

LSC Greater Manchester

SALFORD CAPITAL INFRASTRUCTURE FEASIBILITY STUDY: PART 1 - THE EDUCATIONAL CASE

Final Report

25 July 2007

hale consulting limited
Limehurst House
Bridge Street
Loughborough
Leicestershire
LE11 3 EH
Tel: 01509 64 33 99
Fax: 01509 26 99 33
e-mail: info@haleconsulting.co.uk



haleconsulting

CONTENTS

Executive Summary

Main Report

I. Introduction	1
II. Methodology	2
III. The Economic and Social Context	3
IV. The Education Policy Context	9
V. Post 16 Education in Salford	11
VI. Projections of Demand	23
VII. A Framework for Assessing FE Provision for 2020	26
VIII. The Structure of Post 16 Education in Salford: Meeting Curriculum and Sectoral Needs	29
IX. The Structure of Post 16 Education in Salford: Consideration of Organisational Issues	34
X. Implications for the Capital Infrastructure	38
Annex 1 FTE Aims by Cluster, SSA, Level and Provider (2005-06)	39
Annex 2 Percentages of activity by College and Clusters (2005-06)	40
Annex 3 Learner Numbers (Head Count) by Cluster and Provider (2005-06)	41
Annex 4 Long course success rates by Age and SSA2 (2005-06)	42
Annex 5 Numbers of work-based learners by Age and Provider (2005-06)	43
Appendix A Cluster Analysis of Post 16 Provision in Salford	
Appendix B Catchment Area Maps for FE, ACL and WBL (included in printed version)	

**SALFORD CAPITAL INFRASTRUCTURE FEASIBILITY STUDY:
PART 1 - THE EDUCATIONAL CASE**

Executive Summary

The Economic and Social Context

1. *Salford is a city in transformation. It is currently experiencing major economic improvement, but suffers from a range of inherited disadvantages. 40% of its population live in wards that fall within the 10% most deprived wards in the country, and it has a relatively low employment rate.*
2. *Politically, there are huge ambitions and expectations for the economic growth and regeneration of Salford over the next 10-15 years.*
3. *Over the 10 year period from 2004-14, employment in manufacturing is forecast to reduce by more than a third; but this will be more than offset by increases in business and financial services, and other services and non-marketed services. The key future growth sectors for employment in Salford, as identified in our discussions and through desk research are Construction, Public Sector Services, Creative, Cultural and Media, Financial and Professional Services, Science based innovation, Retail and Tourism.*
4. *As across the UK generally, most of the growth in employment is expected to be in higher skilled jobs. There is a major challenge to ensure that local people have access to these new jobs: too often they have been marginalised in the past, and the evidence is that too few of them are equipped with the necessary skills.*

The National Education Policy Context

5. *The splitting of the former Departments for Education and Skills and Trade and Industry on 29 June to create three new Departments – the Department for Children, Schools and Families (DCSF), the Department for Innovation, Universities and Skills (DIUS) and the Department for Business, Enterprise and Regulatory Reform (DBERR) affords a new national policy context for this review. The signals so far suggest that the new DCSF will drive forward a major expansion of opportunities for 14-19 year olds (with the promise of a Bill in the autumn to raise the compulsory learning age to 18), that DIUS will drive forward delivery of the ambitious targets for adult skills set out in the Leitch Report, and that both together will pursue a number of key strands of policy developed over the past 10 years in relation to FE and other post 16 learning providers.*

Post 16 Education in Salford

6. *Though there are signs of improvement since then, Salford's staying on rate in full-time education beyond the age of 16 was, at 62%, the lowest of any local authority in the country in 2005. Qualification achievement rates at all ages are below national benchmarks.*
7. *There are two Sixth Form Colleges (SFCs), a Further Education College (FEC) and an Independent Specialist College in Salford.*
8. *Eccles College is a medium sized sixth form college with 3590 learners, representing 2083 LSC funded students and 1,507 full cost learners in 2005/06. The college had about 1000 16-18 year old learners in each of 2004/05 and 2005/06 and about the same number of adult learners (representing just over 200 fte) funded by the LSC. The bulk of the college's 16-18 provision (for 700 plus students) is A and AS levels. The college's funding from the LSC has grown from £5m to £5.4m between 2004/05 and 2005/06. It is currently in Financial Category C.*
9. *Situated on a single green field site as part of an 'education campus' with a secondary school and two special schools, Eccles College is seen as providing a safe and secure learning environment for young people. The great majority of its students come from Salford. At its last inspection (in 2005), the college's provision in ICT, psychology, sociology and law, and in foundation programmes were all assessed as Grade 2 (good), and science and maths and English were assessed as Grade 3 (satisfactory). The contributory grade for provision for students with learning difficulties and/or disabilities was Grade 1 (outstanding).*
10. *Pendleton College is a DfES Beacon sixth form college with an extended remit. The current college was produced from the merger with De La Salle SFC in 1997. The college's mission is "to provide and deliver exceptional opportunities for its local and regional community". It is a comprehensive institution and has been commended for its response to social inclusion. The College had a total of 5,840 learners in 2005-06. It has grown from 806 young people and a budget of around £3m in 2000 to a planned 2717 fte 16-18 year olds plus 667 fte adults, ie 3384 fte in all, and a budget of £16m plus for 2007/08. The college also delivers a substantial amount of full cost activity through the Pendleton Business Centre – some 1,600 learners in 2005-06.*
11. *35% of Pendleton College's provision is at Levels 1 and 2. But its core numbers remain on AS/A2 courses (75% of whom progress to HE), and vocational courses at Level 3 (60% of whom progress to HE). Its adult funding is now focused mainly on the LSC's priority areas of Skills for Life and full Level 2 qualifications. The college has scaled back its franchising significantly since 2000, to under 1% of its budget, and has focussed on its Salford mission.*
12. *In its last full inspection (by Ofsted in 2004) the college gained Grade 1 in Science and Maths, ESOL, and in Hospitality, Sport and Leisure (and for Leadership and Management), and Grade 2 in all other programme areas, leading to the award of its*

Beacon status. Since then, Art and Design, English, Modern Foreign Languages and Performing Arts have also been confirmed as Outstanding in Ofsted's June 2007 Annual Assessment Visit.

13. *Salford FE College is a medium sized general FE college with 9,674 students. 16-18 year old numbers have grown from 1,294 LSC funded learners to 1,368 between 2004/05 and 2005/06. Post 19 numbers over the same period have fallen from 8,446 LSC funded learners (1,634 fte) to 6,546 (1,727 fte). Like the other two colleges, Salford FE College sees its mission as to meet the education and skills needs of Salford, but 3,760 plus of its 7,914 LSC funded students in 2005/06 came from outside Salford. The college is a sub-regional specialist centre for construction.*
14. *In addition, Salford College has 1,760 students (Head Count) that are not LSC funded. In 2005-06, these included 61 HEFCE students, and 120 Franchised-in HE students. Other non-LSC funded students consisted of WBL learners funded through sub-contracting arrangements with a number of work-based learning providers; students on flexibility programmes (146); and a number of sub-contracted ESF funded students.*
15. *Salford College's main site is in Worsley at the western end of Salford. It also has a site (where its construction provision is located) in the industrial centre of Salford. At its latest full inspection (in 2003), Salford's ESOL provision was given Grade 2 and all other programme areas (including two, hairdressing and beauty therapy and sport, leisure and travel after re-inspection) were given Grade 3 (Satisfactory). The college has been in weak financial health for some time but this year is forecasting an operating surplus. It currently receives 40% of its funding from the LSC for the delivery of adult provision.*
16. *Langdon College, located on the boundaries of Salford, Bury and Manchester, is the only specialist residential college for Jewish students aged 16-25 with learning difficulties and disabilities. It focuses on helping its students (currently 19 in number, split more or less equally between men and women) to develop independent living skills, affording them each a differentiated curriculum appropriate to their needs. The college's mission is "to contribute towards an inclusive national further education service by providing high quality further education for young Jewish people whose needs cannot be met by local providers."*
17. *The college's teaching accommodation is afforded by a recently extended and refurbished early 20th century suburban house, which is estimated to have space for up to 32 students. Suitable residential accommodation is available nearby. Langdon has a network of partnerships with local FE colleges and employers in order to offer tailored vocational courses and work experience to its students. The governing body has recently determined that the college should seek to play a wider role in the local community, and should extend access to non-Jewish students. The college is in Financial Category Grade A. In its latest SAR, based on the common inspection framework, the college has assessed itself as Grade 2 in most aspects of its curricular provision, and Grade 1 for financial management and assurance.*

18. *There were 2414 learners on work-based learning courses in Salford in 2006-06, including 1372 on Foundation Apprentices and other courses at Level 2, and 691 on Advanced Apprenticeships and other courses at Level 3.*
19. *There is substantial mobility of students in and out of Salford. In 2005-06, there was a net inflow of 333 16-18 year olds into Salford and one of 517 for over 19 year old students on LSC funded programmes. Whilst there was a total net inflow of 361 16-18 year olds to study at Level 3 in Salford, there was a modest (26) total net outflow of adults at Level 3. Whereas in general across the country learners are ready to travel further the more they have studied, in Salford the movements at Entry Level to Level 2, at 11000 plus in total, are much larger than at Level 3 (a little under 5000).*
20. *Despite the evidence of this significant movement of learners around the western side of Greater Manchester and beyond, several of those whom we interviewed considered that travel in Salford was a major issue. Public transport follows the major arterial routes into the centre of Manchester. Travel around Salford is difficult: it can take a very long time to travel quite short distances by road in rush hours.*

Projections of Demand

21. *The 16-18 year old cohort in Salford is about 5,200 currently, and is forecast to decline a little. Of these, about 1,000 16-18 year olds currently go to FE colleges and about 675 to WBL providers outside Salford. Against this, some 1,400 from surrounding areas choose to continue their studies in one of the Salford colleges, and 600 plus come from outside Salford to Salford-based WBL providers.*
22. *The Government has announced its intention to legislate in the autumn to make attendance in some form of learning compulsory up to the age of 18. Looking 10 years ahead, it would seem reasonable to plan for some 3,500 local 16-18 year old learners plus around the same number of students from outside as there is currently, ie 2,000, or in total some 5,500 learners. On current plans, 500 of these might be in one or other of the new Salford school 6th forms. Of the remainder, 35% plus or 1750 may want general academic places, 40% or 2000 general vocational places and 25% or 1250 specific vocational courses, ie apprenticeships. An increasing percentage of the demand will be at Level 3, but in the next few years a high percentage of demand will continue to be at Levels 1 and 2.*
23. *The size and pattern of demand from adults is much more difficult to forecast, since they or their employers will in future have to meet a much higher proportion of the costs themselves. In World Class Skills, the Government's response to Lord Leitch's Report, the Government has adopted his targets and embodied them in its own. This will require a major expansion of adult learning at all levels by 2020.*
24. *In 2005/06, the three Salford colleges had around 2,600 fte adult students representing 13,000 plus learners. These were mainly on short courses. If the Leitch targets are to be met, many of those 13,000 (or their peers) will need to take much longer courses leading to full qualifications – and constituting a full-time equivalent load much closer to*

the 4400 odd fte young people who were funded by the LSC in Salford's colleges in 2005/06.

25. *This vision may at this moment seem a long way away from the immediate reality facing FE colleges which, because the LSC has had to make immediate changes in funding away from adults and towards 16-18 year olds, and the vacuum has not yet been filled, are having to make difficult adjustments. But for the longer term, if the above targets are to be achieved at every level – from skills for life to foundation degrees - it is colleges that will provide the core infrastructure for delivery.*

A Framework for Assessing FE Provision for 2020

26. *In the light of our analysis and interviews, we propose the following key principles:*
- a. Sufficient and adequate coverage: there should be reasonable but not excessive access to facilities; but*
 - b. Accessibility should be inversely correlated with level;*
 - c. Centres of Excellence or Hubs with local access points or 'spokes' should be developed across Salford and neighbouring parts of Greater Manchester for each specialist vocational area for which there is a critical mass of demand;*
 - d. Distribution of access should be separated from the distribution of ownership;*
 - e. The resulting network of education and training provision should be designed and seen as a key part of an integrated strategy to develop and regenerate Salford within the Greater Manchester City Region.*
27. *In the light of our discussions and detailed analysis of key economic sectors and of existing and planned education and training provision, we suggest the following seven clusters of curriculum for the analysis and development of post 16 provision in Salford:*
- a) Financial and Business Services*
 - b) Creative, Media and the Arts*
 - c) Construction and the Built Environment*
 - d) Health, Public Services and Life Sciences*
 - e) Lifestyle*
 - f) Humanities and Science (Academic)*
 - g) Preparation for Work and Life*

The Structure of Post 16 Education in Salford: Meeting Curriculum and Sectoral Needs

28. *The vision shared by all those whom we interviewed is that Salford should have a pattern and quality of post 16 education and training that meets the needs and aspirations of all its residents; and that in particular it should equip Salford's own working population for the skilled and highly skilled employment opportunities which*

are forecast to dominate Salford's growing economy over the next 10 years. It is the network of FE colleges that must play the major role in realising this vision.

29. *Our analysis suggests that young people in Salford are relatively well provided for in regard to the general academic post 16 curriculum – especially when account is taken of the range of strong (and indeed Beacon) sixth form colleges within ready travelling distance around Salford.*
30. *There also seems to be a fair range of locally accessible basic skills provision in Salford, both for adults and young people. The major challenge is to extend access to motivating provision, either at the workplace or in the sort of environments likely to attract back to learning those who lack the confidence to enter mainstream provision and/or did not succeed at school the first time round. The prospective raising of the compulsory learning age will focus minds further on the need for imaginative partnership work between Salford's schools and colleges, WBL providers and the voluntary sector, to provide for the significant local NEET cohort.*
31. *There is also evidence of good practice and imaginative provision for students with learning difficulties or disabilities, including at Langdon College, a nationally recognised specialist in this field, which we consider to be an underused resource. Imaginative partnerships with a clear focus on progression opportunities and preparation for work and independent living wherever possible should be a core feature of improved provision. This should include access to specialist staff and facilities such as those afforded uniquely by Langdon College.*
32. *The major issues relate to the various key vocational or sectoral specialisms identified above. In a number of specialisms, particularly when account is taken of the contribution of specialist schools and WBL providers, Salford would appear to be reasonably well equipped with local access points or spokes of Level 1 and 2 provision that can feed into higher-level provision elsewhere in Greater Manchester. However, if the vision of a more self-sufficient Salford were to be realised, it would be necessary to establish within its borders a range of 'hubs' or centres of excellence of specialist vocational provision.*
33. *We have considered the potential to do so against five criteria. These indicate the extent of the challenge in establishing such centres of excellence. Salford is not an island and it would be otiose to duplicate good specialist provision that is within ready access to Salford. However, we conclude that there is a case for establishing centres of excellence in:*
 - i Construction and the Built Environment*
 - ii Creative, Media and the Arts*
 - iii Lifestyle*
 - iv Health, Public Services and Life Sciences*
 - v Financial and Business Services*

34. *If such hubs or centres of excellence are to be established, it will only be through a partnership approach between FECs and WBL providers, FECs and employers, FECs and local universities, FECs and schools, and perhaps most of all between the FECs themselves. Such effective partnership working between the three FE colleges of Salford implies the need for common timetables and the joint management of budgets, staffing and facilities. But there are other pressures to go further.*

The Structure of Post 16 Education in Salford: Consideration of Organisational Issues

35. *The response of colleges to these pressures in many parts of the country is two-fold: to look to retrench back to 'safe' 16-19 provision; and to seek merger partners in order to increase their capacity and flexibility to respond to reduced adult funding. Decisions taken or under consideration in Trafford, central Manchester and elsewhere in Greater Manchester are bound to have an impact on colleges in Salford.*
36. *This is not an options review or feasibility study. We have not been commissioned to undertake the sort of detailed analysis, including financial analysis, or assessment against the LSC's merger criteria, necessary to come to firm conclusions. We suggest, however, that any consideration of future options should include the following objectives:*
- *The outcome should be a Beacon College or Colleges for the people of Salford affording them a high quality and accessible network of post 16 provision;*
 - *Any organisational pattern should be sustainable;*
 - *Any change and expense required should be commensurate with the expected benefits;*
 - *Any changes should have the support of key stakeholders and partners, including employers.*
37. *The implication of this report is that the most likely means of achieving a college in Salford that meets the above criteria would be through the merger of all three colleges. This would produce a major college that would have:*
- *Substantial strengths in general academic subjects, which would also provide the underpinning for some key technical vocational subjects;*
 - *Sufficient 16-18 year old students to provide a variety of settings for both academic and vocational disciplines, if desired;*
 - *A turnover of around £35m at 2006/07 prices – fairly large by current standards, but not by those envisaged for the future in Manchester as well as other conurbations;*
 - *The potential to develop centres of excellence in each of the vocational clusters recommended above, some of which could serve the sub-region with specialist provision;*

- *The need to build on the established links with universities and other strong local colleges to provide a wider range of specialist courses at Level 2-4 in each of these vocational areas or clusters;*
- *A broadly based portfolio of provision that should be sustainable in the long term;*
- *The potential for a coherently planned network of rebuilt and refurbished accommodation that was fit for purpose and located where students and employers would find them most convenient in Salford; and*
- *The capacity to operate on a federated basis that preserved local brands and identities as appropriate.*

Implications for Capital Infrastructure

38. *Much of our analysis above has a direct bearing on the capital infrastructure of Salford's post-16 system. Our report presents a learner focused curriculum model – an educational case and proposed vision for the property and financial elements of the feasibility study.*
39. *If the hubs of specialist vocational provision identified above are to be established on the lines proposed, there will need to be consideration of significant capital investment at key locations.*
40. *Effective access to such provision is, in principle, more important than issues of ownership. One general approach to the capital infrastructure might be to put on one side the issues over ownership and governance, and look to see what Post 16 provision, on the basis of our curriculum mapping, should go where and on what scale. However, this runs the serious risk of the sub-optimal development of both specialist and general teaching provision in a less coordinated way than would be ideal.*
41. *We conclude that an optimal approach requires that the issues of governance, organisation and capital investment should be considered together. The implication of this is the creation of a single college for Salford.*

MAIN REPORT

I. Introduction

1. We were commissioned to advise the Greater Manchester LSC and its partners on the match between the existing and developing pattern of post 16 education and training across Salford and future needs, and the implications in terms of its future organisation and delivery. The aim is that this should lead to a better understanding of, and agreement on, the capital infrastructure needs of LSC providers across Salford.

II. Methodology

2. Our work under Part 1 of this Feasibility Study has entailed three stages:

Stage 1: Desk Research

- Assessment of the economic, demographic and social context, drawing on a wide range of sources of evidence, including in particular as advised by the LA and RDA;
- Review of the educational performance data of young people and adults in Salford, benchmarked against comparable areas, drawing from a range of sources, in particular DfES, Ofsted, the LSC and the Connexions Service;
- Review of data and documents relating to the two sixth form colleges, general FE College and independent specialist college, secondary schools and WBL providers in Salford;
- Review of the 2005-06 ILR (Individual learning Record) data for all LSC funded provision in Salford, including the colleges, WBL, ACL (PCLD), Ufl and ESF Co-financing; and
- Review of material relating to key providers for Salford based elsewhere in Greater Manchester, including some travel to learn data.

Stage 2: Interviews

- Interviews with key providers: the principals (and in some cases senior colleagues) of each of the four colleges in Salford and chief executives of two major private training providers;
- Interviews with key stakeholders: Salford LA (Chief Executive's Office, Director of Community Regeneration, Employability Team, Children's Department and BSF team); NWDA; Salford Catholic Diocese; Salford University; and the Connexions Service.
- Focus groups with young people from Salford.

Stage 3: Appraisal of results

- Review of outcome of desk research and interviews and consideration of key issues and options;
- Development of potential curriculum models;
- Testing of preliminary conclusions with colleagues across the multi-disciplinary team, the LSC, Steering Group and a number of other key stakeholders;
- Refinement of conclusions and development of options for the organisation and delivery of the curriculum across Salford, and
- Assessment of implications for the capital infrastructure.

III. Economic and Social Context

3. The city of Salford covers 37 square miles and the five districts of Salford, Eccles, Worsley, Irlam & Cadishead, and Swinton & Pendlebury. Some 220,000 people live in the area.
4. Salford is currently experiencing major economic improvement, but suffers from a range of inherited disadvantages. 40% of its population live in wards that fall within the 10% most deprived wards in the country, and it has a relatively low employment rate, although this has been rising since 1995. It has successfully started to close the employment rate gap on the average for the North West and Great Britain. Salford has several wards with exceptionally high claim rates for workless benefits – six wards have over 24% of the working age population claiming benefits – before counting partners.
5. 26.7% of Salford residents are economically inactive. This is a total of 34,700 people, of whom 21,790 are on inactive benefits (Incapacity Benefit or Income Support). There is a low percentage of economically inactive people who want work but are presently not looking for it – only 15% of all inactive people. Furthermore, the inactivity rate has not varied much over the last ten years, suggesting that there are large numbers of people who are entrenched in worklessness. This is reflected in the high numbers who have been on benefits for five years and more.
6. Overall, Salford has benefited from the increase in the number of jobs in Greater Manchester and the UK economy, leading to a growing employment rate for those with higher levels of employability and who are prepared to commute to work. However, for those with lower employability the labour market has remained tough and highly competitive. This has led to a significant detachment from the labour market for some disadvantaged groups and some communities.¹
7. Politically, there are huge ambitions and expectations for the economic growth and regeneration of Salford, and for the wider city region of Manchester, over the next 10-15 years. The move of the BBC to Salford Quays, due in 2010, has had a great symbolic impact, and forms the core of the media city development, as well as bringing an estimated 15K new jobs.
8. Across Greater Manchester, the forecast growth in employment between 2004 and 2014 is some 70K jobs or 5% on a base of 1.3 million: see **Table A** below.

¹ Salford: Key Labour Market Facts. Centre for Economic and Social Inclusion 2006

Table A: Employment Change Forecasts by Industrial Sector, 2004 - 2014					
	Employment (000s)		Change		North West Change (%)
	2004	2014	(000s)	(%)	
Primary sector & utilities	4	3	-1	-26.4	-21.6
Manufacturing	163	107	-56	-34.3	-32.4
Construction	94	100	5	5.7	10.4
Distribution, transport, etc	386	406	20	5.2	4.6
Business & other services	349	414	64	18.5	17.7
Non-marketed services	308	344	37	11.9	11.6
Total Employment	1,305	1,374	69	5.3	4.4

Source: GMFM, Spring 2006

9. Over the 10 year period from 2004-14, employment in manufacturing is forecast to reduce by 56K or more than a third; but this will be more than offset by increases in business and financial services (including Contact Centres), and other services ('lifestyle' services including sport, recreation and culture, hair and beauty) and non-marketed services (education and health & social work; public administration & defence employment). As across the UK generally, most of the growth in employment is expected to be in higher skilled jobs: see **Table B** below.

Table B: Employment Forecasts by Occupational Group, 2004 – 2014						
	Employment (000s)		% of Total Employment		Change (%)	North West Change (%)
	2004	2014	2004	2014		
Managers & senior officials	194	216	14.8	15.7	11.7	8.9
Professionals	146	158	11.2	11.5	8.3	14.9
Associate professionals & technical	167	190	12.8	13.9	14.2	8.7
Admin, clerical, secretarial	182	179	13.9	13.0	-1.9	0.5
Skilled trades	144	132	11.0	9.6	-8.2	-8.9
Personal services	94	115	7.2	8.4	22.2	16.7
Sales & customer services	110	124	8.4	9.0	12.7	7.9
Machine & transport operatives	108	98	8.3	7.1	-9.3	-10.8
Elementary	161	162	12.3	11.8	0.7	1.2

Source: GMFM, Spring 2006

10. There is a major challenge, however, to ensure that local people have access to these new jobs: too often they have been marginalised in the past, and the evidence is that too few of them are equipped with the necessary skills. Thus, 40% of the working population in Salford of 90K have no qualification above NVQ1; and 34K of the population of working age are economically inactive. A very high % (17%) of these are on incapacity benefit, but only 3,000 on Job Seekers Allowance. Improving the

qualification levels of both adults and young people in Salford is seen as crucial. To quote a recent report for the LA, the key challenge is 'how to connect' people.

11. This is not a new problem. Despite very substantial public investment over many years, the % out of work, and the % with no qualification above NVQ Level 1, is the same as 10 years ago. The LA is talking to the Prime Minister's Delivery Unit and Government Office North West about options for action.

The Regional Economy

12. The Regional Economic Strategy for the North West 2006 (RES) has identified a number of sectors that are important to the regional economy because of the *employment* opportunities they offer. These are:

- Logistics
- The visitor economy
- The public sector
- Construction
- Retail
- Care/Healthcare

13. Regional Priorities at Levels 3 and 4 have also been highlighted through the RSP and the LSC North West Commissioning Plan for 2007-08. These are:

Regional Priority Sectors for Level 3	Regional Priority Sectors for Level 4
<ul style="list-style-type: none"> ▪ Advanced engineering and materials (specifically aerospace and engineering, automotive, chemicals) ▪ Biomedical ▪ Care/healthcare ▪ Construction ▪ Digital and creative industries ▪ Education & Training ▪ Energy & Environmental Technologies including nuclear decommissioning ▪ Food and Drink ▪ Retail ▪ Visitor Economy (specifically tourism) 	<ul style="list-style-type: none"> ▪ Advanced engineering and materials (specifically aerospace, engineering, automotive, chemicals) ▪ Biomedical ▪ Business and Professional services (specifically financial services) ▪ Care/Healthcare ▪ Construction ▪ Digital and creative industries ▪ Energy & Environmental technologies including nuclear de-commissioning ▪ Food & Drink

<http://www.lsc.gov.uk/regions/NorthWest/North+West+Commissioning+Plan+2007-08.htm>

The Greater Manchester Economy

Sector Accelerators

14. Greater Manchester's economic growth has been driven by the rapid expansion of a number of key sectors, particularly the service, public and knowledge-based sectors,

along with a thriving manufacturing base. Greater Manchester partners have identified six priority “sector accelerators” for the City Region:

- Financial and Professional Services
- Life Science Industries;
- Creative / Digital / New Media;
- Manufacturing;
- ICT Digital / Communications
- Manchester Airport

Other Key Sectors

15. In addition to the above ‘Sector Accelerators’ the main contributory and *employment sectors* in Greater Manchester are:
- Construction
 - Health and Social care
 - Manufacturing and Engineering (including Food, Drink and Textiles)
 - Contact Centres (often related to Financial Services)
 - Education
 - Public Services
 - Hospitality and Tourism
 - Logistics
 - Retail
 - Sport

The Salford Economy

Main Employment Sectors

16. Salford is a city in transformation. The successful conversion of the derelict Manchester Docks into the award winning Salford Quays has been a catalyst for regeneration across the City. Salford's New Deal for Communities programme in Charlestown and Lower Kersal successfully engages local people in regeneration; and Investment Partnerships are helping to establish the city as an area of considerable developer potential, particularly in communities such as Seedley & Langworthy, and Broughton. The sectors in which *employment* is highest and which grew the most in the last 10 years are set out in **Tables C and D** below.

Table C: Top 5 Sectors for Employment in Salford

Sector	No. Employees	% of Total
Other Business Activities ²	17,400	15%
Health and Social Work	14,000	12.1%
Education	12,000	10.4%
Public Admin/Defence	9,100	7.9%
Wholesale Trade	7,900	6.8%

² SIC 174 Including advertising, accounting and legal services, computing and industrial cleaning

Table D: Major Employment Growth Sectors in Salford 1999-2004

Sector	1999	2004	Change
Health and Social Work	10,800	14,000	+3,200
Other Business Activities	15,300	17,400	+2,100
Hotels and Restaurants	4,000	5,900	+1,900
Education	10,200	12,000	+1,800
Real Estate Activities	1,100	2,700	+1,600

Source: Manchester Enterprises Area Profile 2007 http://www.investinmanchester.com/profile_salford

Future Growth Sectors in Salford

17. The key future growth sectors for employment in Salford, as identified in our discussions and through desk research, coincide in substantial part with those identified above. They are:
 - a. **Construction:** there are huge opportunities and skills needs in this sector. Salford has a successful 'Salford Construction Partnership' funded through the Strategic Partnership; Skills gaps reported at Technical and Supervisory levels and a continuing requirement for level 2 and 3 provision
 - b. **Public Sector**, which has the largest local employers in Salford;
 - c. **Creative, Cultural and Media:** The relocation of parts of the BBC to Salford Quays, once realised, will establish the largest BBC production centre outside London. The move will ensure the creation of mediacity:uk, which aims to attract 15,500 jobs into the city. Salford University is in negotiation to move much of its Arts and Media Department to Salford Quays, which will become a real hub for this growing industry.
 - d. **Financial and Professional Services:** another hub developing on the Salford Quays.
 - e. **Science based innovation:** Including Life Sciences and Biotechnology; the Salford University innovation or incubator business park, part of the Salford Innovation Forum, and traditional business parks are being linked with other developments to form a single Manchester Science Park, the 'Arc of Opportunity' on three sites.
 - f. **Retail:** a big sector. There are aspirations in the long term to have retail development linked to the re-siting of the home of the Salford Reds rugby league team.

- g. **Tourism:** some developments around the Quays, plus the development of Salford's nature, canals, heritage sites (eg around Worsley) and green space.
18. It should be an objective of any policy for educating and up-skilling young people and adults in Salford to equip them for employment in these priority areas. However, one key issue that came out in our interviews was a perceived poverty of aspiration that is difficult to shift in Salford. One of those whom we interviewed put it very pithily:

“If the city of Salford is to raise its game, we have to push up achievement and make Level 3 the level to gain for future employment. We need to buck the poverty of ambition. One problem is people's unwillingness to travel to work. They still expect jobs to come to **their** doorstep. There are similar issues – certainly at lower level courses - in travel to learn.”

IV. The Education Policy Context

19. Education has long been a subject of active debate and policy development in this country. As the importance of education and skills to the nation's prosperity in the global economy and to social harmony, equity and mobility has been increasingly recognised over the past 20 years, so the pace of policy development has accelerated. Since 1997, we have had a continuous stream of Education Acts, White Papers, Green Papers and associated policy initiatives, supported by major public investment in education and skills. We currently await the outcome of this year's Comprehensive Review, which will affect progress towards those targets, and further indications of the impact in this field of a new Prime Minister committed to education and skills with a particular focus on their contribution to increasing collective productivity and individual opportunity.
20. In the meantime, the splitting of the former Departments for Education and Skills and Trade and Industry on 29 June to create three new Departments – the Department for Children, Schools and Families (DCSF), the Department for Innovation, Universities and Skills (DIUS) and the Department for Business, Enterprise and Regulatory Reform (DBERR) affords a new national policy context for this review. The 10 July statement by the new Secretary of State for Children, Schools and Families signalled a clear intention to drive forward a major expansion of opportunities for 14-19 year old, with the promise of a Bill in the autumn to raise the compulsory learning age to 18. The Government's response to Leitch, 'World Class Skills', presented to Parliament as a White Paper by the Secretary of State for Innovation, Universities and Skills on 18 July, endorsed the great bulk of his recommendations and his ambitious targets for transforming the skills of the nation at all levels by 2020. Across both departments, ten key strands of policy developed over the past 10 years may be seen as having particular significance for this study:
- i. **Reforms to the 14-19 curriculum development**, and in particular the development and introduction by 2013 of a **comprehensive vocational specialised diploma system** that is to be available to all young people nationally, but which no school or college will have either the staff or the facilities to offer on its own;
 - ii. The need for imagination, innovation and flexibility in motivating and **engaging the most disaffected** and hard to reach young people, who will otherwise become a pool of potential truants once the compulsory learning age is raised;
 - iii. Linked in particular to this and to the need to stretch the brightest, **development of the 'personalisation' agenda**, with provision tailored more to individual needs and accessed in a wider variety of ways;
 - iv. **The development of more responsive, sectorally and employer-focussed skills provision** in response to the Government's strong skills agenda, gradually refined and articulated through successive White Papers, Pre-Budget Reports and the Leitch Report, which re-emphasised the fundamental importance of skills if the

UK is to compete globally, and recommended a still sharper focus on employer and employment-related skills needs;

- v. Provision of much of this **skills training for working adults ‘where, when and how’ the customer wants it** – ie not in traditional education institutions - and around a **network of national and regional skills academies**;
 - vi. The transfer to the **direct beneficiaries** (students and their employers) in the LSC funded sector - as in the HE sector - of a **progressively greater share of the costs** of post 18 education and training;
 - vii. **The growing independence of many schools** (as they seek foundation and Trust status, and as academies replace the weakest of the rest), and an increasingly self-regulated sector of independent FE colleges, as foreshadowed in the March 2006 FE White Paper;
 - viii. **Counter pressures** to (vii) from (i), (ii), (iv) and (v) above **towards partnerships** of various kinds, including federations, trusts and other new organisational forms;
 - ix. The **continuing pursuit of a rigorous quality agenda** at all ages and stages, including a focus on ensuring that buildings and equipment are ‘fit for purpose’; and
 - x. Associated with this, an **increased willingness** under the contestability principle by the **Government and LSC to concentrate funding** not on the most accessible or community-friendly **but on the best quality providers in any given area, including new entrants.**
21. To these strands of policy should be added the potential impact of a number of current key developments, including:
- The Further Education Bill now close to Royal Assent, which gives a leading mission to FE colleges in meeting these needs and, if passed in its present form, offers the prospect of foundation degree awarding powers and greater independence to the strongest colleges in the sector; and
 - The intention, as announced by the new PM, to route funding for all 16-18 FE as well as schools via local authorities, which will assist the development of an integrated 14-19 strategy, but may throw up other problems, eg at the interface between pre and post 19 provision and between education and skills.
22. We have sought to draw on these various strands of policy and to reflect the latest signals from the new Government in the remainder of this report.

V. Post 16 Education in Salford

General

23. Salford's staying on rate in full-time education beyond the age of 16 was, at 62%, the lowest of any local authority in the country in 2005. It is provisionally estimated to have gone up in 2006 to over 67%, but this is still very low compared with the national average of 73%. The participation rates for boys are particularly low. Against that, there is a relatively high rate of participation in either employed or unemployed status work-based learning.
24. **Table E** below shows the pattern of activity of Y11 school leavers each year from 2003-06.

Table E

Year	Size of Y11 cohort	% in full time education	% in training	% in employment	% in voluntary and part time activities	% NEET	% Others
2003	2655	60.7	4.5	17.7	0.8	11.0	5.3
2004	2649	63.8	5.6	16.4	1.5	9.5	3.2
2005	2607	62.8	8.5	15.9	0.9	11.4	2.5
2006	TBA	67.7	5.7	12.8	1.6	9.5	2.8

Source: Connexions Service data

25. At every level the proportion of adults of working age in Salford with qualifications falls well below the average for the North West or for England. See **Table F** below.

Table F

	Working Age with no qualification	Working Age with NVQ3+	Working Age with NVQ4+
England	35.8%	44.6%	25.8%
North West	39.7%	43.5%	23.9%
Salford	44.5%	36.9%	17.7%

Source: Labour Force Survey – four quarter averages 1995-2005

Schools

26. **Table G** below records the achievement rates of pupils aged 16 in schools in Salford. While there has been significant improvement year on year for the past two years in achievement at age 16, further progress is needed if Salford is to match the performance of apparently comparable areas used by Ofsted and the Connexions Service to benchmark local performance. However, the comparatively good performance of Salford' primary schools at age 11 at the end of KS2, especially 2005, when Salford's results were close to the median of LAs nationally holds out hopes of continuing improvements at KS3 and KS4 in the years ahead.

Table G

Achievement and Attainment Tables 2006			
Salford District			
GCSE (and equivalent) results			
	Cohort	Results of KS4	
	Number of pupils at the end of KS4	% of pupils achieving	Average total point score per pupil
		5 or more grades A*-C including English and maths	
LA Average		32.00%	339.1
England Average		45.80%	365
The Albion High School	189	16%	284.8
All Hallows RC Business & Enterprise College	102	24%	398.7
Beis Yaakov High School	34	71%	424.3
Bnos Yisroel Schools	32	66%	286
Bridgewater School	55	73%	366.5
Buile Hill High School	208	13%	217
Harrop Fold School	250	19%	312.4
Hope High School	183	28%	229.4
Irlam and Cadishead Community High School	193	36%	460.6
Mechinoh School	17	-	-
Moorside High School	248	41%	274.8
New Harvest Learning Centre	3	-	-
OYY Lubavitch Girls' School	5	60%	323.6
Salford City Academy	101	27%	324.6
St Ambrose Barlow RC High School	142	51%	525.5
St George's RC High School	106	43%	395.8
St Patrick's RC High School and Arts College	188	50%	408.2
The Swinton High School	197	24%	377.1
Walkden High School	241	56%	397.2
Wentworth High School	181	23%	308.8
Yeshivah Ohr Torah School	10	-	-
Special Schools			
Chatsworth High	11	NE	NE
Inscape House	5	0%	62
New Park High School	16	0%	73.7
Oakwood High School	33	0%	147.1

Source: DfES Achievement and Attainment Tables 2006³

³ http://www.dfes.gov.uk/cgi-bin/performance/tables/group_06.pl?Mode=Z&No=355&Base=b&Type=LA&Phase=1&Year=06

27. Until recently, all of the maintained secondary schools in Salford were 11-16. One (Irlam and Cadishead) has recently opened a sixth form; and there are two academies, one planned and one already opened, each of which is planned to have a sixth form of 200 odd pupils.
28. The Local Authority is already well down the track of planning how it might use the capital funding prospectively available under BSF to transform the learning environment of each of its secondary schools. Our understanding of the current plans is summarised in **Table H** below.

Table H

School and Area	Local Authority Comments	Proposal (Phase 1, start Nov 08=*; Phase 2, start Jan-June 2010 =**)	Planned NOR in 11-16 age range
West Salford			
Harrop Fold	Already being rebuilt, with capacity of 1200	Rebuilt under PFI	1200
Walkden High		New build on playing fields and increase capacity by 300*	1500
St George's RC High		To close	-
Irlam and Cadishead Community High		To be refurbished on existing site*	900 (plus new 6 th form)
Eccles			
Salford City Academy		Established	900 (plus 6 th form of 200+)
St Patrick's RC High		To be refurbished**	900
Wentworth High	Part of education campus with Eccles SFC and 2 special schools,	To be refurbished on existing site**	900
Swinton			
St Ambrose Barlow RC High		To be refurbished on existing site and capacity increased by 150 places	900
Moorside and Swinton High	To be merged	Combine on Moorside's playing fields** - New build	1200
City Centre			
Hope High		To be replaced with Academy on Salford Quays*	900 (plus 200 in 6 th form)
Buile Hill	Backs on to and shares playing fields with Pendleton SFC	Rebuilding now for Sept. '08.	
All Hallows RC High		New build on site nearer city centre (Blodwell St?), with capacity increased by 150**	750
Albion		Already rebuilt within last 5 years	900?
Beis Yaskow Jewish School for Girls		-	Current roll= 300

29. Opportunities for integrating those plans with the transformation of FE and vocational learning opportunities more generally are discussed below.

Further Education

30. There are two Sixth Form Colleges, a Further Education College and an Independent Specialist College in Salford, as described below. The Colleges' success rates are summarised in **Table I** below.

i. Eccles College

Eccles, established in 1972, is a moderate sized sixth form college with 3590 learners representing 2083 LSC funded students (1207 fte students) and 1,507 full cost learners in 2005-06. The college had about 1000 16-18 year old learners in each of 2004/05 and 2005/06 and about the same number of adult learners (representing just over 200fte) funded by the LSC, and 1507 non-LSC funded students in 2005/06 (full cost recovery, ESF and fees only activity). The bulk of the college's 16-18 provision (for 700 plus students) is A and AS levels. However, it also provides a range of vocational courses (catering for about 25% of its 16-18 students) in Arts and Media, Business Studies, Health and Social Care, ICT, Leisure Studies, Travel and Tourism, and a small amount of Engineering.

The college does not aspire to provide vocationally specific qualifications, but has a certain amount of employer-related provision through its Business Centre, including a Train to Gain contract this year. It also has a strong focus – as part of its inclusive mission - on provision for students with learning difficulties, whom it seeks to integrate fully in the college at large - with evident success. The college's funding from the LSC has grown from £5m to £5.4m between 2004/05 and 2005/06. It is currently in Financial Category C, with plans for getting to Category B within the next 2 years.

Eccles College is situated on a single green field site as part of an 'education campus' with a secondary school and two special schools. The college is seen as providing a safe and secure learning environment for young people. The great majority of its students come from Salford – all but 123 in the case of 16-18 year olds: see **Table M** below.

At its last inspection (in 2005), the college's provision in ICT, psychology, sociology and law, and in foundation programmes were all assessed as Grade 2 (good), and science and maths and English were assessed as Grade 3 (satisfactory). The contributory grade for provision for students with learning difficulties and/or disabilities (SLDD) was Grade 1 (outstanding).

ii. Pendleton College

Pendleton College (PC) is a large and thriving DfES Beacon sixth form college with an extended remit. It was formed originally in 1973 on the comprehensive reorganisation of secondary education in Salford. The current college was produced from the merger with De La Salle SFC (previously an RC boys' grammar school) in 1997. The college's mission is "to provide and deliver exceptional opportunities for its local and regional community". It is a comprehensive institution and has been commended for its response to social inclusion. "Many students enter the college with low levels of prior achievement and make very good progress. This strong pattern of achievement is reflected across all groups of learners. The curriculum is highly responsive to local area needs" (Ofsted Survey on the achievement of Different Groups of Learners 2005-

06). The College has grown from 806 young people and a budget of £3m odd in 2000 to a planned 2717 16-18 year olds (2667 ft and 50 fte part-time), plus 667 fte adults (2600+ learner numbers), ie 3384 fte in all, and a budget of £16m plus for 2007/08 (including £14.2m of LSC funding, a 17% increase - the second highest increase in Greater Manchester). The adult numbers planned for 2007/08 reflect a scaling back from 1000+ fte in 2004/05 (4500 learners) and 740 fte (4240 learners) in 2005/06 - in line with DfES/LSC priorities. The College has a strong employer focus for a sixth form college. Non LSC delivery through the Pendleton Business Centre includes some 1600 learners on contracted and full cost programmes. This year it has had a substantial (424 learners) Train to Gain contract.

35% of Pendleton College's provision is at Levels 1 and 2. But its core numbers remain on AS/A2 courses (75% of whom progress to HE), and vocational courses at Level 3, (60% of whom progress to HE). Pass rates and progress at both GCE AS and A-level were described in the college's latest (June 2007) Ofsted Annual Assessment Visit (AAV) as "outstanding". Its adult funding is now focused mainly on the LSC's priority areas of Skills for Life and full Level 2 qualifications (also described by Ofsted as "outstanding provision"). The college has scaled back its franchising significantly since 2000, to under 1% of its budget, and has focused on its Salford mission.

In its last full inspection (by Ofsted in 2004) the college gained Grade 1 in Science and Maths, ESOL, and in Hospitality, Sport and Leisure (and for Leadership and Management), and Grade 2 in all other programme areas, leading to the award of its Beacon status. Since then, Art and Design, English, Modern Foreign Languages and Performing Arts, along with Additional Learner Support have also been confirmed as Outstanding in Ofsted's June 2007 AAV inspection.

iii. Salford College

Salford FE College is a medium sized general FE college. 16-18 year old numbers have grown from 1294 LSC funded learners (1021 fte) to 1368 (1124 fte) between 2004/05 and 2005/06. Post 19 numbers over the same period have fallen from 8446 LSC funded learners (1634 fte) to 6546 (1727 fte). Like the other two colleges, Salford FE College sees its mission as to meet the education and skills needs of Salford, but 3760 plus of its 7,914 LSC funded students in 2005/06 came from outside Salford (see **Table M** below). The college is a sub-regional specialist centre for construction.

In addition, Salford College has 1,760 students (Head Count) that are not LSC funded. In 2005-06, these included 61 HEFCE students (HNCs in Health and Social Care, and Construction and Management Studies programmes), 120 Franchised-in HE students (Foundation Degrees in Early Years/Community Governance and a PGCE). Other non-LSC funded students consisted of WBL learners funded through sub-contracting arrangements with a number of work-based learning providers. (512 students or 386 fte); students on flexibility programmes (146 or 62 fte); and a number of sub-contracted ESF funded students.

Salford College's main site is in Walkden at the western end of Salford. It also has a site (where its construction provision is located) in the industrial centre of Salford.

On its latest full inspection (in 2003) Salford's ESOL provision was given Grade 2 and all other programme areas (including two, hairdressing and beauty therapy and sport, leisure and travel after re-inspection) were given Grade 3 (Satisfactory). The college has been in weak financial health for some time but this year is forecasting an operating surplus. It currently receives 40% of its funding from the LSC for the delivery of adult provision.

iv. Langdon College

Langdon College, located on the boundaries of Salford, Bury and Manchester, is the only specialist residential college in the country for Jewish students aged 16-25 with learning difficulties and disabilities. It is situated in the heart of an active and supportive Jewish community in north Manchester, from which it benefits considerably. It focuses on helping its students (currently 19 in number, split more or less equally between men and women) to develop independent living skills, affording them each a differentiated curriculum appropriate to their needs. The college's mission is "to contribute towards an inclusive national further education service by providing high quality further education for young Jewish people whose needs cannot be met by local providers."

The college's teaching accommodation is afforded by a recently extended and refurbished, early 20th century suburban house, which is estimated to have space for up to 32 students. Suitable residential accommodation is available nearby. Langdon has a network of partnerships with local FE colleges and employers in order to offer tailored vocational courses and work experience to its students. The governing body has recently determined that the college should seek to play a wider role in the local community, and should extend access to non-Jewish students.

The college is in Financial Category Grade A. In its latest SAR, based on the common inspection framework, the college has assessed itself as Grade 2 in most aspects of its curricular provision, and Grade 1 for financial management and assurance.

Table I

Success Rates: Salford District Colleges			2003/04		2004/05		2005/06	
Provider Name	Age band	Duration	Total Starts	Success Rate	Total Starts	Success Rate	Total Starts	Success Rate
ECCLES COLLEGE	16-18	Long	3032	72%	3060	75%	3074	74%
		Short	111	64%	168	92%	33	55%
	16-18 Total		3143	71%	3228	76%	3107	74%
	19+	Long	333	53%	656	72%	489	71%
		Short	1892	87%	1036	87%	1162	75%
19+ Total		2225	82%	1692	82%	1651	74%	
ECCLES COLLEGE Total			5368	76%	4920	78%	4758	74%
PENDLETON COLLEGE	16-18	Long	3252	77%	4411	85%	4917	84%
		Short	933	50%	381	75%	277	81%
	16-18 Total		4185	71%	4792	84%	5194	84%
	19+	Long	847	61%	800	69%	843	78%
		Short	5660	82%	6733	80%	4872	88%
19+ Total		6507	79%	7533	79%	5715	86%	
PENDLETON COLLEGE Total			10692	76%	12325	81%	10909	85%
SALFORD COLLEGE	16-18	Long	1680	45%	1427	57%	2033	59%
		Short	429	79%	932	60%	1092	59%
	16-18 Total		2109	52%	2359	58%	3125	59%
	19+	Long	3528	48%	3359	57%	3415	53%
		Short	6556	78%	7545	68%	4542	73%
19+ Total		10084	67%	10904	64%	7957	65%	
SALFORD COLLEGE Total			12193	65%	13263	63%	11082	63%
Grand Total			28253	71%	30508	73%	26749	74%

See Annex 4 for Long Course Success rates by Age and SSA Tier 2.

Work-Based Learning

31. The activity of the WBL providers in 2005-06 was as follows:

Table J: Learners in Work-based Learning 2005-06

Programme	Learners
E2E	280
Level 2 (incl FMA)	1,372
Level 3 (incl AMA)	691
Level 4, 5 and Higher	22
Other	49
Grand Total	2,414

NB. Including 32 learners on non-LSC funded programmes

Annex 5 provides a breakdown of work-based learners by age and provider and **Table K** below an analysis of work-based learner numbers in 2005-06 by provider and level.

Table K

Salford ResidentLearners (Head Count) taking part in WBL 2005-06			
Provider Name	Levels 1 and 2	Level 3 and above	Grand Total
ECONOMIC SOLUTIONS LIMITED	380	123	503
SALFORD CITY COUNCIL	166	0	166
YMCA TRAINING	163	11	174
NATIONAL COUNCIL ON AGEING	88	6	94
CITB- CONSTRUCTIONSKILLS	63	17	80
PROTOCOL SKILLS LIMITED	50	8	58
CARILLION CONSTRUCTION LIMITED	49	31	80
NORTH LANCS. TRAINING GROUP LIMITED(THE)	40	6	46
TRANSMIT LIMITED	39	7	46
TRAINING AND MANPOWER LIMITED	38	16	54
QUANTICA PLC	37	10	47
SALFORD AND TRAFFORD ENGINEERING GROUP	37	53	90
M J & V L McCormack	36	20	56
START TRAINING (MANCHESTER) LIMITED	36	63	99
VT PLUS TRAINING PLC	29	18	47
GDN CHILDCARE TRAINING LIMITED	28	42	70
GENERAL PHYSICS (UK) LTD.	24	5	29
THE VOCATIONAL COLLEGE LIMITED	24	6	30
EDUCATION & YOUTH SERVICES LIMITED	22	0	22
MICHAEL JOHN TRAINING LIMITED	21	6	27
BOLTON COMMUNITY COLLEGE	19	6	25
HCTC LIMITED	19	10	29
ALLIANCE LEARNING LTD	16	10	26
CONSTANT BROWNING EDMONDS LIMITED	12	0	12
JHP GROUP LIMITED	12	1	13
SBC Training & Consultancy	12	1	13
BURY COLLEGE	10	3	13
EMTEC HOLDINGS LIMITED	10	14	24
QUBE QUALIFICATIONS AND DEVELOPMENT LIMITED	10	3	13
MANCHESTER TRAINING LIMITED	9	0	9
PRESTON COLLEGE	9	0	9
PROCO. NW LIMITED	9	3	12
BOLTON METROPOLITAN BOROUGH COUNCIL	8	2	10
INTERACTIVE TRAINING MANAGEMENT LIMITED	8	4	12
TOUCHSTONE LEARNING & SKILLS LTD	8	5	13
ALFRED MCALPINE PLC	7	0	7
CENTRAL SPORTS MANAGEMENT & TRAINING LIMITED	7	5	12
HANOVIA STYLE LIMITED	7	0	7
LIVERPOOL COMMUNITY COLLEGE	7	0	7
ORIENT GOLD LIMITED	7	4	11
PENDLETON COLLEGE	7	1	8
RETAIL MOTOR INDUSTRY TRAINING LIMITED	7	9	16
TOTAL PEOPLE LIMITED	7	7	14
THE OLDHAM COLLEGE	5	12	17
TRAINING FOR TRAVEL LIMITED	4	6	10
BUILDING ENGINEERING SERVICES TRAINING LIMITED	1	17	18
JTL	0	43	43
FTC KAPLAN LIMITED	0	14	14
TOTAL FOR 69 OTHER PROVIDERS	101	85	186
Grand Total	1,701	713	2,414

Mobility of Learners

32. Salford is very much part of the Greater Manchester conurbation. Many residents of Salford choose to go to education and training providers in surrounding areas. This is to be expected: there are a number of Beacon colleges – Bury, Holy Cross, Loreto, South Trafford and Winstanley - as well as a range of other high quality providers within striking distance of Salford.

Table L: Salford Residents at Out of District Colleges 2005-06

Learners (Head Count) leaving Salford by District, Level, Age and Provider								
Provider District	Provider Name	Under 19 and over Total			Under 19 and over Total			Grand Total
		Entry	Levels 1 and 2	Total	Levels 3 & Above	Total	Total	
Manchester	MANCAT	190	696	886	76	441	517	1,403
	CITY COLLEGE MANCHESTER	70	624	694	31	138	169	863
	LORETO SIXTH FORM COLLEGE	7	13	20	107	4	111	131
	XAVERIAN COLLEGE	1	0	1	10	0	10	11
Manchester Total		268	1,333	1,601	224	583	807	2,408
Trafford	NORTH TRAFFORD COLLEGE	100	449	549	66	181	247	796
	SOUTH TRAFFORD COLLEGE	21	150	171	8	61	69	240
Trafford Total		121	599	720	74	242	316	1,036
Bolton	BOLTON COMMUNITY COLLEGE	18	152	170	10	59	69	239
	BOLTON SIXTH FORM COLLEGE	0	0	0	2	0	2	2
Bolton Total		18	152	170	12	59	71	241
Bury	BURY COLLEGE	15	185	200	35	28	63	263
	HOLY CROSS COLLEGE	0	1	1	21	0	21	22
Bury Total		15	186	201	56	28	84	285
Wigan	WIGAN AND LEIGH COLLEGE	15	168	183	10	46	56	239
	WINSTANLEY COLLEGE	0	0	0	13	0	13	13
Wigan Total		15	168	183	23	46	69	252
Stockport	AQUINAS COLLEGE	0	0	0	1	0	1	1
	CHEADLE AND MARPLE SIXTH FORM COLLEGE	1	32	33	0	8	8	41
	NORTH AREA COLLEGE	1	8	9	0	1	1	10
	STOCKPORT COLLEGE	1	68	69	4	54	58	127
Stockport Total		3	108	111	5	63	68	179
Tameside	ASHTON-UNDER-LYNE SIXTH FORM COLLEGE	0	2	2	0	0	0	2
	TAMESIDE COLLEGE	7	72	79	3	12	15	94
Tameside Total		7	74	81	3	12	15	96
Oldham	THE OLDHAM COLLEGE	1	64	65	2	14	16	81
Oldham Total		1	64	65	2	14	16	81
Rochdale	HOPWOOD HALL COLLEGE	2	13	15	4	5	9	24
Rochdale Total		2	13	15	4	5	9	24
Outside of Area	WORKERS' EDUCATIONAL ASSOCIATION	3	319	322	0	17	17	339
	MYERSCOUGH COLLEGE	25	78	103	4	10	14	117
	PRESTON COLLEGE	2	92	94	2	12	14	108
	WEST CHESHIRE COLLEGE	0	66	66	0	0	0	66
	SKELMERSDALE COLLEGE	0	48	48	0	2	2	50
	DERBY COLLEGE	0	41	41	0	2	2	43
	BLACKBURN COLLEGE	0	33	33	0	9	9	42
	WARRINGTON COLLEGIATE INSTITUTE	1	27	28	3	11	14	42
	ACCRINGTON AND ROSSENDALE COLLEGE	6	27	33	0	8	8	41
	NEWHAM COLLEGE OF FURTHER EDUCATION	41	0	41	0	0	0	41
	REASEHEATH COLLEGE	27	11	38	1	2	3	41
	BLACKPOOL AND THE FYLDE COLLEGE	0	26	26	0	5	5	31
	ST HELENS COLLEGE	3	13	16	0	13	13	29
	WEST NOTTINGHAMSHIRE COLLEGE	5	22	27	0	1	1	28
	LEEDS THOMAS DANBY	0	25	25	0	0	0	25
	RIVERSIDE COLLEGE HALTON	0	18	18	0	3	3	21
	NEWCASTLE COLLEGE	0	12	12	0	3	3	15
	CIRENCESTER COLLEGE	1	12	13	0	0	0	13
	MACCLESFIELD COLLEGE	2	6	8	2	3	5	13
	RUSKIN COLLEGE	0	12	12	0	0	0	12
	LIVERPOOL COMMUNITY COLLEGE	0	1	1	0	9	9	10
	PARK LANE COLLEGE	0	9	9	0	1	1	10
	RUNSHAW COLLEGE	1	7	8	0	2	2	10
TELFORD COLLEGE OF ARTS AND TECHNOLOGY	0	8	8	0	2	2	10	
OTHER PROVIDERS - SMALL NUMBERS (90) Total	12	188	200	13	55	68	268	
Outside of Area Total		129	1,101	1,230	25	170	195	1,157
Grand Total		579	3,798	4,377	428	1,222	1,650	6,027

33. Similarly, many residents of surrounding local authorities choose to study at colleges in Salford (See **Table M**). Overall, there was a net inflow of 393 of students aged 16-19 onto LSC funded Level 3+ programmes at FE colleges in Salford, and 126 post 19 year old students at Level 3+. (See **Table P** below).

Table M: Out of District Learners Studying at Salford District Colleges 2005-06

Out of District Learners (Head Count) studying at Salford Colleges 2005-06							
Provider Name	Resident District	19 and over			19 and Over		
		Under 19	19 and over	Total	Under 19	Over	Total
		Lev 1, 2 & Other			Level 3 & above		
PENDLETON COLLEGE	Outside of Area	8	187	195	15	4	19
	Manchester	58	584	642	75	26	101
	Trafford	17	184	201	95	10	105
	Bolton	40	140	180	191	9	200
	Rochdale	4	68	72	6	1	7
	Stockport	7	142	149	4	2	6
	Tameside	6	143	149	4	3	7
	Wigan	25	196	221	137	7	144
	Bury	14	176	190	19	11	30
	Oldham	5	92	97	3	2	5
PENDLETON COLLEGE Total		184	1912	2096	549	75	624
SALFORD COLLEGE	Outside of Area	31	447	478	5	344	349
	Manchester	44	341	385	15	151	166
	Trafford	29	155	184	2	73	75
	Bolton	108	228	336	105	149	254
	Rochdale	10	100	110	2	122	124
	Stockport	33	99	132	0	75	75
	Tameside	17	140	157	1	74	75
	Wigan	43	187	230	35	115	150
	Bury	27	173	200	13	106	119
	Oldham	12	99	111	1	49	50
SALFORD COLLEGE Total		354	1969	2323	179	1258	1437
ECCLES COLLEGE	Outside of Area	0	53	53	0	0	0
	Manchester	9	234	243	4	3	7
	Trafford	8	77	85	31	4	35
	Bolton	5	39	44	18	2	20
	Rochdale	0	19	19	1	1	2
	Stockport	1	16	17	0	0	0
	Tameside	0	19	19	0	1	1
	Wigan	4	23	27	37	2	39
	Bury	1	41	42	1	2	3
	Oldham	2	14	16	1	0	1
ECCLES COLLEGE Total		30	535	565	93	15	108
Grand Total		568	4416	4984	821	1348	2169

34. A similar pattern of cross-district movement can be seen in the case of Work-based Learners (**Tables N and O** below).

Table N: Salford Residents attending Out of District WBL Provision 2005-06

Salford Resident Learners (Head Count) going to WBL Providers delivering out of district 2005-06	Under 19			19 and over			Grand Total
	E2E & Level 2	Level 3+	Under 19 Total	E2E & Level 2	Level 3 +	19 + Total	
Blackburn with Darwen	2	0	2	5	0	5	7
Bolton	29	15	44	41	18	59	103
Burnley	0	0	0	0	1	1	1
Bury	12	4	16	13	8	21	37
Carlisle	0	0	0	0	1	1	1
Chester	0	0	0	1	0	1	1
Chorley	0	2	2	1	0	1	3
Crewe and Nantwich	0	0	0	1	1	2	2
Fylde	0	0	0	1	0	1	1
Halton	0	0	0	0	1	1	1
Hyndburn	1	0	1	1	1	2	3
Knowsley	0	0	0	4	0	4	4
Liverpool	3	0	3	8	0	8	11
Macclesfield	2	0	2	1	1	2	4
Manchester	247	48	295	98	122	220	515
Oldham	9	2	11	5	8	13	24
Preston	0	0	0	2	0	2	2
Rochdale	2	0	2	1	0	1	3
St. Helens	0	2	2	1	1	2	4
Stockport	3	5	8	4	8	12	20
Tameside	1	2	3	2	1	3	6
Trafford	47	21	68	57	36	93	161
Unknown Address	157	30	187	83	102	185	372
Vale Royal	1	0	1	0	0	0	1
Warrington	6	4	10	1	6	7	17
Wigan	4	4	8	9	5	14	22
Wyre	0	0	0	0	1	1	1
Outside of Area	7	5	12	18	21	39	51
Grand Total	533	144	677	358	343	701	1,378

Table O: Non Salford Residents attending WBL Provision delivered in Salford

Non-Salford Resident Learners (Head Count) attending WBL provision delivered in Salford 2005-06			Under 19			19 and over			Grand Total	
Provider District	Provider District	Provider Name	Level 1,2 and other	Level 3+	Under 19 Total	Level 1,2 and other	Level 3+	19 and over Total		
Salford	Salford	GDN CHILDCARE TRAINING LIMITED	9	8	17	3	44	47	64	
		NATIONAL COUNCIL ON AGEING	13	0	13	7	1	8	21	
		SALFORD AND TRAFFORD ENGINEERING GROUP	0	0	0	9	0	9	9	
		PENDLETON COLLEGE	6	0	0	4	5	0	15	
		SALFORD CITY COUNCIL	57	0	57	17	0	17	74	
		START TRAINING (MANCHESTER) LIMITED	4	0	4	1	12	13	17	
Salford Total			83	8	91	37	57	94	185	
Outside of Area	Bromley	JTL		9	9		6	6	15	
	Calderdale	GENERAL PHYSICS (UK) LTD.	1		1	2	1	3	4	
	Camden	TUI UK LIMITED		2	2				2	
	Cherwell	YMCA TRAINING	23		23	8	2	10	33	
	City of Bristol	ACTION FOR EMPLOYMENT LIMITED				1		1	1	1
		LIFETIME HEALTH & FITNESS LIMITED	1		1					1
	City of Nottingham	HCTC LIMITED	1	1	2	4	5	9	11	
	City of Peterborough	CONSTANT BROWNING EDMONDS LIMITED				2		2	2	
	City of Stoke-on-Trent	TRAINING AND MANPOWER LIMITED	199	31	230	17	94	110	341	
	City of Westminster	ALFRED MCALPINE PLC				16		16	16	
		RETAIL MOTOR INDUSTRY TRAINING LIMITED	3	2	5		2	2	7	
	Dudley	PROTOCOL SKILLS LIMITED	1		1	9		9	10	
	Eastleigh	TOUCHSTONE LEARNING & SKILLS LTD	1		1		3	3	4	
	Exeter	CITB- CONSTRUCTIONSKILLS	57	2	59	66	22	88	147	
	Gateshead	CARILLION CONSTRUCTION LIMITED	52	29	81				81	
	Islington	ROYAL MAIL GROUP PLC				1		1	1	
	Newark and Sherwood	HONDA MOTOR EUROPE LIMITED					1	1	1	
	Rushcliffe	EMTEC HOLDINGS LIMITED	1	15	16	2	2	4	20	
	South Gloucestershire	ORANGE HOLDINGS (UK) LIMITED		1	1		1	1	2	
	South Oxfordshire	QUBE QUALIFICATIONS AND DEVELOPMENT LIM	2		2				2	
Wokingham	VT PLUS TRAINING PLC					2	2	2		
Outside of Area Total			342	92	434	128	140	268	702	
Trafford	Trafford	ECONOMIC SOLUTIONS LIMITED	57	7	64		1	11	75	
		QUANTICA PLC	23		23	6		6	29	
Trafford Total			80	7	87	16	1	17	104	
Bolton	Bolton	MICHAEL JOHN TRAINING LIMITED				2		2	2	
		TRAINING WEST LANCASHIRE LIMITED				1		1	1	
Bolton Total						3		3	3	
Oldham	Oldham	OLDHAM ENGINEERING GROUP				1		1	1	
		THE OLDHAM COLLEGE	1		1	2		2	3	
Oldham Total			1		1	3		3	4	
Rochdale	Rochdale	ROCHDALE METROPOLITAN BOROUGH COUNCIL					1	1	1	
		TRANSMIT LIMITED				17	13	30	30	
Rochdale Total						17	14	31	31	
Congleton	Congleton	LEARNING CENTRE UK LIMITED				1		1	1	
		TOTAL PEOPLE LIMITED	1	1	2	2	6	8	10	
Congleton Total			1	1	2	3	6	9	11	
Eden	Eden	BUILDING ENGINEERING SERVICES TRAINING LTD		5	5		14	14	19	
Eden Total				5	5		14	14	19	
Wigan	Wigan	CENTRAL SPORTS MANAGEMENT & TRAINING LT	1		1	2	1	3	4	
Wigan Total			1		1	2	1	3	4	
Liverpool	Liverpool	BIBBY LINE GROUP LIMITED				1		1	1	
		THE VOCATIONAL COLLEGE LIMITED	2		2	2		2	4	
Liverpool Total			2		2	3		3	5	
Sefton	Sefton	ASSOCIATED CARE TRAINING LIMITED					2	2	2	
		JOINT LEARNING PARTNERSHIP LIMITED				1		1	1	
		NORTH WEST TRAINING COUNCIL				1		1	1	
Sefton Total						2	2	4	4	
St. Helens	St. Helens	ST HELENS CHAMBER LIMITED					1	1	1	
St. Helens Total							1	1	1	
Knowsley	Knowsley	SYSCO TRAINING LLP					1	1	1	
Knowsley Total							1	1	1	
Hyndburn	Hyndburn	NORTH LANC.S. TRAINING GROUP LIMITED(THE)	1		1	4		4	5	
Hyndburn Total			1		1	4		4	5	
Unknown Address	Unknown Address	BUILDERS MERCHANTS FEDERATION LIMITED				1		1	1	
		CHEYNE'S (MANAGEMENT) LIMITED				1		1	1	
		JHP GROUP LIMITED	2		2	6		6	8	
		WHITBREAD PLC				1		1	1	
Unknown Address Total			2		2	9		9	11	
Grand Total			516	112	626	231	243	464	1,106	

35. The overall pattern of movement of learners to and from Salford to study in FE or WBL is summarised in **Table P** below. In 2005-06 there was a net inflow of 333 16-18 year olds into Salford and one of 517 for over 19 year old students on LSC funded programmes. The figures for Level 3 movements are the most striking: whilst there was

a total net inflow of 361 16-18 year olds to study at Level 3 in Salford, there is a modest (26) total net outflow of adults at Level 3. Interestingly too, whereas in general across the country learners are ready to travel further the more they have studied, in Salford the aggregate movements at Entry Level to Level 2, at 11000 plus in total, are much larger than at Level 3 (a little under 5000).

Table P

Flows of Students in and out of Salford in 2005-06					
	Under 19s		Over 19s		Total
	Entry Level to Level 2	Level 3 and above	Entry Level to Level 2	Level 3 and above	
FE out from Salford	579	428	3798	1222	6027
WBL out from Salford	533	144	358	343	1378
Total out	1112	572	4156	1565	7405
FE into Salford	568	821	4416	1348	7153
WBL into Salford	516	112	231	243	1,102
Total in	1084	933	4647	1591	8255
Net total (In=+)	- 28	+ 361	+ 491	+ 26	+ 850

36. Despite the evidence of this significant movement of learners around the western side of Greater Manchester and beyond, several of those whom we interviewed considered that travel in Salford was a major issue. Public transport follows the major arterial routes into the centre of Manchester. Travel around Salford is difficult: it can take a very long time to travel quite short distances by road in rush hours.
37. Geographical maps of the catchment areas of the FE Colleges, Work-based Learning and Adult and Community Learning providers within Greater Manchester are provided in **Appendix C**.

VI. Projections of Demand

38. In this section we seek to forecast the effective demand for further education in Salford over the next 10-15 years. We cannot pretend to exact numerical conclusions: our concern is more with the direction of travel and the overall balance than with seeking a spurious accuracy.

Young People

39. The 16-18 year old cohort in Salford is about 5,200 currently, and is forecast to decline a little. Of these, about 1000 16-18 year olds (ie 579 + 428 in 2005/06) currently go to FE colleges outside Salford (see **Table L** above), and about 700 (ie 533 +144) go to WBL providers outside Salford (**Table N**). Against this, some 1400 (568 + 821) from surrounding areas choose to continue their studies in one of the three Salford colleges (see **Table M**), and 600 (516 +112) come from outside Salford to Salford-based WBL providers (**Table O**).⁴
40. The target is to increase 16-18 year olds' participation in learning to around 90% nationally by 2013, and the Government has announced its intention to legislate in the autumn to make attendance in some form of learning compulsory. Reflecting the new Government's agenda as summarised above and assuming close to 100% participation in learning (ie zero NEETs), and no major change in net migration, it would seem reasonable 10 years ahead to plan for some 3500 local 16-18 year old learners plus around the same number of students from outside as now, ie 2000⁵, or in total some 5500 learners. On current plans, 500 of these might be in one or other of the new Salford school 6th forms. Of the remainder, 35% plus or 1750 may want general academic places, 40% or 2000 general vocational places (assuming that the new Specialised Diplomas are successful, but that there will be a continuing significant need also for E2E or equivalent 'transition' courses) and 25% or 1250 specific vocational training, ie apprenticeships. In each case the numbers could vary by +/- 10%.
41. Depending on the rate of improvement of Salford's secondary schools, a progressively increasing percentage of the demand for general and specific vocational provision will be at Level 3. But in the next few years a high percentage of demand will continue to be at Levels 1 and 2. As to the curricular mix of provision:
- As the lines of specialised diplomas come on stream over the years from 2008, the Government's intention is that there should be a migration towards these and away from other college based (eg BTEC) general vocational courses. But many of the latter, as A levels, may be expected to be components of the new diplomas;

⁴ This analysis excludes students moving at 16 to go to schools outside Salford. The numbers are likely to be relatively small.

⁵ The number may be reduced by improvements in local non-Salford provision, including new opportunities in academies. But against that, as a higher proportion of 16-17 year olds in the region are ready to go on to Level 3 courses, they will be more inclined to travel beyond their immediate vicinity to do so.

- The pattern of apprenticeships in Salford may be expected to evolve in response to employer and sectoral demand as forecast above;
- To motivate the whole 14-19 cohort, a higher proportion of learning may need to be delivered in imaginative or (currently) unconventional ways.

Adults

42. The size and pattern of demand from adults is much more difficult to forecast, since they or their employers will in future have to meet a much higher proportion of the costs themselves. In its response to the Leitch Report, the Government “accepts the ambition Lord Leitch recommended and adopts it as its own” (*World Class Skills Cm 7181, 1.1*), ie that by 2020:
- a. 95% of adults should achieve the basic skills of functional literacy and numeracy (compared with 85% literacy and 79% numeracy in 2005): it may be assumed that this will continue to be funded by the Exchequer and be provided predominantly by local FE colleges, though not necessarily on their main sites;
 - b. More than 90% of adults should be qualified to at least Level 2 (compared with 69% in 2005): again the Exchequer may be expected to bear a high proportion of the costs, though employers have been asked to ‘pledge’ to contribute (at least by releasing and encouraging their staff);
 - c. the balance of intermediate skills should be shifted from Level 2 to Level 3, entailing an additional 1.9 million estimated Level 3 attainments over the period to 2020, and boosting the number of apprenticeships to 500,000 a year, including a big expansion in over 19 year old apprentices;
 - d. An increase to 40% or more of adults qualified to Level 4 or above (up from 29% in 2005), with a commitment to continuing progression to ‘world-class levels’.
43. Within the Level 2, 3 and 4 totals at b-d above, the expectation should be that, whether supported by improved information advice and guidance (recommended by Leitch) or more effective informal market clearing mechanisms, adults will increasingly demand those training programmes and those qualifications that equip them with the skills for the developing mainly service-based Salford labour market.
44. The above vision may at this moment seem a long way away from the immediate reality facing FE colleges which, because the LSC has had to make immediate changes in funding away from adults and towards 16-18 year olds, and the vacuum has not yet been filled, are having to make difficult adjustments. But for the longer term, if the above targets are to be achieved at every level – from skills for life to foundation degrees – this gap will need to be filled. As an indication of how, at least in part, the Prime Minister signalled the Government’s intention on 13 July to include in the autumn Education and Skills Bill:
- A new legal entitlement for adults to free training in basic literacy and numeracy skills, and to achieve their first full level 2 qualifications; and

- Subject to further consultation, an enabling power for the Secretary of State to raise a training levy in a given sector where employers want it and where it will be of overall net benefit.

It is the system of FE colleges across the country that will provide the core infrastructure for delivery of the ambitious Leitch targets.

45. Given the mobility and variety of needs of adult students, modelling the likely demand in Salford under each category a-d above is fraught with difficulty. In 2005/06, the three Salford colleges had 2596 fte adult students (as recorded on their FO4 returns)⁶. These 2600 odd fte students represented 13000 plus learners. These were mainly on short courses. If the Leitch targets are to be met, many of those 13000 (or their peers) will need to take a much longer course leading to full qualifications – and constituting a full-time equivalent load much closer to the 4400 odd fte young people who were funded by the LSC in Salford's colleges in 2005/06.

⁶ They will also have had a number of 100% self-funded students not here fully recorded. These are likely to become increasingly important over the next 10 years.

VII. A Framework for Assessing FE Provision for 2020

Principles

46. Against this local, regional and national background, we have sought to develop an appropriate model and decision criteria to underpin a post-16 capital infrastructure for Salford.
47. A key issue is that Salford's infrastructure cannot be planned in isolation. In the light of our analysis and interviews, we propose the following key principles:
- i. **Sufficient and adequate coverage:** there should be reasonable but not excessive access to facilities – there is a real risk of over-provision with the prospective fall in the 15-19 year old age cohort locally; but
 - ii. **Accessibility should be inversely correlated with level:** the lower level the course, and the less motivated the student on average, the easier it should be to access; reflecting this
 - iii. **Centres of Excellence or Hubs with local access points or 'spokes'** should be developed across Salford and neighbouring parts of Greater Manchester for each specialist vocational area for which there is a critical mass of demand;
 - iv. **Distribution of access should be separated from the distribution of ownership:** ie what matters is ensuring accessibility, whoever is the owner;
 - v. The resulting network of education and training provision should be designed and seen as a **key part of an integrated strategy** to develop and regenerate Salford within the Greater Manchester City Region.
48. In the light of our discussions and detailed analysis of key economic sectors and of existing and planned education and training provision, we suggest the following **seven clusters of curriculum** for the analysis and development of post 16 provision in Salford:
- **Financial and Business Services**
 - **Creative, Media and the Arts**
 - **Construction and the Built Environment**
 - **Health, Public Services and Life Sciences**
 - **Lifestyle**
 - **Humanities and Science (Academic)**
 - **Preparation for Work and Life**
49. Their relationship with the key sectors of the local Salford economy, where applicable, and with the sector-by-sector framework used for classifying FE provision is illustrated in **Table Q** below.

Table Q

Key Sector	SSA 1	Proposed Curriculum Cluster
<ul style="list-style-type: none"> Financial and Professional Services, ICT Digital and Communications 	Business, Administration and Law; Information & Communication Technologies (ICT Users); Education and Training	1. Financial and Business Services
<ul style="list-style-type: none"> Creative/Digital/New Media 	Arts, Media and Publishing; Information & Communication Technologies (ICT Practitioners)	2. Creative, Media and the Arts
<ul style="list-style-type: none"> Construction and Building Services 	Construction Planning and the Built Environment; Engineering & Manufacturing Technologies	3. Construction and the Built Environment
<ul style="list-style-type: none"> Science based innovation, Public Sector 	Health, Public Services and Care; Agriculture, Horticulture and Animal Care	4. Health, Public Services and Life Sciences
<ul style="list-style-type: none"> Retail, Tourism, Sport, 	Retail and Commercial Enterprise; Leisure, Travel and Tourism;	5. Lifestyle
	History, Philosophy and Theology; Languages, Literature and Culture; Science and Mathematics; Social Sciences	6. Humanities and Sciences (A/S and A2 levels)
	Preparation for Life and Work	7. Preparation for Life and Work

50. For each of these curriculum clusters, one might seek to develop within, or within reasonable access of, the City of Salford:
- A hub of specialist curriculum provision**, with courses at Levels 3 and 4; and
 - A network of local progression spokes**: each progression spoke should be based on a college, specialist secondary school or WBL provider and be able to offer high quality provision in the relevant specialism at Pre-entry, Entry, Level 1 and 2.
51. The vocational Hub or Centre of Excellence for each cluster should have:
- A critical mass of high quality provision (say, 250 + fte learners) at level 3 including AS and A- levels, vocational A levels and other vocational programmes;

- Capacity at Level 4 with clear links and progression pathways to HE;
 - Curriculum breadth across most of the sectors covered by the cluster;
 - Appropriate levels of IAG, learning resource, social facilities and student support services for young people and/or adults.
 - The potential to secure significant support from the employers that it serves; and
 - The potential to develop into the hub of a sector-based Skills Academy.
52. The local delivery centres or spokes for each Centre of Excellence or hub should, either from their internal resources or in partnership and/or access to a wider network, have:
- The staffing and facilities to provide a range of good quality courses in its specialist area leading to nationally recognised qualifications at Level 1 and 2, and where appropriate to Level 3;
 - Clear progression pathways to and links with the relevant hub of Level 3 and 4 provision;
 - Strong links with local employers in the relevant sector/s - as part of a coherent approach to employer engagement in association with the hub;
 - The capacity to give effective pastoral support, information, advice and guidance at each stage to all its learners;
 - Access to appropriate social facilities for young people for whom it is the home base for their continuing learning.
53. These local delivery centres have significant implications not only for the development of further education provision in Salford – the direct focus of our review – but also for the detailed implementation of the local authority’s BSF programme. In principle, each specialist school or academy involved in the delivery of the new Diplomas should have the potential to form one of the local delivery centres or spokes here envisaged. In some cases, as extended schools, they may serve as local centres for adults as well as the 14-19 population. Other local centres, including private and voluntary sector provision offering a variety of suitable environments, will also have a key contribution to make in regard to adult access and progression. The aim should be to apply the resources available from all sources to maximise the benefit for both the 14-19 and adult populations of Salford.
54. A summary of the indicative curriculum and the sector tier qualifications for each of the five vocational clusters are set out at **Appendix A**.

VIII. The Structure of Post 16 Education in Salford: Meeting curriculum and sectoral needs

55. The vision shared by all those whom we interviewed is that Salford should have a pattern and quality of post 16 education and training that meets the needs and aspirations of all its residents; and that in particular it should equip Salford's own working population for the skilled and highly skilled employment opportunities which are forecast to dominate Salford's growing economy over the next 10 years. Schools, supported by their parents and local communities, may be expected to play an increasing role in post 16 education, but from a low base locally and on a relatively modest scale. WBL providers have a critical role to play in particular niche markets, as the numbers of 16-25 year olds in apprenticeships expand, and as more employers recognise the value of up-skilling their employees of all ages and at all levels. But it is the network of FE colleges that must play the major role in realising this vision.
56. Our analysis suggests that young people in Salford are relatively well provided for in regard to the general academic post 16 curriculum – especially when account is taken of the range of strong (and indeed Beacon) sixth form colleges within ready travelling distance around Salford. The plans by a number of schools in Salford to open new sixth forms will extend choice and local access to 6th form provision, though this is likely to be to a much narrower range of courses than afforded by the two sixth form colleges. Partnerships between the established SFCs and the new 6th forms, building on the arrangements that will be essential to delivery of the new specialised diplomas, would strengthen their quality and broaden the range of subjects that can be afforded economically.
57. There also seems to be a fair range of locally accessible basic skills provision in Salford both for adults and young people. The major challenge is to extend access to motivating provision, either at the workplace or in the sort of environments likely to attract back to learning those who lack the confidence to enter mainstream provision and/or did not succeed at school the first time round. The prospective raising of the compulsory learning age will focus minds further on the need for imaginative partnership work between Salford's schools and colleges, WBL providers and the voluntary sector to provide for the significant local NEET cohort.
58. There is also evidence of good practice and imaginative provision for students with learning difficulties and disabilities, including at Langdon College, a nationally recognised specialist in this field. There is a need to extend such imaginative solutions and partnerships in order to cater adequately for those young adults with a wide range of learning difficulties and disabilities. A clear focus on progression opportunities and on preparation for work and independent living, wherever possible, should be a core feature of such provision. This should include access to specialist staff and facilities such as those afforded uniquely by Langdon College, which we consider to be an underused resource.

59. The remainder of this report focuses principally on key issues of structure and organisation relating to the various key vocational or sectoral specialisms identified above. The tables and pie charts at **Annexes 1, 2 and 3** summarise the existing provision of the three Salford colleges by cluster, sector skills area and level (using 2005-06 data and FTE Aims in **Annexes 1 and 2** and Student Numbers or head count in **Annex 3**). The number of Guided Learning Hours (GLH) delivered in 2005-06 for each cluster is identified in **Table R**.

Table R

Guided Learning Hours in 2005/06						
Cluster	GLH	GLH at Level 3 +	A/AS GLH	Vocational GLH at Level 3 +	Vocational FTEs at Level 3+	Total FTEs at Level 3+
Preparation of Life and Work	849,138	134,264	47,825	86,439	181	284
Humanities and Sciences (A2 and AS - Academic)	641,859	504,750	504,750	0	0	1,081
Creative, Media and the Arts	611,896	458,348	169,614	288,734	674	1,028
Health, Public Services and Life Sciences	570,784	313,522	0	313,522	707	707
Lifestyle	573,733	196,071	23,467	172,604	345	394
Financial and Business Services	365,291	158,650	83,043	75,607	162	336
Construction and the Built Environment *	237,177	81,457	12,316	69,141	198	215
Totals	3,849,878	1,847,062	841,015	1,006,047	2,267	4,045

NB. The table excludes 788 FTE students classified as 'Unknown'.

* including sub-contracted activities and HE

60. In a number of specialisms, particularly when account is taken of the contribution of specialist schools and private training providers, Salford would appear to be reasonably well equipped with local access points or spokes of Level 1 and 2 provision that can feed into higher-level provision elsewhere in Greater Manchester.
61. However, if the vision of a more self-sufficient Salford were to be realised, it would be necessary to establish within its borders a range of 'hubs' of specialist vocational provision. We have considered the potential to do so against the five criteria in para.51 above. Taking these in turn:

- ***A critical mass of high quality provision (say, 250 + fte learners) at level 3***

If the current provision of the three colleges were taken together, the critical mass in terms of learner numbers would appear to exist in each of the clusters, other than Construction, where growth through sub-regional delivery in partnership with others is expected to produce the volumes required. In the case of Financial and Business Services this depends on the inclusion of 174 fte students on AS/A level courses in Business Studies and Economics. In other AS/A2 level provision (Humanities and Sciences) and in Creative, Media and the Arts, the numbers exist in aggregate to establish more than one such centre – though each would be vulnerable if entirely separate.

As regards quality, a range of provision at Pendleton College has been judged outstanding by Ofsted at either its last full inspection or its most recent AAV: Maths, English, Modern Languages and Science (within Humanities and Sciences), ESOL (within Preparation for Life and Work), Performing Arts (within Creative Media and the Arts) and Hospitality, Sport and Leisure (within the Lifestyle cluster). All of the specialist vocational programme areas otherwise in the three colleges were judged to be at least satisfactory at their latest inspection; and a number of areas were rated good.

- ***Capacity at Level 4 with clear links and progression pathways to HE***

There is very little HE provision in Salford's colleges. Salford College offers a number of HNCs (in Health and care and Construction related areas), 2 Foundation Degrees (Early Years and Community Governance) and a thriving PGCE programme (69 students). There are links (eg for foundation degrees) with several universities, eg Bolton and Derby; but there would appear to be both the potential and the opportunity to make major improvements in this regard in a number of vocational areas. These include, in particular, Construction (linking with Salford University's specialist strengths) and Creative Media and Arts (linking potentially with Salford University's planned development at Salford Quays). All 3 colleges are Associate Colleges of Salford University.

- ***Curriculum breadth across most of the sectors covered by the cluster***

The figures for the five vocational clusters at **Annex 1** suggest that in:

- **Financial and Business Services**, there is only a limited range of provision currently (the overwhelming majority of provision is in just two areas: Business Management or ICT);
- **Creative Media and the Arts**, there is a healthy spread of provision;
- **Construction**, the numbers at Level 3 and 4 are relatively small and do not include a number of the primary skills areas eg. Plastering;
- **Health, Public Services and Life Sciences**, the overwhelming weight of provision is in Child Development and Well Being and Health and Social Care;
- **Lifestyle**, the bulk of the provision is in Sport and Fitness and Hair and Beauty, approximately 70% of which is at levels 1 and 2.

- ***The potential to secure significant support from the employers that it serves***

All of the colleges are aware of the importance of engaging with employers, and there are examples of good links and employer-related courses including Train to Gain and full-cost activity. However, at present none of these amount to the kind of partnership delivery and mutually advantageous support that would be desirable for a sector-based sub-regional centre of excellence.

- ***The potential to develop into the hub of a sector-based Skills Academy***

Other things being equal, designated Centres of Vocational Excellence (COVEs) are best placed to develop the capacity needed to become a sector-based regional or sub-regional skills academy. There are 18 COVEs in Greater Manchester. Salford colleges are involved in only two of these: Salford College is a joint partner in both the Construction and Media COVEs.

62. Salford is not an island, and it would be otiose to duplicate good specialist provision that is within ready access to Salford. But given the existing pattern of provision and the forecast key sectors for the Salford economy, there appears to be a case for establishing centres of excellence in a number of professional areas including:

- Construction and the Built Environment** – linked to the continuing growth of demand for skills across the construction industry, and serving a broad quadrant of Greater Manchester, and potentially linked to Salford University's Construction specialism;
- Creative, Media and the Arts** – linked to the Media City development at Salford Quays;
- Lifestyle** – a key growth market;
- Health, Public Services and Life Sciences** – focussing mainly on health and child care; and
- Financial and Business Services** – including Salford College's Professional Development centre, and relevant provision at Eccles and Pendleton Colleges, and potentially linked to the growing Financial Services centre at the boundary between Salford and Manchester.

63. As is clear from the above analysis, these hubs or centres of specialist vocational excellence would be starting from a lower base than elsewhere. If they are to be established, it will only be through a partnership approach:

- **Between FECs and WBL providers** – towards the creation of a specialist hub in eg construction (Salford College in partnership with Skills Solutions);
- **Between FECs and employers** to strengthen both the focus and provision of each specialist cluster;
- **Between FECs and local universities** in particular disciplines or sectors to strengthen the quality and progression pathways within each cluster: The University

of Salford has informally indicated a strong readiness to develop such links in key vocational areas;

- **Between FECs and schools** – first, to ensure the full entitlement of specialised diplomas and to provide progression spokes to the proposed hubs; secondly, to extend opportunities and improve the quality of emerging small 6th forms; and thirdly, to increase participation by offering local FE courses in ‘6th form centres’ on school premises; and perhaps most of all
- **Between the FECs themselves.**

IX. The Structure of Post 16 Education in Salford: Consideration of Organisational Issues

64. Section VIII above concludes that the establishment of the proposed specialist hubs or centres will require effective partnership working, sector by sector, between the three FE colleges of Salford. At the very least this implies the need for common timetables and the joint management of budgets, staffing and facilities. But there are other pressures to go further. The continuing demands on colleges to secure improved success rates and the current and immediately prospective major changes in the patterns of their funding will combine to expose colleges to much greater pressure over the next few years. In general:
- a. Those colleges whose main mission or market relates to young people are best protected, since they may expect – even under the new Department for Children, Schools and Families - to continue to benefit both from plan-led funding and from higher real terms levels of funding per student;
 - b. Those colleges dependent in the past to any great extent on adult-related funding from the LSC will already have had to adjust to lower levels of funding both per student and in terms of the planned volume of students, and will face continuing reductions in both of these;
 - c. The challenge to offset these reductions by increased tuition fees towards the 50% target is proving difficult in many parts of the country. Many colleges are finding themselves with invidious choices to make as they fail to recruit students willing to pay the increased fees in the numbers needed for courses to be viable. Running these on 75% of planned income (as many colleges did until a few years ago) was one thing. Doing so at 50% is quite another;
 - d. The moves to employer determined provision, whether through Train to Gain or any likely variant, will make for a much more volatile and unpredictable flow of income.
65. The response of colleges in many parts of the country is two-fold: to look to retrench back to 'safe' 16-19 provision; and to seek merger partners in order to increase their capacity and flexibility to respond to reduced adult funding and greater uncertainty generally. Decisions taken or under consideration in Trafford, central Manchester and elsewhere in Greater Manchester are bound to have an impact on colleges in Salford.
66. This is not an options review or feasibility study. We have not been commissioned to undertake the sort of detailed analysis, including financial analysis, or assessment against the LSC's merger criteria necessary to come to firm conclusions. We suggest, however, that any consideration of future options should include the following objectives:
- The outcome should be a Beacon College or Colleges for the people of Salford affording them a high quality and accessible network of post 16 provision;

- Any organisational pattern should be sustainable;
- Any change and expense required should be commensurate with the expected benefits;
- Any changes should have the support of key stakeholders and partners, including employers.

67. As regards the first of the above suggested criteria, a starting point is to consider the attributes of current Beacon Colleges. **Table S** below lists the FE colleges in Salford, all the current Beacon Colleges in the North West and elsewhere in England, together with key information from their 2005/06 accounts.

Table S

ASSESSMENT OF VIABILITY OF SALFORD'S FE COLLEGES AS INDEPENDENT ENTITIES: BUDGETS AND LSC DEPENDENCY RATIOS OF BEACON COLLEGES

(2005/06 Financial Accounts. Figs in £ms)

College	Expenditure	Operating Surplus	LSC Grant	% LSC funded
A. North West SFCs & Tertiary				
Bury TC	23	0.2	20.5	89.00%
Carmel SFC	7.3	0.2	6.7	90.00%
Holy Cross SFC	7.3	0.5	6.9	89.40%
K.George V SFC	6.9	0.3	6.7	92.30%
Loreto SFC	7.4	0.7	7.7	95.30%
Nelson & Colne TC	10.3	0.7	9.5	86.50%
Oldham SFC	10	-0.3	8.8	93.30%
Pendleton SFC	13.1	0.4	12.8	95.00%
Runshaw TC	22.5	0.3	20.2	86.90%
Sir John Deane's SFC	6.8	0	6.1	88.40%
St. Mary's SFC, Blackburn	7.4	0	6.2	83.50%
Winstanley SFC	7.1	1.2	7.9	95.30%
Average SFC (9)	8.1	N/A¹	7.8	96.30%
Average Tertiary (3)	18.6	N/A	16.7	90.00%
Eccles College	6.3	-0.6	5.4	94.20%
B. North West GFECs				
Knowsley	27.3	0.6	23.5	84.20%
Liverpool Community	43.5	0.4	38.2	83.60%
South Trafford	14.9	-0.3	12.5	84.70%
Average GFEC (3)	28.6	N/A	24.7	86.40%
Salford College	12.3	-0.1	9.7	80.00%

¹ N/A here and elsewhere in the table 'not appropriate', since distorted either by averaging of pluses and minuses or by omission of either

**Salford Capital Infrastructure Feasibility Study:
The Educational Case**

College	Expenditure	Operating Surplus	LSC Grant	% LSC funded
C. Other Regions SFCs & tertiary				
Alton SFC	8.9	0	7.9	89.20%
Barton Peveril SFC	11.5	0.2	10.6	90.00%
Bridgwater TC	27.4	0.1	21.6	73.40%
Brockenhurst TC	16.6	0	13.5	80.80%
Christ the King SFC	7.2	0.8	7.8	97.50%
Cirencester TC	11.2	-0.4	9.2	84.00%
The SFC Colchester	12.3	0.3	11.8	93.70%
College of Richard Collyer SFC	6.1	0	5.7	93.60%
Esher SFC	6.8	0.6	7.2	96.60%
The SFC Farnborough	11.8	0.8	12	95.90%
Godalming SFC	8.8	0.6	8.6	92.20%
Greenhead SFC	7.9	0.3	7.9	95.20%
The Henley TC	9.7	0.1	9.8	88.60%
Hereford SFC	6	0.1	6	98.50%
Hills Road SFC	9.1	0.3	7.8	83.20%
John Leggott SFC	10.3	0.1	9.1	87.00%
Joseph Chamberlain SFC	7.5	-0.1	7.1	93.30%
K.Edward VI Stourbridge SFC	6.9	0	6.5	97.70%
Luton SFC	9.5	0.1	9.1	93.90%
North Devon TC	24.4	-0.6	19.5	76.80%
Peter Symonds SFC	14.4	0.4	12.8	87.00%
Q.Elizabeth SFC	7.7	0.2	7.4	93.60%
Richard Huish SFC	7.7	0.6	7.4	88.80%
South Cheshire TC	18.3	0.3	15.8	79.90%
St Charles Catholic SFC	6	0.2	5.6	95.90%
St.Dominic's SFC	4.4	0.1	4.3	97.60%
St.Francis Xavier SFC	7.4	0	6.8	91.30%
Strode TC, Somerset	16.3	0.5	14.9	88.80%
Truro TC	24.3	3.6	22.4	70.70%
Woodhouse SFC	5	0.1	4.5	95.70%
Wyggeston & Q.Elizabeth SFC	9	0.3	8.5	90.00%
Average SFC (23)	8.3	N/A	7.6	91.60%
Average Tertiary (8)	18.6	N/A	15.8	84.90%
D. Other regions GFECs				
Barnfield	23.9	1.9	22	81%
Chesterfield	25.8	1.5	24.7	86.70%
City & Islington	41.8	2.2	38.5	87.70%
City of Bristol	60.9	0.2	49	75.00%
Eastleigh	12.9	0.5	10.9	78.50%
Lewisham	34	-0.2	29.6	87.20%
Newcastle	59.3	6.5	49.1	63.60%
N.E. Worcestershire	19.1	0.6	17.1	80.30%
Richmond Adult & Community	10.5	0.4	7.7	66.20%
South Downs	27.6	-0.1	24.6	87.00%
Telford CAT	18.5	0.1	17.6	89.40%
Tower Hamlets	28.2	-0.1	23.1	82.40%
Warwickshire	43.5	-0.4	32.2	67.40%
West Suffolk	20.2	0.8	16.3	74.00%
Average GFEC	28.6	N/A	25.9	90.60%

68. The Colleges fall into three groups: sixth form colleges (SFCs), tertiary colleges (TCs) and general FE colleges (GFECs). The evidence is that Beacon status:⁷
- In the case of SFCs, is consistent with a budget of anything between £6m and £13m;
 - For tertiary colleges, with their broader mission, requires a budget of between £10m and £24m or so;
 - For the small minority of Beacon GFECs, has required a budget of between £13m and £59m or more.
69. **Pendleton, a Beacon College**, is at the upper end of the SFCs in terms of budget. Arguably, with its extended range of provision, it could be better compared with tertiary colleges. Even so, it looks viable as it is. **Eccles** is towards the smaller end of the range for SFCs, but not outside it. **Salford FE College** is outside the range of Beacon GFECs. South Trafford, a Beacon College, already with a larger budget than Salford's is about to double in size by merging with its vocational and complementary neighbour in North Trafford.
70. The implication of this report is that the most likely means of achieving a college in Salford that meets the criteria in para. 66 above would be through the merger of all three colleges. This would produce a major college that would have:
- Substantial strengths in general academic subjects, which would also provide the underpinning for some key technical vocational subjects;
 - Sufficient 16-18 year old students to provide a variety of settings for both academic and vocational disciplines, if desired;
 - A turnover of around £35m at 2006/07 prices – fairly large by current standards, but not by those envisaged for the future in Manchester as well as other conurbations;
 - The potential to develop centres of excellence in each of the clusters recommended above, some of which could serve the sub-region with specialist provision;
 - The need to build on the established links with universities and other strong local colleges to provide a wider range of specialist courses at Level 2-4 in each of these vocational areas or clusters;
 - A broadly based portfolio of provision that should be sustainable in the long term;
 - The potential for a coherently planned network of rebuilt and refurbished accommodation that was fit for purpose and located where students and employers would find them most convenient in Salford;
 - The capacity to operate on a federated basis that preserved local brands and identities as appropriate.

⁷ For this analysis we have left out the (potentially rogue) outlier at the extremity of each distribution

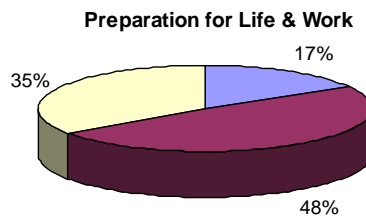
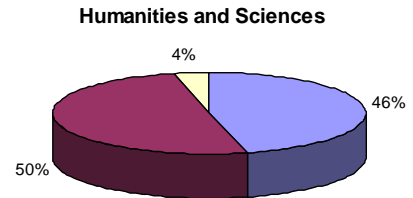
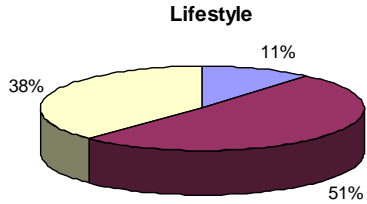
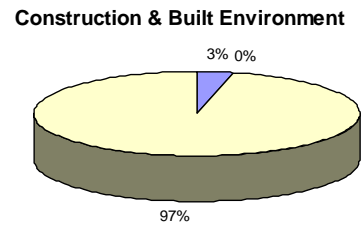
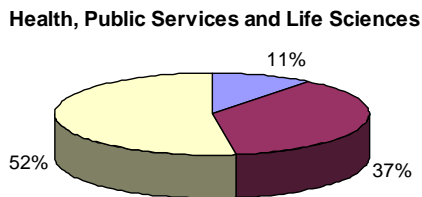
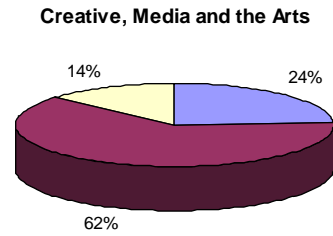
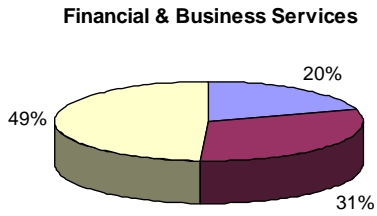
X. Implications for Capital Infrastructure

71. Much of the above analysis has a direct bearing on the capital infrastructure of Salford's post-16 system. Our report presents a learner focused curriculum model – an educational case and proposed vision for the property and financial elements of the feasibility study.
72. If the hubs of specialist vocational provision identified above are to be established on the lines proposed, there will need to be consideration of significant capital investment at key locations.
73. Effective access to such provision is, in principle, more important than issues of ownership. Given the above conclusions, one approach to the capital infrastructure might be to put on one side the issues over ownership and governance, and look to see what Post 16 provision, on the basis of our curriculum mapping, should go where and on what scale. However, this runs the serious risk of the sub-optimal development of both specialist and general teaching provision in a less coordinated way than would be ideal.
74. We conclude that an optimal approach requires that the issues of governance, organisation and capital investment should be considered together. The implication is the creation of a single college for Salford.

FTE AIMS BY CLUSTER, SECTOR SKILLS AREA, LEVEL AND FE PROVIDER			ECCLES COLLEGE			PENDLETON COLLEGE			SALFORD COLLEGE			ALL
CLUSTER	SSA TIER 1	SSA TIER 2	Levels 1,2, other & unknown including WBL	Level 3 including WBL	Eccles College Total	Levels 1,2, other & unknown including WBL	Level 3 including WBL	Pendleton College Total	Levels 1,2, other & unknown including WBL	Level 3, 4 & 5 including WBL	Salford College Total	Grand Total
Financial & Business Services	Business, Administration and Law	Accounting and Finance	0	0	0	0	19	19	23	22	45	64
		Administration	0	0	0	6	4	9	6	0	6	15
		Business Management	14	66	80	28	98	126	10	14	24	231
		Law and Legal Services	0	38	38	0	36	36	0	0	0	74
		Marketing and Sales	0	0	0	0	0	0	0	0	0	0
	Information and Communication Technology	ICT for Users	31	0	31	30	0	30	252	17	269	330
		Information and Communication Technology	2	0	2	0	0	0	15	0	15	17
	Education and Training	Direct Learning Support	0	0	0	13	4	17	6	7	13	30
		Education and Training	6	0	6	0	0	0	1	0	1	7
		Teaching and Lecturing	0	0	0	0	2	2	0	9	9	11
Financial & Business Services Total			52	104	157	77	163	239	312	69	382	778
Creative, Media and the Arts	Arts, Media and Publishing	Arts, Media and Publishing	0	0	0	0	0	0	17	0	17	17
		Crafts, Creative Arts and Design	9	76	85	30	182	212	32	50	82	379
		Media and Communication	0	66	66	0	172	172	0	15	15	253
		Performing Arts	0	38	38	21	156	177	11	30	41	257
		ICT Practitioners	34	83	117	74	151	225	8	9	17	359
	Creative, Media and the Arts Total			43	262	306	125	662	787	68	104	172
Construction & the Built Environment	Construction, Planning and the Built Environment	Architecture	0	0	0	0	0	0	0	9	9	9
		Building and Construction	0	0	0	0	0	0	330	89	419	419
		Construction, Planning and the Built Environment	0	0	0	0	0	0	0	17	0	17
		Engineering	1	17	19	0	0	0	33	38	71	89
Construction & Built Environment Total			1	17	19	0	0	0	380	136	516	534
Health, Public Services and Life Sciences	Health, Public Services and Care	Child Development and Well Being	7	17	24	83	75	158	51	81	132	315
		Health and Social Care	31	66	98	141	113	255	140	241	381	733
		Health, Public Services and Care	11	0	11	7	0	7	5	3	8	27
		Nursing and Subjects & Vocations Allied to Medicine	0	0	0	2	0	2	9	2	11	14
		Public Services	0	0	0	0	0	0	45	38	83	83
	Agriculture, Horticulture and Animal Care	Agriculture	0	0	0	14	0	14	0	0	0	14
		Agriculture, Horticulture and Animal Care	0	0	0	0	0	0	0	3	3	3
Animal Care and Veterinary Science		0	0	0	0	32	32	10	34	44	76	
Health, Public Services & Life Sciences Total			50	83	133	248	221	469	259	403	663	1,264
Lifestyle	Retail and Commercial Enterprise	Hospitality and Catering	0	0	0	50	5	55	0	0	0	55
		Retail and Commercial Enterprise	0	0	0	0	1	1	15	5	20	21
		Service Enterprises	9	0	9	248	70	318	124	52	176	503
		Retailing and Wholesaling	0	0	0	0	0	0	0	0	0	0
		Warehousing and Distribution	0	0	0	0	0	0	0	0	0	0
	Leisure, Travel and Tourism	Floristry	0	0	0	0	0	0	0	0	0	0
		Leisure, Travel and Tourism	0	0	0	0	0	0	2	0	2	2
		Sport, Leisure and Recreation	17	54	71	55	113	168	186	34	220	458
Lifestyle Total			55	76	131	379	222	601	351	96	447	1,179
Humanities & Sciences	Science and Mathematics	Mathematics and Statistics	43	36	80	38	68	106	8	2	10	195
		Science	11	195	206	22	199	221	1	0	1	428
	History, Philosophy and Theology	History	0	45	45	0	42	42	0	0	0	87
		History, Philosophy and Theology	15	7	21	1	1	2	0	0	0	23
		Philosophy	0	10	10	0	7	7	0	0	0	17
	Social Sciences	Theology and Religious Studies	0	0	0	0	8	8	0	0	0	8
		Economics	0	13	13	0	8	8	0	0	0	21
		Geography	0	17	17	0	24	24	0	0	0	40
		Politics	0	9	9	0	9	9	0	0	0	18
	Languages, Literature and Culture	Social Sciences	10	0	10	0	0	0	0	0	0	10
		Sociology and Social Policy	0	35	35	17	67	84	0	0	0	119
		Languages, Literature and Culture	0	0	0	0	0	0	21	0	21	21
Languages, Literature and Culture of the British Isles		44	90	134	34	113	146	5	2	7	287	
Other Languages, Literature and Culture		3	46	49	3	28	31	10	0	10	90	
Humanities & Sciences Total			126	502	628	114	575	689	45	4	49	1,367
Preparation for Life & Work	Preparation for Life and Work	Foundations for Learning and Life	195	26	221	474	139	612	308	20	328	1,162
		Preparation for Life and Work	18	0	18	243	0	243	134	0	134	394
		Preparation for Work	56	0	56	9	0	9	52	99	151	216
Preparation for Life and Work Total			270	26	295	725	139	864	494	119	613	1,772
Unknown	Unknown	215	0	215	465	0	465	107	0	107	788	
Grand Total			814	1,071	1,885	2,133	1,991	4,124	2,022	931	2,953	8,962

Annex 2

Based on FTE AIMS (Enrolments) 2005-06



Annex 3

LEARNER NUMBER (HEAD COUNT) BY CLUSTER, SECTOR SKILLS AREA, LEVEL AND FE PROVIDER			ECCLES COLLEGE			PENDLETON COLLEGE			SALFORD COLLEGE			All
CLUSTER	Main SSA Tier 1	Main SSA Tier 2	Levels 1, 2, Inter, unknown including WBL	Level 3 including WBL	Eccles College Total	Levels 1, 2, Inter, unknown including WBL	Level 3 including WBL	Pendleton College Total	Lev 1, 2 and Other	Level 3 including WBL	Salford College Total	Grand Total
			Financial & Business Services	Business, Administration and Law	Accounting and Finance	0	0	0	0	20	20	
Administration	0	0			0	166	27	193	36	0	36	229
Business Management	3	48			51	33	76	109	13	35	48	208
Law and Legal Services	0	22			22	0	28	28	0	0	0	50
Marketing and Sales	0	0			0	0	0	0	0	0	0	0
Information and Communication Technology	ICT for Users	159		0	159	113	1	114	821	83	904	1177
	Information and Communication Technology	14		0	14	17	0	17	149	0	149	180
	Direct Learning Support	4		0	4	53	52	105	34	45	79	188
Education and Training	Education and Training	92		0	92	0	0	0	14	0	14	106
	Teaching and Lecturing	0		0	0	0	17	17	0	60	60	77
Financial & Business Services Total			272	70	342	382	221	603	1109	270	1379	2324
Creative, Media and the Arts	Arts, Media and Publishing	Arts, Media and Publishing	0	0	0	0	0	0	246	0	246	246
		Crafts, Creative Arts and Design	4	49	53	30	152	182	110	61	171	406
		Media and Communication	0	56	56	0	151	151	0	16	16	223
		Performing Arts	0	35	35	14	143	157	11	32	43	235
		ICT Practitioners	87	62	149	69	145	214	119	9	128	491
Creative, Media and the Arts Total			91	202	293	113	591	704	486	118	604	1601
Construction & the Built Environment	Construction, Planning and the Built Environment	Architecture	0	0	0	0	0	0	0	78	78	78
		Building and Construction	0	0	0	0	0	0	385	372	757	757
		Construction, Planning and the Built Environment	0	0	0	2	0	2	224	0	224	226
		Engineering	63	19	82	0	9	9	122	208	330	421
			63	19	82	2	9	11	731	658	1389	1482
Construction & the Built Environment Total			63	19	82	2	9	11	731	658	1389	1482
Health, Public Services and Life Sciences	Health, Public Services and Care	Child Development and Well Being	3	17	20	86	97	183	50	174	224	427
		Health and Social Care	418	74	492	1916	129	2045	413	590	1003	3540
		Health, Public Services and Care	92	0	92	215	0	215	36	57	93	400
		Nursing and Subjects and Vocations Allied to Medicine	0	0	0	0	0	0	33	0	33	33
		Public Services	0	0	0	0	0	0	18	43	61	61
	Agriculture, Horticulture and Animal Care	Agriculture	0	0	0	11	0	11	0	0	0	11
		Agriculture, Horticulture and Animal Care	0	0	0	0	0	0	0	48	48	48
	Animal Care and Veterinary Science	0	0	0	0	36	36	13	36	49	85	
Health, Public Services and Life Sciences			513	91	604	2228	262	2490	563	948	1511	4605
Lifestyle	Retail and Commercial Enterprise	Hospitality and Catering	13	0	13	85	7	92	2	0	2	107
		Retail and Commercial Enterprise	0	0	0	0	2	2	25	14	39	41
		Service Enterprises	133	0	133	318	109	427	106	137	243	803
		Retailing and Wholesaling	0	0	0	0	0	0	0	0	0	0
		Warehouse & Distribution	0	0	0	0	0	0	0	0	0	0
		Floristry	0	0	0	0	0	0	0	0	0	0
		Leisure, Travel and Tourism	0	0	0	0	0	0	38	0	38	38
	Leisure, Travel and Tourism	Sport, Leisure and Recreation	3	47	50	58	110	168	627	37	664	882
		Travel and Tourism	25	20	45	30	38	68	32	7	39	152
			174	67	241	491	266	757	830	195	1025	2023
Lifestyle Total			174	67	241	491	266	757	830	195	1025	2023
Humanities & Sciences	Science and Mathematics	Mathematics and Statistics	39	34	73	22	49	71	38	9	47	191
		Science	7	146	153	17	152	169	20	0	20	342
	History, Philosophy and Theology	History	0	32	32	0	43	43	0	2	2	77
		History, Philosophy and Theology	290	11	301	16	2	18	0	0	0	319
		Philosophy	0	1	1	0	3	3	0	0	0	4
	Social Sciences	Theology and Religious Studies	0	0	0	0	2	2	0	0	0	2
		Economics	0	10	10	0	7	7	0	0	0	17
		Geography	0	17	17	0	8	8	0	0	0	25
		Politics	0	8	8	0	7	7	0	0	0	15
	Social Sciences	Social Sciences	124	0	124	0	0	0	0	0	0	124
		Sociology and Social Policy	12	27	39	33	51	84	0	1	1	124
		Languages, Literature and Culture	0	0	0	0	0	0	233	0	233	233
		Languages, Literature and Culture of the British Isles	38	67	105	25	81	106	19	22	41	252
Languages, Literature and Culture	Other Languages, Literature and Culture	22	32	54	28	24	52	66	0	66	172	
		532	385	917	141	429	570	376	34	410	1897	
Preparation for Life & Work	Preparation for Life and Work	Foundations for Learning and Life	447	66	513	670	162	832	741	105	846	2191
		Preparation for Life and Work	155	0	155	831	0	831	426	0	426	1412
		Preparation for Work	59	0	59	9	0	9	71	136	207	275
			661	66	727	1510	162	1672	1238	241	1479	3878
Preparation for Life & Work Total			661	66	727	1510	162	1672	1238	241	1479	3878
Unknown Total			36	0	36	117	0	117	157	0	157	310
Grand Total			2342	900	3242	4984	1940	6924	5490	2464	7954	18120

Long Course Success Rates by College, Age and SSA2			2003/04		2004/05		2005/06			
Provider Name	Age band	Sector Subject Area	Total Starts	Success Rate	Total Starts	Success Rate	Total Starts	Success Rate		
ECCLES COLLEGE	16-18	Arts, Media and Publishing	295	76%	325	79%	367	84%		
		Business, Administration and Law	263	69%	256	76%	248	79%		
		Engineering and Manufacturing Technologies	42	83%	50	88%	44	68%		
		Health, Public Services and Care	50	72%	54	78%	83	75%		
		History, Philosophy and Theology	153	77%	174	82%	210	83%		
		Information and Communication Technology	153	80%	149	78%	172	70%		
		Languages, Literature and Culture	456	76%	445	86%	467	86%		
		Leisure, Travel and Tourism	135	67%	140	59%	176	66%		
		Preparation for Life and Work	579	58%	529	54%	412	58%		
		Retail and Commercial Enterprise		N/A	2	100%		N/A		
		Science and Mathematics	734	75%	745	79%	697	70%		
		Social Sciences	172	73%	191	76%	198	77%		
		16-18 Total			3032	72%	3060	75%	3074	74%
		19+	Arts, Media and Publishing	11	64%	7	86%	2	100%	
	Business, Administration and Law		6	67%	10	50%	8	25%		
	Engineering and Manufacturing Technologies			N/A	6	0%	2	100%		
	Health, Public Services and Care		62	37%	64	64%	88	82%		
	History, Philosophy and Theology		2	100%	9	89%	3	100%		
	Information and Communication Technology		155	46%	284	67%	151	52%		
	Languages, Literature and Culture		33	76%	40	75%	33	67%		
	Leisure, Travel and Tourism		1	0%	3	33%	10	70%		
	Preparation for Life and Work		23	74%	144	88%	104	78%		
	Retail and Commercial Enterprise		3	67%	37	68%	39	100%		
	Science and Mathematics		32	69%	46	83%	44	77%		
	Social Sciences		5	80%	3	67%	5	100%		
	Unknown			N/A	3	100%		N/A		
	19+ Total				333	53%	656	72%	489	71%
	ECCLES COLLEGE Total			3365	70%	3716	74%	3563	74%	
	PENDLETON COLLEGE	16-18	Agriculture, Horticulture and Animal Care	33	79%	31	61%	39	87%	
			Arts, Media and Publishing	595	81%	719	89%	829	91%	
			Business, Administration and Law	287	79%	298	90%	332	80%	
			Engineering and Manufacturing Technologies	11	91%	14	93%	25	76%	
			Health, Public Services and Care	201	84%	258	83%	221	79%	
History, Philosophy and Theology			75	85%	259	86%	155	92%		
Information and Communication Technology			283	72%	331	72%	307	83%		
Languages, Literature and Culture			359	87%	420	92%	524	85%		
Leisure, Travel and Tourism			193	89%	263	86%	257	86%		
Preparation for Life and Work			371	52%	756	78%	733	76%		
Retail and Commercial Enterprise			182	66%	220	79%	249	86%		
Science and Mathematics			572	80%	678	88%	966	82%		
Social Sciences			90	86%	164	92%	280	86%		
16-18 Total					3252	77%	4411	85%	4917	84%
19+		Agriculture, Horticulture and Animal Care	8	50%	11	64%	8	63%		
		Arts, Media and Publishing	20	90%	35	83%	35	94%		
		Business, Administration and Law	79	11%	39	31%	41	78%		
		Education and Training	7	43%	7	0%	124	86%		
		Engineering and Manufacturing Technologies		N/A	1	100%		N/A		
		Health, Public Services and Care	53	62%	18	78%	95	81%		
		History, Philosophy and Theology	19	79%	5	20%	5	80%		
		Information and Communication Technology	92	48%	67	48%	75	71%		
		Languages, Literature and Culture	38	53%	26	65%	25	88%		
		Leisure, Travel and Tourism	7	86%	18	78%	8	75%		
		Preparation for Life and Work	280	77%	400	73%	147	63%		
		Retail and Commercial Enterprise	207	57%	155	77%	244	81%		
		Science and Mathematics	34	76%	16	69%	30	83%		
		Social Sciences	3	67%	2	100%	6	83%		
19+ Total				847	61%	800	69%	843	78%	
PENDLETON COLLEGE Total				4099	74%	5211	83%	5760	83%	
SALFORD COLLEGE		16-18	Agriculture, Horticulture and Animal Care	34	38%	45	78%	44	66%	
			Arts, Media and Publishing	79	63%	123	68%	116	71%	
			Business, Administration and Law	101	31%	78	58%	86	52%	
	Construction, Planning and the Built Environment		168	26%	134	35%	251	53%		
	Education and Training		14	71%		N/A		N/A		
	Engineering and Manufacturing Technologies		43	26%	24	63%	52	73%		
	Health, Public Services and Care		274	44%	299	59%	320	65%		
	History, Philosophy and Theology		22	100%	25	72%		N/A		
	Information and Communication Technology		173	45%	144	54%	88	36%		
	Languages, Literature and Culture		35	54%	53	53%	45	53%		
	Leisure, Travel and Tourism		118	52%	135	56%	238	63%		
	Preparation for Life and Work		368	41%	64	34%	592	58%		
	Retail and Commercial Enterprise		117	57%	173	55%	169	64%		
	Science and Mathematics		98	57%	104	66%	32	63%		
	Social Sciences	36	83%	24	63%		N/A			
	Unknown		N/A	2	100%		N/A			
	16-18 Total			1680	45%	1427	57%	2033	59%	
	19+	Agriculture, Horticulture and Animal Care	1	0%	3	67%	2	50%		
		Arts, Media and Publishing	117	41%	110	55%	79	61%		
		Business, Administration and Law	192	43%	162	57%	112	63%		
		Construction, Planning and the Built Environment	307	40%	192	38%	165	45%		
		Education and Training	75	43%	135	65%	103	57%		
		Engineering and Manufacturing Technologies	63	68%	48	33%	49	61%		
		Health, Public Services and Care	663	55%	781	63%	733	57%		
		History, Philosophy and Theology	10	20%	5	20%	2	50%		
		Information and Communication Technology	762	33%	822	54%	845	38%		
		Languages, Literature and Culture	160	48%	170	46%	189	40%		
		Leisure, Travel and Tourism	109	16%	137	42%	83	25%		
		Preparation for Life and Work	495	54%	426	60%	848	65%		
		Retail and Commercial Enterprise	318	64%	128	59%	164	71%		
		Science and Mathematics	170	73%	176	76%	31	65%		
	Social Sciences	8	25%	9	44%	1	100%			
	Unknown	78	72%	55	80%	9	100%			
19+ Total			3528	48%	3359	57%	3415	53%		
SALFORD COLLEGE Total			5208	47%	4786	57%	5448	56%		
Grand Total			12672	62%	13713	71%	14771	71%		

Annex 5

Salford resident Work-based Learners (Head Count) 2005-06			
Provider Name	Under 19	19 and over	Grand Total
ECONOMIC SOLUTIONS LIMITED	347	156	503
YMCA TRAINING	150	24	174
SALFORD CITY COUNCIL	162	4	166
START TRAINING (MANCHESTER) LIMITED	62	37	99
NATIONAL COUNCIL ON AGEING	73	21	94
SALFORD AND TRAFFORD ENGINEERING GROUP	32	58	90
CARILLION CONSTRUCTION LIMITED	79	1	80
CITB- CONSTRUCTIONSKILLS	45	35	80
GDN CHILDCARE TRAINING LIMITED	26	44	70
PROTOCOL SKILLS LIMITED	20	38	58
M J & V L McCormack	43	13	56
TRAINING AND MANPOWER LIMITED	35	19	54
QUANTICA PLC	22	25	47
VT PLUS TRAINING PLC	6	41	47
NORTH LANCS. TRAINING GROUP LIMITED(THE)	15	31	46
TRANSMIT LIMITED		46	46
JTL	22	21	43
THE VOCATIONAL COLLEGE LIMITED	5	25	30
GENERAL PHYSICS (UK) LTD.	8	21	29
HCTC LIMITED	7	22	29
MICHAEL JOHN TRAINING LIMITED	12	15	27
ALLIANCE LEARNING LTD	7	19	26
BOLTON COMMUNITY COLLEGE	11	14	25
EMTEC HOLDINGS LIMITED	21	3	24
EDUCATION & YOUTH SERVICES LIMITED	21	1	22
BUILDING ENGINEERING SERVICES TRAINING LIMITED	8	10	18
ROYAL MAIL GROUP PLC		18	18
THE OLDHAM COLLEGE		17	17
RETAIL MOTOR INDUSTRY TRAINING LIMITED	8	8	16
FTC KAPLAN LIMITED	3	11	14
TOTAL PEOPLE LIMITED	5	9	14
BURY COLLEGE	6	7	13
JHP GROUP LIMITED	7	6	13
QUBE QUALIFICATIONS AND DEVELOPMENT LIMITED		13	13
SBC Training & Consultancy		13	13
TOUCHSTONE LEARNING & SKILLS LTD	3	10	13
CENTRAL SPORTS MANAGEMENT & TRAINING LIMITED	2	10	12
CONSTANT BROWNING EDMONDS LIMITED	2	10	12
INTERACTIVE TRAINING MANAGEMENT LIMITED	8	4	12
PROCO. NW LIMITED	4	8	12
ORIENT GOLD LIMITED	2	9	11
BOLTON METROPOLITAN BOROUGH COUNCIL	3	7	10
TRAINING FOR TRAVEL LIMITED	4	6	10
DAMAR LIMITED	1	8	9
MANCHESTER TRAINING LIMITED	6	3	9
PRESTON COLLEGE	2	7	9
NTP LIMITED	7	1	8
PENDLETON COLLEGE	4	4	8
ALFRED MCALPINE PLC		7	7
CHESTERFIELD (PROPERTY) LIMITED	4	3	7
HANOVIA STYLE LIMITED	5	2	7
LIVERPOOL COMMUNITY COLLEGE		7	7
SCIENTIAM LIMITED		7	7
OTHER COMPANIES WITH LESS THAN 7 LEARNERS EACH - TOTAL	45	85	130
Grand Total	1,370	1,044	2,414

NB. Including 32 Non LSC funded learners

Appendix A

Cluster Analysis of Post 16 Provision in Salford

The five vocational clusters proposed might have the following indicative curriculum.

A. Business, Professional and Financial Services

Finance and accountancy, customer service/call centres, business administration, professions (marketing, purchasing, personnel and development, law, etc), business information technology, ICT, management and leadership, and teacher training, i.e. the Sector Tier 1 and 2 qualifications of:

15. Business, Administration and Law
15.1 Accounting and Finance
15.2 Administration
15.3 Business Management
15.4 Marketing and Sales
15.5 Law and Legal Services
6. Information and Communication Technology
6.2 ICT for Users
13. Education and Training
13.1 Teaching and Lecturing
13.2 Direct Learning Support

B. Creative, Cultural and Media

Arts & Design, fashion, media, music and music technology, the visual and performing arts, publishing, software, computer games and electronic publishing, telecoms, health and safety, computer technical support and development, computing, i.e. the Sector Tier 1 and 2 qualifications of:

9. Arts, Media and Publishing
9.1 Performing Arts
9.2 Crafts, Creative Arts and Design
9.3 Media and Communication
9.4 Publishing and Information Services
6.1 ICT Practitioners

C. Construction and the Built Environment

Construction trades and specialist building crafts, project management, trowel trades, carpentry and joinery, restoration and conservation, plumbing, painting and decorating, electrical installation, flooring, plastering, and refrigeration, i.e. the Sector Tier 1 and 2 qualifications of:

5. Construction, Planning and the Built Environment
5.1 Architecture
5.2 Building and Construction
5.3 Urban, Rural, and Regional Planning

[Electrical installation and Environmental Technologies from the Engineering SSA should also be included.]

D. Health, Care and Life Sciences

Sports science, sports therapy, counselling, childcare, social care, health care, early years, animal care, Nursing, paramedical, dental nurses, ophthalmic, forensic science, uniformed services, occupational health, pharmaceutical science, environmental science, food technology/science, and preparatory science courses allowing progression to HEIs, i.e. the Sector Tier 1 and 2 qualifications of:

1. Health, Public Services and Care
1.1 Medicine and Dentistry
1.2 Nursing and Subjects and Vocations Allied to Medicine
1.3 Health and Social Care
1.4 Public Services
1.5 Child Development and Well Being
3. Agriculture, Horticulture and Animal Care
3.3 Animal care and Veterinary Science
3.4 Environmental Conservation

E. Lifestyle

Food and drink preparation, service and management (including specialist areas), events management, leisure and recreational management, travel and tourism, hotel management,

retail operations and management, hair, beauty and complementary therapy, i.e. the Sector Tier 1 and 2 qualifications of:

7. Retail and Commercial Enterprise
7.1 Retailing and Wholesaling
7.2 Warehousing and Distribution
7.3 Service Enterprises
7.4 Hospitality and catering
3.2 Horticulture and Forestry (Floristry)
8. Leisure, Travel and Tourism
8.1 Sport, Leisure and Recreation
8.2 Travel and Tourism

Each of these five clusters would be linked as follows to one or more of the 14 planned Specialised Diploma ‘lines’:

- a) **Business, Professional and Financial Services (3):** Business Administration and Finance, IT, and Public services⁸
- b) **Creative, Media and the Arts (1):** Creative and Media
- c) **Construction and the Built Environment (1):** Construction and the Built Environment:
- d) **Health, Care and Life Sciences (3):** Society, Health and Development, Land based and Environmental
- e) **Lifestyle (5):** Hospitality and Catering, Retail, Travel and Tourism, Hair and Beauty, Sport and Leisure

NB. Access to a Diploma in **Engineering and Technology** would be via provision outside the district.

⁸ This allocation is provisional. A final decision should depend on the emerging curriculum. If that focuses on generic administrative and management skills, this is the right cluster for it, if on uniformed or care services, then one or other of the last two clusters might be a more appropriate base.

Appendix B

Catchment Area Maps

(Included in printed version.)