dedicated management team with clear responsibilities for the development of the education and training provision which is learner driven, and informed by the community, employers and other education and training providers. The aim will be to avoid duplication between nearby institutions and build on the strengths of the delivery organisations.
- Meet the needs of each learner from application to completion starting with excellent and impartial advice and guidance and leading onto access to a high quality academic and vocational curriculum that is learner driven and not focused on the needs of the institution.
- Provide a stimulating and challenging entitlement curriculum that enhances the main programmes of study.
- Develop a dynamic and relevant IT learning platform that will support learning both in the new college and also in the home, or wherever IT access is available through interactive learning materials, on-line tutor support, and the development of peer support forums.
- Create a curriculum that is relevant and employer driven with clear progression routes into employment, or further/higher education.
- Establish an apprenticeship training programme that supports the needs of local employers.
- Create a curriculum that is inclusive and community focused and that will provide education and training opportunities for young people with special educational needs that currently have to travel to other providers in the area.
- Create a sense of community ownership, with active influence and involvement through the establishment of local reference groups and their participation in college planning and development.
- Create a College that will encourage and support community use of its facilities both in the evening and at weekends.
- Contribute effectively to the 14-19 entitlement delivery and plan through the SRG & LA.

#### 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?**

Our proposal is intended to raise aspirations, develop relationships, provide high quality education and training and extend progression for young people.

Our approach to the provision of education and training in Northstowe is based on partnership and collaboration. The aim would be to avoid unnecessary duplication and to build on the strengths of the two partner organisations and those of other local providers. If successful the partnership would immediately task a senior manager from each organisation to network and develop relationships with local schools. We would wish to explore opportunities to develop new innovative delivery models with other organisations which might include shared delivery between institutions, greater use of technology to deliver learning, or providing access to our learning platform for local schools to use as a shared resource. The final curriculum offer would be tailored to complement that offered by existing post-16 providers to provide young people with access to a wide range of relevant provision.

The partnership would develop relationships with all local community groups to help inform the curriculum and create community involvement that will help drive the curriculum for Northstowe College. Our aim is to deliver a top quality vocational curriculum supported by other providers and that will build on learner achievement at school and provide clear progression routes to level 2 and 3. Our curriculum will be focused on employability and as such the programmes identified in Section 5 are those from the priority areas of Construction and the Built Environment, Engineering and Manufacturing, Health Public Services and Care, Business and Finance, Retail and Commercial Enterprise along with the necessary employability skills of communications and numeracy.

Our curriculum will focus heavily on the new Diplomas which will provide a real alternative for young people who would prefer a less academic approach to learning and the opportunity to develop their employability skills as they learn. This approach will complement the more academic offer of many of the other local providers. All diplomas will feature high-quality work-related learning, as well as the opportunity for hands-on work experience. Our work placement team will guide and support the learners to obtain a valuable work experience placement. This approach will help support the government's aim that all young people have the opportunity to access a Diploma of their choice within their local area. Our approach will be to offer the Diplomas at Higher and Advanced level (Level 2 and 3) and to offer our expertise to work in partnership with local secondary schools to offer a range of Foundation Diplomas.

The A Level curriculum offer will provide greater stretch for the more academic learners and will again be focused on providing progression to further study or employment.

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

We do not consider that our proposal will impact adversely on any other local providers. The provision offered will be tailored to complement that provided by the other nearby providers. Of the two partner organisations submitting the bid PRC will seek to replicate its existing high quality vocational provision and TDA will extend its excellent reputation in post-16 A Level education. Rather than making an adverse impact, our proposal will increase the available choice for learners and help drive forward further performance improvements in skills development and attainment in the area.

Analysis of the Cambridgeshire area-wide prospectus shows that the range of Diploma and A Level programmes our partnership will offer will enhance opportunities for young people and improve their employment prospects.

The curriculum plan shows very clearly that our focus is on vocational provision and in particular delivery of the Diplomas which will make a broader offer of education available to young people. This approach will develop the skills of young people who study at Northstowe College and increase their opportunity to gain employment or progress to further or higher education.

As previously stated we would wish to engage with the other providers to tailor our curriculum offer and best meet the needs of young people and local employers.

In Cambridgeshire the need is to increase participation for 16 – 18 year olds and so develop progression routes. This bid will ensure collaborative arrangements with local providers to complement existing provision and meet the 14 – 19 entitlement in the local area. This bid will bring additional expertise into the area and further raise level 2 and level 3 attainment.

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

The curriculum plan will be developed by the two partner organisations in consultation with other local schools, training providers, employers and the local authority to ensure the needs of local people are met. We aim to provide a curriculum that will allow young people to progress from school into either a vocational route through the Diplomas or onto an AS/A Level programme. Delivery will be at the new Northstowe site and will reduce the need for learners to travel to one of the surrounding schools or colleges. Our intention is to expand the curriculum as learner numbers grow as shown in our curriculum plan. Initially we will focus on a smaller number of diploma and apprenticeship programmes and increase the number as the Northstowe community increases in size. We will aim to provide a dedicated Information, Advice and Guidance service for young people. Our Information and Advice staff will attend advice and guidance sessions for year 11 learners in local schools and we will work closely with the local Connexions service to help raise awareness of the range of programmes available for young people within Northstowe and the locality. Both partners in the bid have extensive experience of providing impartial advice and guidance and the Northstowe College will be able to draw upon this in the development of its own service.

To help reduce the need for young people to travel between schools we will explore with other local schools the possibility of delivering some aspects, or all of the Diplomas on their sites where there is an identified need but they do not have the necessary expertise.

Both partner organisations have very good industry links within their current locations. Our intention would be to develop similar links with employers in the Northstowe and surrounding area. Through these links we will use our expertise to develop an apprenticeship programme. PRC has for many years operated a very successful apprenticeship scheme. We will build on our experience to develop a high quality apprenticeship programme for Northstowe and the surrounding region. PRC already has an excellent assessor team covering a number of vocational programmes for example in construction, engineering, care, hospitality, business administration and hairdressing. Initially we will employ our existing team to work with apprentices in the Northstowe area and as the contract grows we would develop a dedicated team based at Northstowe.

Both partner organisations have extensive experience of offering learning through the use of IT. Our proposal will build on this experience through access to our respective learning platforms thus providing students with a range of blended learning and flexible study opportunities.

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

Our proposal has been based on the 16-17 year old learner numbers provided in the prospectus. The growth in housing in Northstowe indicates that although initially small there are sufficient learners to make the development of a new vocational college viable. As the population of Northstowe grows we will be able to provide the full range of programmes as detailed in our curriculum plan. Our aim is to provide a broad range of provision that will be valued by young people and motivate them to join in and be engaged. We propose to cater for people from pre-entry to level 3. Our proposal is fully inclusive and includes an 'Independent Living' programme for students with special educational needs and would provide progression opportunities for learners through to through the level 3.

Both partner institutions have extensive experience in reaching out to diverse communities and would use their experience to work in the Northstowe area. In particular the partnership will:

- Plan and deliver a broad based curriculum and provide further programmes as learner numbers increase. We are confident that our curriculum offer will prove attractive in attracting and retaining students with its relevance to employment.
- Provide high quality personalised advice and guidance to learners, particularly during years 10 and 11 to ensure students understand the choices available to them.
- Actively target the NEET group within the area and encourage them to participate in an appropriate qualification. We will also make use of our experience in providing personal learning coaches and mentors to those young people indentified to be at risk of dropping out of education.
- Look to develop shared provision with local secondary schools in order to provide a taste of our Diploma offer.
- Provide a tutorial programme that will provide each student with an action plan and set SMART targets which will be regularly monitored.
- Utilise our experience in providing good pastoral care and support by sharing the expertise of our student 'Wellbeing Centre' which will provide advice and support on non-curriculum related matters.
- Provide opportunities for increased participation in apprenticeships and vocational training.
- Increase progression opportunities for learners on FLT, Level 2 and Level 3 programmes.

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

The proposal will increase both participation and attainment at levels 2 and 3 this will be accomplished through the implementation of the 14-19 reform agenda and so facilitating wider choice for learners aged 16+ within the Northstowe area. Within Cambridgeshire it is identified that an improvement in the rate of increase in 16-18 participation is needed the curriculum areas identified for delivery in the initial stages of the Northstowe facility compliment the provision within local secondary schools. The College's already very successful Foundation Learning Tier pilot will enable clear understanding of progression pathways to level 2 programmes, and in particular a variety of options in terms of full time courses of apprenticeship opportunities. The College and Thomas Deacon Academy work very effectively with all the secondary schools in the local authority and the effective collaboration aids transition from learners aged 14-16 to post 16. In particular, collaborative delivery of the new diplomas, PLO and Young Apprenticeships auger well for their collaborations to be transferred into Northstowe. The White Paper 14-19 Education and skills clearly identified the needs for national entitlements to Diplomas, Apprenticeships and FLT in 2013. The achievement and contribution to the national targets established will be enabled through the Northstowe development. In 'Promoting achievement' valuing success: a strategy for 14-19 qualifications published by the DCSF targets of 1 in 5 learners on apprenticeships, employability skills and expectations in IAG were clearly identified.

In Cambridgeshire attainment at level 2 by age 19 is above the national average but below the regional average. Attainment at level 3 by age 19 is high and above national regional averages. Continuing to increase the proportion of these aged 19 to hold a full level 2 will be accomplished through the delivery of a well planned and structured curriculum. The vocational qualifications will be structured to maintain learner motivation, for example, learners will gain short qualifications during the 1 or 2 year programme, a strategy successfully employed in raising attainment at PRC. The proposal will provide value for money and performance key qualification levels. At PRC the 2007/2008 success rates for long level 1 courses were 5% above national rates and for long level 2 9% above national rates. In 2008/2009 performance will further increase and overall long success rates will exceed 75% and headline success will meet the 80% target.

The use of effective and impartial IAG and CEG will also be strategies to raise attainments in Northstowe. The successful completion of the new IAG standards will reflect the commitment of the partnership to ensure effective IAG in Northstowe. The use of common application procedures by 2010 will also further enhance learner IAG.

The Partnership has very effective employer and community links. The skills in the formation of their links will be transferred to Northstowe and need to enhance learning. Relationships with Perkins Engines and BAE Systems, for instance, will have benefit for learners in Northstowe. Additionally, the use of a customer relations database and work experience coordinators, already in place at the college, will enhance motivation and attainment.

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

The proposal will enhance institutional and curriculum choice by complementing existing local provision. The proposal assumes the Northstowe Centre will be a key part of the Cambridgeshire 14-19 Education Plan and will develop curriculum opportunities that fulfil the needs of learners current provision in the local secondary schools incorporates limited vocational curriculum at post-16. The development of partnerships with the local schools will enhance the academic and vocational offer and so meet the 2013 entitlement. The development of curriculum across all 15 SSAs will involve the delivery of qualifications at the Northstowe site and in other local providers, an arrangement that both PRC and Thomas Deacon Academy currently operate in Peterborough. The combined support system for both partners will enable effective choice and the use of 'best practices' identified by Ofsted such as Youth Workers and Personal Learning Coaches, will be transferred to the Northstowe Centre. The support services at PRC were stated as 'Good' in April 2008 and the effectiveness of tutorials and promotion of equality and diversity were further enforced in the Ofsted monitoring visit in June 2009.

The vocational College in Northstowe will enable a local, more specialised provision alongside school 6<sup>th</sup> forms and large FE colleges. The centre will provide strong collaborative links with schools and so further develop the options for learners' post-16. A big challenge in Cambridgeshire is the growth capacity of vocational education and training as a means of maintaining and improving attainment by age 19. The curriculum will be designed to complement existing curriculum offer and so meet the needs of learners.

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

The proposal will enhance the delivery of the new Diplomas to provide a further partner in the introduction of all lines of learning. The Diplomas currently on offer will need further partners to enable the delivery of diplomas post and pre 16. The facilities established may be informed by the 14-19 Plan for the area and introduced with Diploma delivery at the centre of activity. The Northstowe Centre will offer a vocational centre to support principal and generic learning and aspects of ASL. The centre may act as a central point for IAG and marketing of diploma activity within the area and be formed to meet the entitlement of all 14-19 agreed learners. The Centre will make an effective contribution to collaborative quality assurance systems and will provide vocational expertise in the staffing resource based at the centre. The vocational staff are likely to have Diploma knowledge and will be able to lead on the developments of the diploma lines. The Centre will be operated as a vocational specialist centre and so will create opportunities for employer liaison. Diploma delivery will be enhanced by the National Skills Academies links provided by both partners and existing relationships with Sector Skills Councils.

The development of Diploma lines will be enhanced through the new centre and will support opportunities for all 17 lines of learning. The expertise developed by PRC through Diploma delivery prior to the opening of Northstowe will also benefit learners, staff and schools in the locality.

The facilities audit conducted by the local authority may well partly inform the vocational resources built at the centre and the gateway proposals will need to reflect the 'Northstowe collaborative' ability to provide access to the Diplomas within the entitlement for 14 – 19 year olds. It is likely that Northstowe will require college collaboration in addition, such as land based provision.

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

Peterborough Regional College has excellent links with the North Cambridgeshire area, including Chamber of Commerce, Adult Strategy Learning Group, Principalship Meetings Chaired by the Principal of PRC, ACER Membership, and the College is in Partnership with Anglia Ruskin University for the delivery of degree level programmes through the new University Centre Peterborough (UCP).

The major contribution made in our bid to the community is the upskilling opportunities for the Northstowe population of all ages through the delivery of the highest quality vocational education and training. Gearing the curriculum portfolio opportunities in Northstowe to the needs of the local employment market will be a particular objective, developed in liaison with local employers. We have successful experience of working with NEETS and the SEP.

PRC and TDA recognise the need for suitable progression from local schools, and will make liaison here another key target to help shape progressive curriculum pathways of benefit to learners of all ability.

With both the PRC/Academy networks, considerable experience of effective partnership working and school and employer liaison is brought to the benefit of the Northstowe community. With any new and rapidly growing development such as Northstowe, it is essential that priority is given to communication with the local community in its fullest sense.

The Employer Engagement team at Peterborough Regional College is an established and experienced service, providing training solutions support to employers. The team source training solutions for employers, from either the college's own curriculum delivery teams or using a broad and diverse network of high quality delivery partners. Where possible we use a variety of Government and European funding streams to support this training, such as the Learning and Skills Council Employer Responsive funding, European Social Funding and funding for specific projects. We also package together training solutions which involve a mixture of these funding streams, working with the employer to provide the solution they require.

We have experience in working with the employer to adapt standard curriculum solutions to suit their specific needs. Adapting learning materials to suit local needs.

In 2008/9 we have worked with 572 employers in providing training to 2649 employees. The College offers the full range of vocational training, ranging from Business Administration, Customer Service, Leadership and Management, Business Improvement Techniques, Health and Social Care, Retail, Teaching Assistants, Food Processing, Manufacturing, Construction, IT and Accountancy.

PRC have experience in provided training both locally and nationally. As an example we have delivered on site employer based training in Durham, Portsmouth and Slough. We have developed a national network of teachers which are supported by strong curriculum quality assurance processes. This experience and expertise will be used to penetrate and support training in Northstowe and the surrounding areas.

Our proposal will see the creation of new jobs to operate and deliver the centre and not use of existing resources at other providers.

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

The two partner organisations see the development of the Northstowe post-16 facility as a separate entity with its own Centre Manager, teaching and support staff.

Initially the centre will utilise the experience of both the College and Academy to provide the necessary Marketing, Management Information, Finance and Facilities functions. An on-site Information and Advice service and library would be provided along with pastoral and student support. The apprenticeship programme would have an on-site manager but recruitment, assessment and progress monitoring would be carried out by the existing College team.

All quality assurance processes will be transferred from PRC and for A Levels from the Academy.

Our aim would be for the centre to become self-managing as learner numbers increase and additional resource would be provided as necessary. Links would be maintained with both the College and Academy to ensure that the good practice in both of these institutions is maintained.

Initial learner numbers in the prospectus for FE are low at 80 in 2013 when the Northstowe secondary school opens. We would wish to explore with this school whether it would be possible to share some of their facilities for the first 2 to 3 years prior to the new FE facility becoming available. The learner number for the secondary will be equally small for a number of years. This would provide an excellent opportunity to share facilities and develop shared delivery of post-16 provision.

The College already operates a robust quality system on its main site in Peterborough and in two satellite centres within the City. Quality standards are also maintained with all of our franchise partners involved in employer responsive provision. Our experience with this would provide a strong base from which to build in Northstowe.

Our curriculum plan provides details of the year we would expect to start to offer our main programmes. We would endeavour to do this flexibly and as mentioned above share facilities and resources with the local schools. In the planning process learner numbers have been based on those provided in the prospectus with a small number of additional learners attending Northstowe as an alternative to other providers.

Our initial consideration of risk is shown in Section 6 and provides details of what we consider will be the top ten risks. We recognise the importance of developing partnerships both in the short term when numbers are low and in the longer term to ensure learners will understand their choices and wish to progress to Northstowe College. We will utilise our existing marketing team to promote the Northstowe curriculum and communicate with young people in local schools, the community and employers.

## 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)

Risk	Likelihood (H/M/L)	Impact	Measures to limit the impact
Building not completed on schedule	Medium	High	Compensation clause in construction contract. Use of temporary accommodation.
Provision is not viable and incurs losses	Medium	High	Overheads will be minimised. All costs will be tightly controlled. College has adequate reserves to cover initial losses.
Funding allocation is insufficient for planned provision	Medium	High	Seek assurances on levels of funding from LSC and its successors.
Failure to recruit sufficient learners	Low	High	Contracts of employment to allow sufficient flexibility to reduce staffing costs.
Failure to meet LSC/Local Authority priority targets	Low	High	Detailed planning of the curriculum and monitoring of applications.
Failure to adequately control quality of provision resulting in low success rates	Low	High	Quality monitoring will comply with existing PRC systems.
Failure to maintain Health & Safety Standards	Low	High	Compliance with PRC H&S policies. Regular visits by PRC H&S Officer.
Provision is not fully integrated with other College provision	Low	Medium	The College has experience of managing outreach centres and there will be planned interchange of staff.
Failure to promote equality & diversity	Low	Medium	New building to allow full disabled access. Representative from Northstowe on College Equality & Diversity Committee.
Failure to work collaboratively with other providers	Low	Medium	Appointment of manager with responsibility for establishment and maintenance of partnerships with other local providers.

## Section 7: Infrastructure including Capital requirements

Where will the main delivery site be located?

We believe the main delivery will be based on the site of the new Northstowe College as per the information provided in the prospectus.

Will the proposal require capital investment?

We believe the capital investment will be provided through a Section 106 agreement with the developer. If successful we would be keen to become involved at a very early stage in the planning and design of the new college facilities. Our planning identifies that the 9 a.m. – 5 p.m. teaching commitment generates some 432,840 GLH. This produces a need for 300.58 MNW. At 12.5 m<sup>2</sup> per MNW a building of 3,757 m<sup>2</sup> is required. Allowing for circulation space at 1,650 m<sup>2</sup> gives 5,407 m<sup>2</sup> and with 10% for atria space a total build of 5,947 m<sup>2</sup> would be needed.

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

As above, capital investment is to be provided through the developer.

Have other sources of capital funding been identified?

If successful the two partner organisations would use their expertise to establish sponsorship from employers and community groups.

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>	Don Lawson
<b>Organisation:</b>	Peterborough Regional College
<b>Position in organisation:</b>	Principal
<b>Signature:</b>	Don Lawson
<b>Date:</b>	25 <sup>th</sup> June 2009



# **Peterborough Regional College/Thomas Deacon Academy – Northstowe Application**

## **Section 5 Delivery Plan**

### **Section 5.1 Learner numbers and curriculum planning**

1. Table 1 Young person learner number modelling 2013 – 2025
2. Table 2 Adult learner number modelling 2013 – 2025
3. Table 3 Curriculum offer, delivery partner, level of qualification, awarding body, guided learning hours, mode of delivery, length of study
4. Table 4 Delivery plan – roll out of new provision
5. Supplementary notes

### **Section 5.2 Financial Forecast**

1. Budget assumptions
2. Northstowe summary budget

**Peterborough Regional College/Thomas Deacon Academy - Northstowe Application**  
**Table 1 Young Person Learner Number modelling**

Young Person Learner Volumes											
Year	Projected number of post-16 learners	Additional Learners from the surrounding region	Total post-16 learners	Full-time	Part-time/ Apprenticeship learners	FTE	No. FT Teaching groups per year	No. part-time teaching groups per year	Level 2	Level 3	Comments
2013	80		80								Northstowe Secondary School opens
2014	110		110	99	11	101	5	1	55	55	Northstowe FE College opens with a limited range of 1st year programmes.
2015	120		120	108	12	110	5	1	60	60	2nd year programmes introduced but some delivery of year 1 and 2 is combined.
2016	130	10	140	126	14	129	6	1	70	70	Delivery to split 1st and 2nd year groups. Some new provision added.
2017	150	15	165	149	17	152	7	1	83	83	New programmes added to the curriculum
2018	170	25	195	176	20	179	9	1	98	98	New programmes added to the curriculum
2019	210	30	240	216	24	221	11	1	120	120	New programmes added to the curriculum
2020	240	35	275	248	28	253	12	1	138	138	New programmes added to the curriculum
2021	280	40	320	288	32	294	14	2	160	160	New programmes added to the curriculum
2022	320	50	370	333	37	340	17	2	185	185	Full curriculum offer available
2023	380	60	440	396	44	405	20	2	220	220	
2024	440	70	510	459	51	469	23	3	255	255	
2025	510	80	590	531	59	543	27	3	295	295	

**Assumptions**

Northstowe FE College will open in 2014

90% of students are full-time

Part-time students represent 20% of a full-time student

Group sizes based on 20 learners

**Peterborough Regional College/Thomas Deacon Academy - Northstowe Application**  
**Table 2 Adult learner number modelling**

Adult Learner Responsive Volumes							Comments
Year	Planned number of learners	Part-time	FTE	No. part-time teaching groups per year	Level 1	Level 2	
2013	0						Northstowe Secondary School opens
2014	70	70	9	1	49	21	Northstowe FE College opens with a limited range of ALR provision. Target would be ESOL and SfL.
2015	80	80	10	1	56	24	Growth in provision would increase as the population of Northstowe increases.
2016	100	100	13	1	70	30	Growth in provision would increase as the population of Northstowe increases.
2017	120	120	16	1	84	36	Growth in provision would increase as the population of Northstowe increases.
2018	140	140	18	1	98	42	Growth in provision would increase as the population of Northstowe increases.
2019	170	170	22	1	119	51	Growth in provision would increase as the population of Northstowe increases.
2020	200	200	26	1	140	60	Growth in provision would increase as the population of Northstowe increases.
2021	230	230	30	2	161	69	Growth in provision would increase as the population of Northstowe increases.
2022	260	260	34	2	182	78	Growth in provision would increase as the population of Northstowe increases.
2023	300	300	39	2	210	90	
2024	340	340	44	3	238	102	
2025	380	380	49	3	266	114	

**Assumptions**

Northstowe FE College will open in 2014

ALR learner numbers will be small initially and grow over the first 3 years

A part-time adult learner would study 60 GLH/Year and equates to .13 FTE

70% of ALR would be at Level 1

30% of ALR would be at Level 2

ALR provision would be in the evenings

**Peterborough Regional College/Thomas Deacon Academy - Northstowe  
Application  
Table 3 Curriculum Offer**

Delivery partner	Area of Learning (Sector)	Course/Programme/ Qualitification	Level	First Year of Delivery	Awarding Body	Guided Learning Hours per qualification	Mode of Delivery	Length of study (Year)	No. of groups	Comments
<b>Young Person learning aims</b>										
PRC	5	Specialised Diploma in Construction and the Built Environment	Higher	2014	Edexcel	832	FT	2	1	Higher and Advanced levels delivered together in 2014 and 2015.
PRC	5	Specialised Diploma in Construction and the Built Environment	Advanced	2014	Edexcel	1134	FT	2	1	Higher and Advanced levels delivered together in 2014 and 2015.
PRC	5	Specialised Diploma in Construction and the Built Environment	Foundation	2015	Edexcel	618	FT	1	1	This will be offered in partnership with other local schools from 2015.
PRC	7	Specialised Diploma in Retail Business	Higher	2014	Edexcel	832	FT	2	1	Higher and Advanced levels delivered together in 2014 and 2015.
PRC	7	Specialised Diploma in Retail Business	Advanced	2014	Edexcel	1134	FT	2	1	Higher and Advanced levels delivered together in 2014 and 2015.
PRC	15	Specialised Diploma in Business Administration and Finance	Higher	2014	Edexcel	832	FT	2	1	Higher and Advanced levels delivered together in 2014 and 2015.
PRC	15	Specialised Diploma in Business Administration and Finance	Advanced	2014	Edexcel	1134	FT	2	1	Higher and Advanced levels delivered together in 2014 and 2015.
PRC	6	Specialised Diploma in Information Technology	Higher	2016	Edexcel	832	FT	2	1	
PRC	6	Specialised Diploma in Information Technology	Advanced	2016	Edexcel	1134	FT	2	1	
PRC	1	Specialised Diploma in Society, Health and Development	Higher	2014	Edexcel	832	FT	2	1	Higher and Advanced levels delivered together in 2014 and 2015.
PRC	1	Specialised Diploma in Society, Health and Development	Advanced	2014	Edexcel	1134	FT	2	1	Higher and Advanced levels delivered together in 2014 and 2015.
PRC	7	Specialised Diploma in Hospitality	Higher	2017	Edexcel	832	FT	2	1	
PRC	7	Specialised Diploma in Hospitality	Advanced	2017	Edexcel	1134	FT	2	1	
PRC	7	Specialised Diploma in Hair and Beauty Studies	Higher	2016	Edexcel	832	FT	2	1	
PRC	7	Specialised Diploma in Hair and Beauty Studies	Advanced	2016	Edexcel	1134	FT	2	1	
PRC	4	Specialised Diploma in Manufacturing and Product Design	Higher	2017	Edexcel	832	FT	2	1	
PRC	4	Specialised Diploma in Manufacturing and Product Design	Advanced	2017	Edexcel	1134	FT	2	1	
PRC	8	Specialised Diploma in Sport and Active Leisure	Higher	2018	Edexcel	832	FT	2	1	

PRC	8	Specialised Diploma in Sport and Active Leisure	Advanced	2018	Edexcel	1134	FT	2	1	
PRC	4	Specialised Diploma in Engineering (Electronics)	Higher	2018	Edexcel	832	FT	2	1	
PRC	4	Specialised Diploma in Engineering (Electronics)	Advanced	2018	Edexcel	1134	FT	2	1	
TDA	2	AS Applied Science	Level 3	2014		150	FT	1	1	
TDA	2	A2 Applied Science	Level 3	2015		150	FT	1	1	
TDA	2	AS Pure Mathematics	Level 3	2014		150	FT	1	1	
TDA	2	A2 Pure Mathematics	Level 3	2015		150	FT	1	1	
PRC	14	Key Skills and Tutorial programme	Level 3	2014	Edexcel	114	FT	2	6	This includes the Key Skills and Tutorial entitlement.
PRC	14	Independent Living	FLT	2014	ASDAN	650	FT	1	1	Special programme for SLDD learners.
<b>Additional and Specialist Learning (Units delivered as part of the ASL Diploma lines and also whole qualifications to support Apprenticeship Technical Certificate requirements)</b>										
PRC	5	BTEC First Certificate in Construction	Level 2	2014	Edexcel	60 - 180	PT/FT	1	1	Single unit option - Exploring Building Services Techniques
PRC	4	BTEC First Certificate in Engineering	Level 2	2018	Edexcel	60 - 180	PT/FT	1	1	Single unit options - Using CAD techniques in Engineering; Electronic Circuit Construction and Testing
PRC	5	BTEC National Diploma in Construction	Level 3	2014	Edexcel	360	PT/FT	1	1	Single unit options - Engineering Design; Computer aided drafting, Computer aided manufacturing, Product System design
PRC	7	BTEC First Certificate in Retail	Level 2	2014	Edexcel	60 - 180	PT/FT	1	1	Single unit options - Fashion retailing; Developing Customer relations
PRC	1	BTEC First Certificate in Health and Social Care	Level 2	2014	Edexcel	60 - 180	PT/FT	1	1	Single unit options - HSC Services,
PRC	1	BTEC National award in Health and Social Care	Level 3	2014	Edexcel	60 - 180	PT/FT	1	1	Single unit options - Caring for children and young people; Working in the Social Care sector; Working in the health sector
PRC	6	BTEC First Certificate for ICT Practitioners	Level 2	2016	Edexcel	60 - 180	PT/FT	1	1	Single unit options - Software Installations and upgrade; Installing and maintaining home entertainment systems
	6	BTEC National award for IT Practitioners	Level 3	2016	Edexcel	360	PT/FT	1	1	Single unit options - Website production; Computer animation
PRC	7	BTEC First Diploma in Hospitality	Level 2	2017	Edexcel	60 - 180	PT/FT	1	1	Single unit options - Healthy Lifestyles; Basic Culinary Skills
	7	Edexcel National Award in Hospitality	Level 3	2017	Edexcel	60 - 180	PT/FT	1	1	Single unit options - Kitchen organisation and food safety; Hospitality Business Enterprise
PRC	8	BTEC First Certificate/Diploma in Sports (Performance)	Level 2	2018	Edexcel	60 - 180	PT/FT	1	1	Single unit options - Planning and leading Sports activities; Nutrition for Sports Performance; Lifestyle and Sports performance
PRC	7	BTEC National Certificate in Business	Level 3	2014	Edexcel	360	PT/FT	1	1	Single Unit options - Understanding Retail

PRC	7	Level 2 Diploma in Women's Hairdressing	Level 2	2016	C & G	360	PT/FT	1	1	Single Unit options - Shampoo and condition the hair and scalp; Style and dress women's hair
<b>Adult Learner Responsive</b>										
PRC	14	Numeracy	FLT	2014	C & G	60	PT	1	9	Adult learner responsive offered in the evening to encourage community use of the facility.
PRC	14	Literacy	FLT	2014	C & G	60	PT	1	9	Adult learner responsive offered in the evening to encourage community use of the facility.
PRC	6	IT	FLT	2014	C & G	60	PT	1	3	Adult learner responsive offered in the evening to encourage community use of the facility.
PRC	14	ESOL	Level 1	2014	Cambridge	180	PT	1	5	Adult learner responsive offered in the evening to encourage community use of the facility.
PRC	14	ESOL	Level 2	2014	Cambridge	180	PT	1	5	Adult learner responsive offered in the evening to encourage community use of the facility.
PRC	5	Award in Building Craft Carpentry	Level 2	2014	C & G	90	PT	1	1	Adult learner responsive offered in the evening to encourage community use of the facility.
PRC	12	GCSE English	Level 2	2014	Cambridge	60	PT	1	1	Adult learner responsive offered in the evening to encourage community use of the facility.
PRC	12	MFL French	Level 1	2014	OCN	60	PT	1	1	Adult learner responsive offered in the evening to encourage community use of the facility.
PRC	12	MFL Spanish	Level 1	2014	OCN	60	PT	1	1	Adult learner responsive offered in the evening to encourage community use of the facility.
PRC	12	MFL German	Level 1	2014	OCN	60	PT	1	1	Adult learner responsive offered in the evening to encourage community use of the facility.

Peterborough Regional College/Thomas Deacon Academy - Northstowe Application  
Table 4 Delivery Plan

Delivery partner	Area of Learning (Sector)	Course/Programme/ Qualitification	Level	First Year of Delivery	Year of delivery and learner numbers												
					2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
<b>Young Person learning aims</b>																	
PRC	5	Diploma in Construction and the Built Environment	Higher	2014	16		12	15	18	20	20	20	20	20	20	20	20
PRC	5	Diploma in Construction and the Built Environment	Advanced	2015		16		12	15	18	20	20	20	20	20	20	20
PRC	5	Specialised Diploma in Construction and the Built Environment	Foundation	2015		10	15	18	18	20	20	20	20	20	20	20	20
PRC	7	Diploma in Retail Business	Higher	2014	16		12	15	18	20	20	20	20	20	20	20	20
PRC	7	Diploma in Retail Business	Advanced	2015		16		12	15	18	20	20	20	20	20	20	20
PRC	15	Diploma in Business Administration and Finance	Higher	2014	16		15	15	18	20	20	20	20	20	20	20	20
PRC	15	Diploma in Business Administration and Finance	Advanced	2015		16		15	15	18	20	20	20	20	20	20	20
PRC	6	Diploma in Information Technology	Higher	2016			15		15	15	20	20	20	20	20	20	20
PRC	6	Diploma in Information Technology	Advanced	2017				15		15	15	20	20	20	20	20	20
PRC	1	Diploma in Society, Health and Development	Higher	2014	16		15	15	18	20	20	20	20	20	20	20	20
PRC	1	Diploma in Society, Health and Development	Advanced	2014		16		15	15	18	20	20	20	20	20	20	20
PRC	7	Diploma in Hospitality	Higher	2017				15		15	15	18	20	20	20	20	20
PRC	7	Diploma in Hospitality	Advanced	2018					15		15	15	18	20	20	20	20
PRC	7	Diploma in Hair and Beauty Studies	Higher	2016			15		15	15	18	20	20	20	20	20	20
PRC	7	Diploma in Hair and Beauty Studies	Advanced	2017				15		15	15	18	20	20	20	20	20
PRC	4	Diploma in Manufacturing and Product Design	Higher	2018					15		15	15	18	20	20	20	20
PRC	4	Diploma in Manufacturing and Product Design	Advanced	2019						15		15	15	18	20	20	20
PRC	8	Diploma in Sport and Active Leisure	Higher	2018					15		15	18	20	20	20	20	20
PRC	8	Diploma in Sport and Active Leisure	Advanced	2019						15		15	18	20	20	20	20
PRC	4	Diploma in Engineering (Electronics)	Higher	2018					15		15	18	20	20	20	20	20
PRC	4	Diploma in Engineering (Electronics)	Advanced	2018						15		15	18	20	20	20	20
TDA	2	AS Applied Science	Level 3	2014	16	10	15	15	15	15	15	15	15	15	15	15	15
TDA	2	A2 Applied Science	Level 3	2015		16	10	12	12	12	12	12	12	12	12	12	12
TDA	2	AS Pure Mathematics	Level 3	2014	15	10	15	15	15	15	15	15	15	15	15	15	15
TDA	2	A2 Pure Mathematics	Level 3	2015		16	10	12	12	12	12	12	12	12	12	12	12
PRC	14	Key Skills and Tutorial programme	Level 3	2014	90	95	100	105	130	150	170	200	250	300	350	400	400
PRC	14	Independent Living	FLT	2014	15	15	15	15	15	15	15	15	15	15	15	15	15
<b>Additional and Specialist Learning (Units delivered as part of the ASL Diploma lines and also whole qualifications to support Apprenticeship Technical Certificate requirements)</b>																	
PRC	5	BTEC First Certificate in Construction	Level 2	2014	Learning aim used to support the Diploma lines and apprenticeships												
PRC	4	BTEC First Certificate in Engineering	Level 2	2018	Learning aim used to support the Diploma lines and apprenticeships												
PRC	5	BTEC National Diploma in Construction	Level 3	2014	Learning aim used to support the Diploma lines and apprenticeships												
PRC	7	BTEC First Certificate in Retail	Level 2	2014	Learning aim used to support the Diploma lines and apprenticeships												
PRC	1	BTEC First Certificate in Health and Social Care	Level 2	2014	Learning aim used to support the Diploma lines and apprenticeships												
PRC	1	BTEC National award in Health and Social Care	Level 3	2014	Learning aim used to support the Diploma lines and apprenticeships												
PRC	6	BTEC First Certificate for ICT Practitioners	Level 2	2016	Learning aim used to support the Diploma lines and apprenticeships												
	6	BTEC National award for IT Practitioners	Level 3	2016	Learning aim used to support the Diploma lines and apprenticeships												
PRC	7	BTEC First Diploma in Hospitality	Level 2	2017	Learning aim used to support the Diploma lines and apprenticeships												
	7	Edexcel National Award in Hospitality	Level 3	2017	Learning aim used to support the Diploma lines and apprenticeships												
PRC	8	BTEC First Certificate/Diploma in Sports (Performance)	Level 2	2018	Learning aim used to support the Diploma lines and apprenticeships												
PRC	7	BTEC National Certificate in Business	Level 3	2014	Learning aim used to support the Diploma lines and apprenticeships												
PRC	7	Level 2 Diploma in Women's Hairdressing	Level 2	2016	Learning aim used to support the Diploma lines and apprenticeships												
<b>Adult Learner Responsive</b>																	
PRC	14	Numeracy	FLT	2014	15	15	20	20	20	20	30	30	40	50	60	70	70
PRC	14	Literacy	FLT	2014	15	15	20	20	20	20	30	30	40	50	60	70	70
PRC	6	IT	FLT	2014	15	15	15	15	15	15	15	15	15	15	15	15	15
PRC	14	ESOL	Level 1	2014	15	15	15	25	25	25	30	30	40	50	60	60	60
PRC	14	ESOL	Level 2	2014	10	10	15	25	25	25	30	30	30	40	50	60	60
PRC	5	Award in Building Craft Carpentry	Level 2	2015		10	15	15	15	15	15	15	15	15	15	15	15
PRC	12	GCSE English	Level 2	2018					10	15	15	20	20	20	20	20	20
PRC	12	MFL French	Level 1	2018						10	15	15	20	20	20	20	20
PRC	12	MFL Spanish	Level 1	2019							10	15	20	20	20	20	20
PRC	12	MFL German	Level 1	2019								10	15	20	20	20	20

## Supplementary notes

Table 4 shows the planned roll-out of the curriculum. It is assumed the new FE College will be available from 2014, but if this is not the case we would wish to work cooperatively with Northstowe secondary school to share their facilities. Initial learner numbers are low and only 6 programmes plus one for SLDD learners are planned. These programmes focus heavily on helping the learners gain employability skills. The curriculum offer is focused on the Diploma programme and includes construction as Northstowe is a developing new town and these skills will be in demand from local employers. The 'Additional and Specialist learning' (ASL) identified in Table 4 would be used to support and enhance the Diploma programme as well as providing a range of technical certificates to support an apprenticeship programme.

Delivery methods will primarily be based around full time attendance for 16-19 year olds, particularly with the increase in leaving age. The delivery will be based around a mixture of practical and theory teaching, and a collaborative delivery for the Diplomas with local schools. The delivery plan identifies Diplomas and Additional and Specialist Learning (ASL) in the form of BTEC (Edexcel) qualifications. The delivery of A Level maths and science provides additional ASL for specific Diplomas and fits with the specialist status held by Thomas Deacon Academy. The Northstowe College will benefit from the College current Delivery will be based on a three day 9 – 5 p.m. structure with work experience on an additional day. The planned delivery will be designed to complement existing Diploma provision in place locally, primarily through additional capacity and choice of ASL. Opportunities for part time students will primarily be based on infill into full time programmes and adult provision will primarily be evening delivery mode. Apprenticeship activity will be included in block release and weekly attendance, modelled on the current good practice at the College.

The centre will be staffed with a mixture of specialist teachers, assessors and support staff. Assessment in the workplace will be utilised where possible to develop learner's employability skills. The apprenticeship provision can be delivered through current LSC contracts and will operate through a Training Advisor based at the Northstowe Centre. The delivery of the technical certificates may be completed at other sites, namely PRC or perhaps other neighbouring colleges until learner numbers grow to provide a critical mass. Apprenticeship provision will support employers in the local area and the college's existing relationships with major employers may also provide opportunities.

Enrichment and entitlement for full time learners will be fully met through the tutorial programme and an enrichment programme. Tutorial entitlement is currently delivered in an allocated 2 hours weekly at the College and includes an extensive group tutorial programme covering issues such as equality and diversity, careers, health and safety and sexual health, and an individual tutorial focused in the ILP. The learner entitlement to functional skills will be delivered through the Diploma and basic skills development will be embedded in the delivery of all qualifications. This will meet the personalised learning agenda.

The Learner Involvement Strategy will be transferred and fully embedded. In particular the 'Respect' Campaign and Learner Involvement, Voice and Enrichment (LIVE) group will provide existing expertise for the Northstowe learners. Enrichment will benefit from shared practices at the college, particularly the Youth Worker team. Opportunities for involvement in sports, arts and student groups will be created. Learners at Northstowe will benefit from interaction with learners at PRC and TDA in terms of competitions and social events.

Northstowe  
Summary Budget for the 13 years ending 31st July 2025

Year	1	2	3	4	5	6	7	8	9	10	11	12	13
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
LSC Income													
Young Persons (16-18)	322,105	451,752	502,677	598,186	719,104	866,848	1,088,227	1,271,866	1,509,589	1,780,371	2,159,542	2,553,168	3,012,738
Adult (19+)	0	18,548	21,622	27,568	33,743	40,155	49,734	59,681	70,006	80,720	95,001	109,821	125,196
Additional Learning Support	16,105	23,515	26,215	31,288	37,642	45,350	56,898	66,577	78,980	93,055	112,727	133,149	156,897
Fee income	0	12,366	14,415	18,379	22,496	26,770	33,156	39,787	46,671	53,813	63,334	73,214	83,464
<b>Total Income</b>	<b>338,210</b>	<b>506,181</b>	<b>564,929</b>	<b>675,421</b>	<b>812,985</b>	<b>979,123</b>	<b>1,228,015</b>	<b>1,437,911</b>	<b>1,705,246</b>	<b>2,007,959</b>	<b>2,430,604</b>	<b>2,869,352</b>	<b>3,378,295</b>
Less:													
Teaching staff costs	169,105	253,091	282,464	337,710	406,493	489,562	614,008	718,956	852,623	1,003,979	1,215,302	1,434,676	1,689,147
Teaching support staff costs	16,911	25,309	28,246	33,771	40,649	48,956	61,401	71,896	85,262	100,398	121,530	143,468	168,915
Teaching materials	20,293	30,371	33,896	40,525	48,779	58,747	73,681	86,275	102,315	120,478	145,836	172,161	202,698
<b>Contribution to overheads</b>	<b>131,902</b>	<b>197,411</b>	<b>220,322</b>	<b>263,414</b>	<b>317,064</b>	<b>381,858</b>	<b>478,926</b>	<b>560,785</b>	<b>665,046</b>	<b>783,104</b>	<b>947,936</b>	<b>1,119,047</b>	<b>1,317,535</b>
Less:													
Centre Manager	55,000	56,650	58,350	60,100	61,903	63,760	65,673	67,643	69,672	71,763	73,915	76,133	78,417
Administrative & support staff costs	75,000	77,250	79,568	81,955	110,000	113,300	116,699	120,200	123,806	150,000	154,500	159,135	163,909
Library	20,000	5,000	5,150	5,305	5,464	5,628	5,796	5,970	6,149	6,334	6,524	6,720	6,921
Premises costs	275,000	283,250	291,748	300,500	309,515	318,800	328,364	338,215	348,362	358,813	369,577	380,664	392,084
<b>Contribution to/(from)PRC &amp; TDA for shared services</b>	<b>-£293,098</b>	<b>-£224,739</b>	<b>-£214,492</b>	<b>-£184,445</b>	<b>-£169,817</b>	<b>-£119,630</b>	<b>-£37,607</b>	<b>£28,757</b>	<b>£117,056</b>	<b>£196,195</b>	<b>£343,419</b>	<b>£496,396</b>	<b>£676,204</b>

## Assumptions underlying the Summary Budget for the 13 years ending 31<sup>st</sup> July 2025

### 1. LSC Income – Young Persons

LSC income is based upon the forecast number of learners on the planned programmes of delivery (see separate schedule). The average Learner to SLN ratio is assumed to be 1.35. The rate per SLN has been taken as the College's actual funded rate per SLN for 2009/10 (including the provider factor) on the assumption that the funding is claimed via the College. Funding rates are assumed to increase by 2% per annum.

### 2. LSC Income – Adults

LSC income is based upon the forecast number of guided learning hours for learners on part-time adult programmes, less the associated fee element. The rate per SLN has been taken as the College's actual funded rate per SLN for 2009/10 (including the provider factor) on the assumption that the funding is claimed via the College. Funding rates are assumed to increase by 2% per annum.

### 3. LSC Income – Additional Learning Support

Additional learning support is assumed to be 5% of the core funding earned from Young Persons and Adult provision.

### 4. Fee income

Fee income is assumed to be 40% of core adult funding, after allowing for fee remission.

### 5. Other grants

Other grants and funding support will be sought to support the project will be sought. No other grants have been included in this forecast.

### 6. Teaching staff costs

Teaching will be delivered by a combination of full-time, part-time and variable hours lecturers based at Northstowe, plus existing lecturers employed at PRC and TDA. Teaching staff costs are estimated to be an average of 50% of income. The cost of pay increases will be offset by efficiency gains as the number of learners increase.

### 7. Teaching support staff costs

Teaching support staff includes technicians and administrative support for lecturers. The cost is estimated to be 5% of income, which is sufficient to allow for one dedicated FTE staff member in the first year. If additional support is required in the early years, this will be provided by staff from PRC or TDA and is included in the cost of shared services.

### 8. Teaching materials

The cost of teaching materials is estimated to be an average of 7% of income.

### 9. Centre Manager

The College will employ a dedicated Centre Manager to be based at Northstowe. Staff costs are assumed to increase by 3% per annum.

### 10. Administrative & support staff costs

In the first year, the Centre will have three dedicated FTE administrative and student support staff, increasing to four in year 5 and five in year 10. Pay inflation is assumed to be 3% per annum. If additional support staff are required, these will be transferred on a temporary basis from PRC or TDA.

#### 11. Library

The initial set up costs, excluding capital equipment, are assumed to be £20,000 in the first year. The cost of updating the facility is assumed to be £5,000 in the second year, rising by 3% per annum thereafter. On line facilities will be shared with PRC and TDA.

#### 12. Catering

The provision of catering facilities will be outsourced, subject to tender. The costs and revenues are assumed to be equal and have not been included in this forecast. The provision may be combined with existing contracts at PRC and TDA in order to achieve some economies of scale.

#### 13. Student transport

It is assumed that the cost of home to College transport will be funded by Cambridgeshire County Council.

#### 14. Premises costs

Premises costs are assumed to be £50 per square metre in year 1, increasing by 3% per annum. The cost of facilities management is included in shared services.

#### 15. Shared services

Other support functions, including IT support, facilities management, HR, finance, MIS, and marketing will be provided by the College on a shared service basis. The College already operates a shared service agreement with University Centre Peterborough. In the early years Northstowe will be subsidised by the College.

#### 16. Capital

It is assumed that new buildings and equipment will be financed by 100% capital grant. The annual releases of capital grant are assumed to offset the related depreciation charges and neither has been included in the forecast.