

Report on the statutory public consultation on the proposed merger of Castle College, Nottingham and South Nottingham College

January 2011

Of interest to stakeholders in this proposed merger

Foreword

As Chief Executive of Skills Funding, I am pleased to publish this report on our recent statutory public consultation on the proposed merger of Castle College, Nottingham and South Nottingham College.

We received 80 responses and I thank everyone who took the time to provide their views.

There was considerable evidence of support for the proposed merger from a range of stakeholders.

There were also a number of responses opposing the proposal, either questioning aspects of its rationale or proposing alternative ways forward.

The next steps in the process require the Colleges to consider the outcomes of the consultation, undertake due diligence and submit a final merger proposal to the Agency for assessment. A submission would then be made to the Secretary of State for Business, Innovation and Skills who would decide whether to make the order to dissolve the further education corporation of Castle College, Nottingham and transfer the property, rights and liabilities of that corporation to South Nottingham College.

Because there is some evidence of opposition to this proposed merger, the Colleges will need to give careful consideration to the issues raised and respond to them in developing their final proposal.

If you have any queries about this report or would like it in another format, please contact providerreorganisations@skillsfundingagency.bis.gov.uk

Thank you again to everyone who responded to the consultation.

Yours sincerely



Geoff Russell
Chief Executive of Skills Funding

Executive Summary

Background

- 1 This is a report on the statutory public consultation on the proposed merger of two further education (FE) colleges: Castle College, Nottingham and South Nottingham College.
- 2 The consultation was undertaken by the Chief Executive of Skills Funding in accordance with the provisions of section 51 of the Further and Higher Education Act 1992, as amended by the Apprenticeships, Skills, Children and Learning Act 2009.
- 3 The consultation lasted beyond the statutory minimum of a calendar month between 1 December 2010 and 14 January 2011. Views could be submitted in an online consultation survey, by email or in writing. Public notices were issued in line with legislative requirements, including in a local newspaper.
- 4 The questions in the online survey are confirmed at **Annex A**.

Responses

- 5 A total of 80 responses were received:
 - 68 online survey responses
 - two hard-copy returns of the online survey
 - seven letters
 - three emails.
- 6 In addition there were nine requests for the consultation document or the survey in another format and one request for a hard-copy response form.
- 7 The two hard-copy returns of the online survey were uploaded by the Agency, resulting in 70 online responses overall.
- 8 Respondents to the online survey were asked to describe their interest. The distribution of those who answered the question was:
 - College Staff (39.5 per cent)
 - Learner (23.7 per cent)
 - College or Training organisation (13.2 per cent)
 - Local Community (7.9 per cent)
 - Local Government (7.9 per cent)
 - Local Business (5.3 per cent)
 - Employer (2.6 per cent).

Key messages for the Colleges from the consultation

- 9 64 per cent of respondents said they supported the proposed reorganisation, 20 per cent did not support the proposal and 16 per cent were not sure.
- 10 Of those who responded through the online survey, the majority were in favour of what was being proposed, with 72 per cent supporting the objectives of merger, 63 per cent the new college vision, 72 per cent the plans for the curriculum and 64 per cent the arrangements for governance and management.
- 11 There were some detailed issues raised by respondents, in particular by those who were not sure or were opposed to the merger, but there were also some specific concerns identified by those in favour of the proposal.
- 12 The Colleges will need to address the following issues in the development of their Final Merger Proposal (FMP).
 - **The potential for learners to be disadvantaged by the merger.**

Of the respondents to this question, 34 per cent said there was potential for group(s) of learners to be disadvantaged by the merger and another 27 per cent were not sure if they would be. The impact of the merger on learners should be addressed in more detail and with reference to presenting final curriculum plans. Key potential impacts were seen to be travel, learners with childcare needs, those who benefit from learning at a smaller college and those who access areas of the curriculum that generate less income and/or lower success rates.
 - **The delivery of more diverse and relevant provision.**

Only 56 per cent of the online respondents said that the merger would make diverse and relevant provision available to the local community. The curriculum plans in the FMP must address this and in light of the concerns expressed on how the current funding climate will affect the viability of the Colleges' plans.
 - **The financial case for the merger of the two colleges.**

The extent to which the proposed merger could succeed in addressing Castle College Nottingham's financial weakness and create a financially sound merged institution was questioned, because of the existing position of Castle and the impact of the Comprehensive Spending Review and the general economic climate. There was also concern that the merger could have a detrimental effect on South Nottingham College's financial position and its subsequent capacity to invest in the needs and priorities across the whole of the merged institution.
 - **The evidence for achieving value for money.**

Only 44 per cent of online respondents said the merger would provide value for money so more evidence is needed here. In particular, given the financial position of the merged college, it must be clear how efficiencies and savings will make a significant contribution to meeting the costs of merger and help to make merger a financially sound solution.

- **The need for greater curriculum coherence and rationalisation in Nottingham and Nottinghamshire.**

This emerged through a number of comments and while developments such as the hub and spoke model were welcomed, some of the stakeholders supporting the merger highlighted the need for the merged college to go further on this with other providers.

One provider raised the issue of demographics and excess capacity in the system, particularly in the Broxtowe area, and questioned whether this affected the potential viability of the merged college.

The curriculum plan for a merged college will always be more advanced in an FMP than at the draft stage. Here it should also respond to the coherence and rationalisation issues raised in the consultation, including the current curriculum offer in Nottingham and Nottinghamshire, the contributions of other providers in the area, strengths and quality issues in current provision, any over- or under-capacity in current provision, the likely impact of future demographics and responding to Government priorities such as Apprenticeships.

- **The potential value of other approaches.**

Some of the providers responding to the consultation suggested alternative approaches to delivering a more coherent curriculum or to addressing Castle College Nottingham's financial position, such as closing the College and distributing the provision to other local colleges in a multilateral approach and using dialogue to achieve curriculum collaboration and rationalisation. The FMP should make the case clearly for why the proposed merger is the best solution.

- **The merger must ensure local accountability and identity.**

There were a few responses related to this, including the potential for learners to lose the benefits of studying in a small college environment, a request for more detail on the ethos and identity of the merged college and a question over whether South Nottingham College was the right name to reflect the merged institution's remit. A local council that was otherwise supportive of the merger also asked that the needs of learners and communities in Eastwood, Stapleford and Kimberley, especially around transport, be considered.

- **The importance of leadership and management.**

Given the challenges to be faced by the merged college, it is seen to need skilled and strong leadership and management. Some respondents identified issues from their own experiences of mergers including the need for expertise or development to be identified and for robust monitoring of objectives and targets of the merged college. The FMP should be clearer on the management structure of the merged college.

Next steps

- 13 The next step for the Colleges is to produce a FMP.
- 14 This must meet the Government's published criteria for college merger and address the issues raised through this consultation. It will be assessed by the Chief Executive of Skills Funding and a submission made to the Secretary of State, who will make the final decision.

- 15 These are the expected timescales for the remaining stages of the process.
- Final Merger Proposal submitted to the Agency: 31 January 2011
 - Skills Funding Agency assessment and recommendation to Secretary of State: Mid-February 2011
 - Decision by Secretary of State: Late February 2011
 - Laying of orders before Parliament (if approved): Early March 2011
 - Proposed date for merger (if approved): 1 April 2011.

Background

- 16 In accordance with the provisions of section 51 of the Further and Higher Education Act 1992 (the 1992 Act) as amended by the Apprenticeships, Skills, Children and Learning Act 2009, responsibility for the public consultation on a proposed FE college merger lies with the Chief Executive of Skills Funding.
- 17 In this case, the corporation of Castle College Nottingham has proposed the dissolution of the corporation to enable the college to merge with South Nottingham College. The proposal is for the property, rights and liabilities of Castle College Nottingham to be transferred to the corporation of South Nottingham College. The proposed date for the merger to take effect is 1 April 2011.
- 18 Following the consultation, the colleges will produce a final merger proposal. This will be reviewed by the Chief Executive of Skills Funding and a submission made to the Secretary of State. The Secretary of State will decide whether, under section 27 of the Act, to by order provide for the dissolution of the FE Corporation of Castle College Nottingham and the transfer of its property, rights and liabilities.
- 19 The Government confirmed its merger criteria for FE colleges in [Further Education Colleges – Models for Success](#), August 2008.
- 20 These are that the final merger proposal:
 - is likely to address the needs of learners and employers
 - is likely to increase opportunity for the learner to exercise choice and encourage diversity in the education and training available
 - is likely to increase local participation rates and result in improved quality and success
 - is likely to develop innovation and improve access to learning for the community
 - ensures the embedding of all aspects of equality and diversity
 - is likely to promote effective community cohesion through community presence and representation within governance structures
 - is likely to provide better value for money.

Consultation Process

- 21 The two Colleges produced a Consultation Document, which was endorsed by the Chairs of both Governing Bodies. This was used by the Chief Executive of Skills Funding as the [consultation document](#).
- 22 The statutory public consultation began on 1 December 2010 and ended on 14 January 2011. The provisions of section 51 of the Further and Higher Education Act 1992 state that the consultation period must be at least one calendar month. This consultation was held for longer to take account of the Christmas holiday period.
- 23 A Statutory Notice (**Annex B**) appeared in the 1 December edition of both Nottingham Evening Post and The Derby Telegraph. The notice was published in The Derby Telegraph because of the Colleges' view that a proportion of the Castle College Nottingham learner population is to the west of the conurbation. The statutory notice was also placed at main entrances of both colleges and sent to four public libraries in Nottingham: Nottingham Central, West Bridgford, Beeston and Clifton.
- 24 There were three ways for stakeholders to respond to the consultation:
 - i. completing an online survey
 - ii. sending an email to a dedicated address
 - iii. or writing to the Chief Executive of Skills Funding.
- 25 Notice of the consultation with information on how to respond and links to the consultation document and online survey were available on the Consultation area of the Skills Funding Agency website for the whole of the consultation period. Stakeholders were also given ways to contact the Agency if they wanted a paper copy of the consultation document or a copy in another format. Links to the information were displayed on both college websites.
- 26 The Chief Executive of Skills Funding wrote to a list of potential national, regional and local stakeholders to notify them of the consultation and invite a response (**Annex C**).

Responses received

Access related requests

- 27 There were nine requests for the consultation document or the survey in another format and one request for a hard-copy of the response form. As these responses did not express an opinion on the proposed merger, they have been excluded from analysis.

Responses to the consultation

- 28 There were 80 responses to the consultation.
- 68 responses to the online survey
 - two hard-copy returns of the online survey
 - seven letters
 - three emails.
- 29 The two hard-copy returns of the online survey were uploaded by the Agency, resulting in the following breakdown of the 80 responses.
- 70 online responses
 - 10 non online responses.

Incomplete online surveys

- 30 Some respondents did not complete the survey by clicking the 'Done' icon at the end. Of the 70 online responses:
- 38 were complete surveys
 - 32 were incomplete surveys.

Online survey responses (70)

Introduction

- 31 The sections that follow confirm the answers given to each of the questions in the online survey.
- 32 Although there were 70 online responses in all, the number of responses to each question varies because some respondents chose not to answer every question.
- 33 For each question, a chart confirms the answers given followed by some conclusions from the answers. There is also a summary of the issues raised in respondents' comments.

Responses to the questions

- 34 In Questions 10 and 11 of the online survey, respondents were asked to confirm if they were:
- a) replying as an individual or on behalf of an organisation and
 - b) what best described their interest.
- 35 The answers are shown in Charts 1 and 2 respectively.

Chart 1

Are you responding as an individual or on behalf of an organisation?

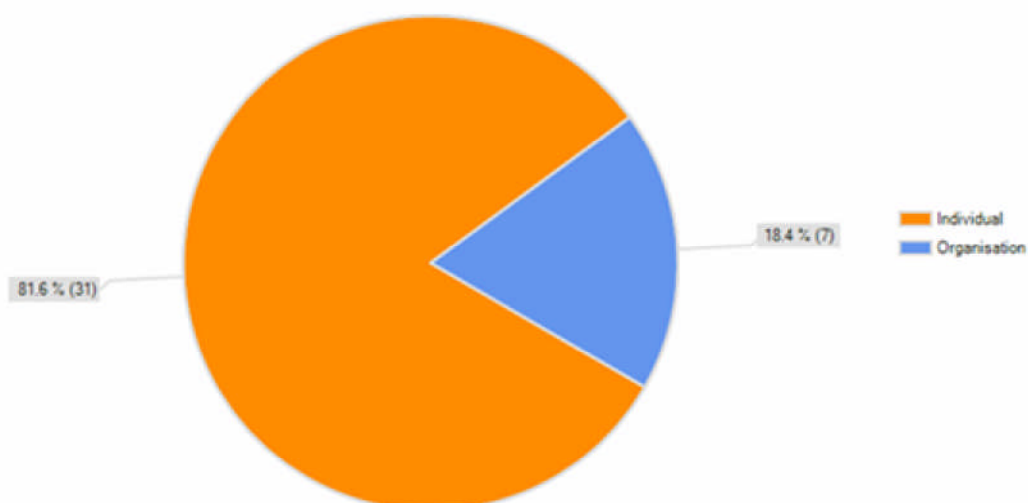
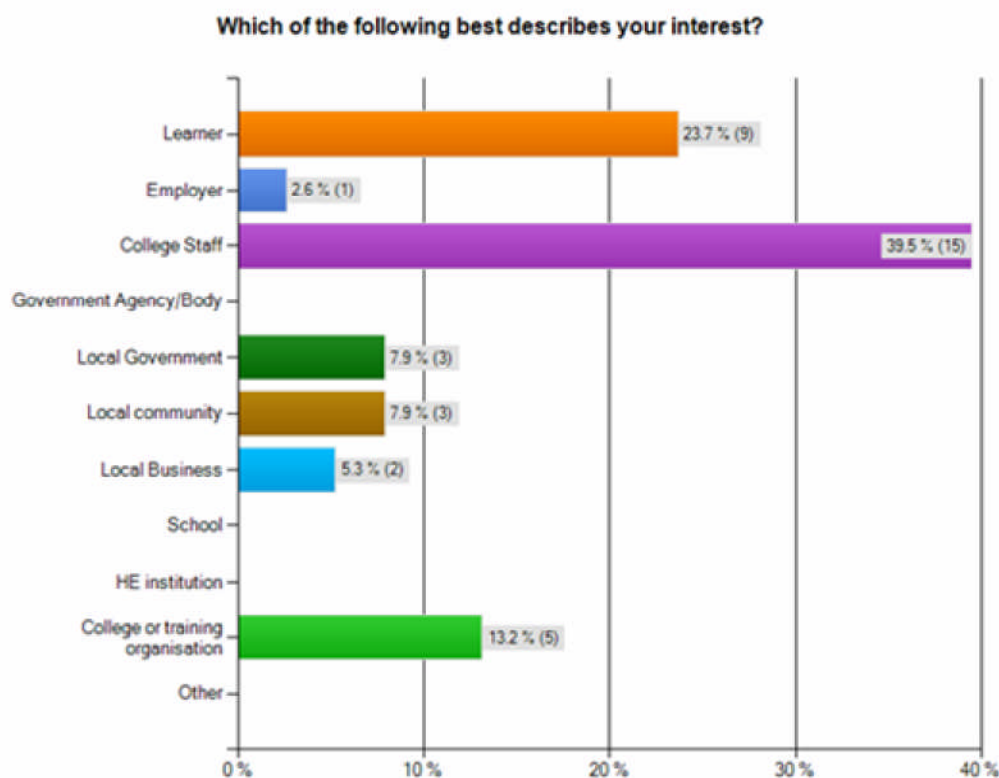


Chart 2



Conclusions from the answers

- The majority of respondents to the online survey (over 80 per cent) were responding as individuals.
- Of those who chose an option to describe their interest, the greatest number were college staff at just under 40 per cent, followed by learners (23.7 per cent) and college or training organisation (13.2 per cent).
- Some of the areas of interest where there were no online responses were represented in the non-online responses (see the section called Non On-Line Responses).

Do you support the proposed reorganisation?

36 Chart 3 shows the answers to the question.

37 Where respondents also confirmed what best described their interest (Question 11), the distribution is shown in Table 1.

Chart 3

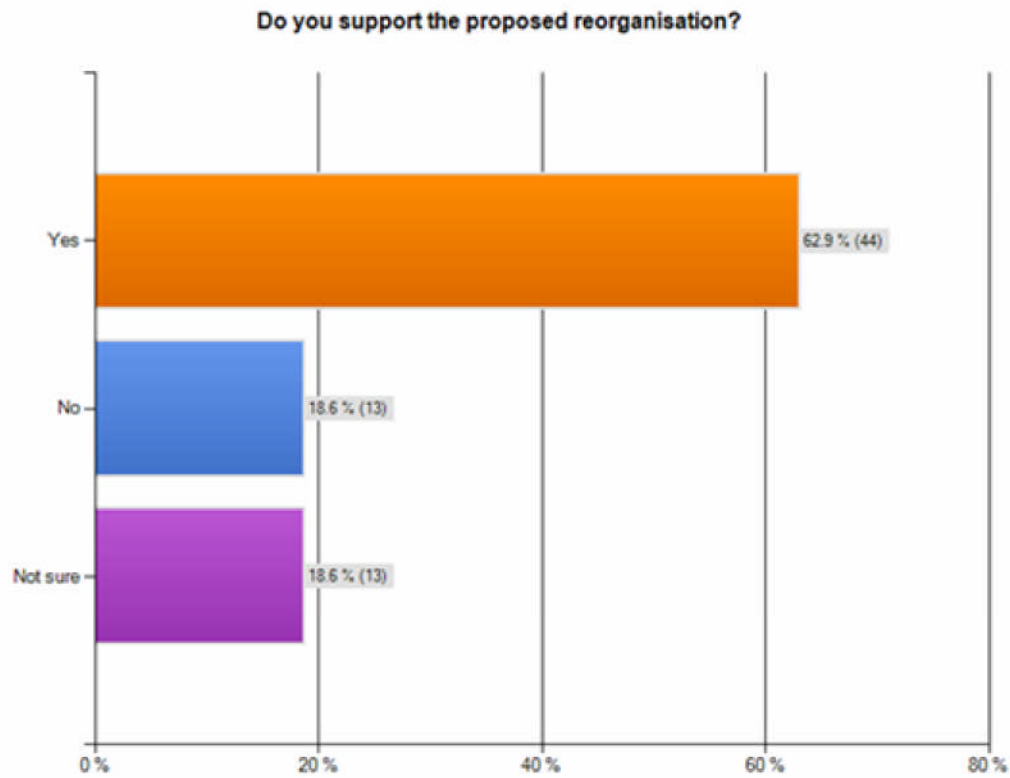


Table 1

	Do you support the proposed reorganisation? (includes only the 37 online responses where interest was declared)		
Interest	Yes	No	Not sure
Learner	44.4% (4)	33.3% (3)	22.2% (2)
Employer	100% (1)	0	0
College Staff	100% (11)	0	0
Government Agency/Body	100% (3)	0	0
Local Government	100% (3)	0	0
Local Community	100% (1)	0	0
Local Business	50% (1)	50% (1)	0
School	0	0	0
HE institution	0	0	0
College or training	57.2% (4)	0	42.8%(3)
Other	0	0	0

Conclusions from the answers

- There is a majority in support of the proposed merger: 44 respondents (62.9 per cent) confirmed support for it.
- 13 respondents (18.6 per cent) said they did not support it and an equal number said they were not sure, accounting together for 37.3 per cent of the responses.
- The table shows that four college or training organisations supported the merger, three were not sure, with none against. One local business was in favour of the merger and one against. Four learners were in favour of the merger, three against and two not sure. Among those who identified themselves, there was therefore a fairly equal spread of views in terms of support or not for the proposed merger.

Issues raised in comments

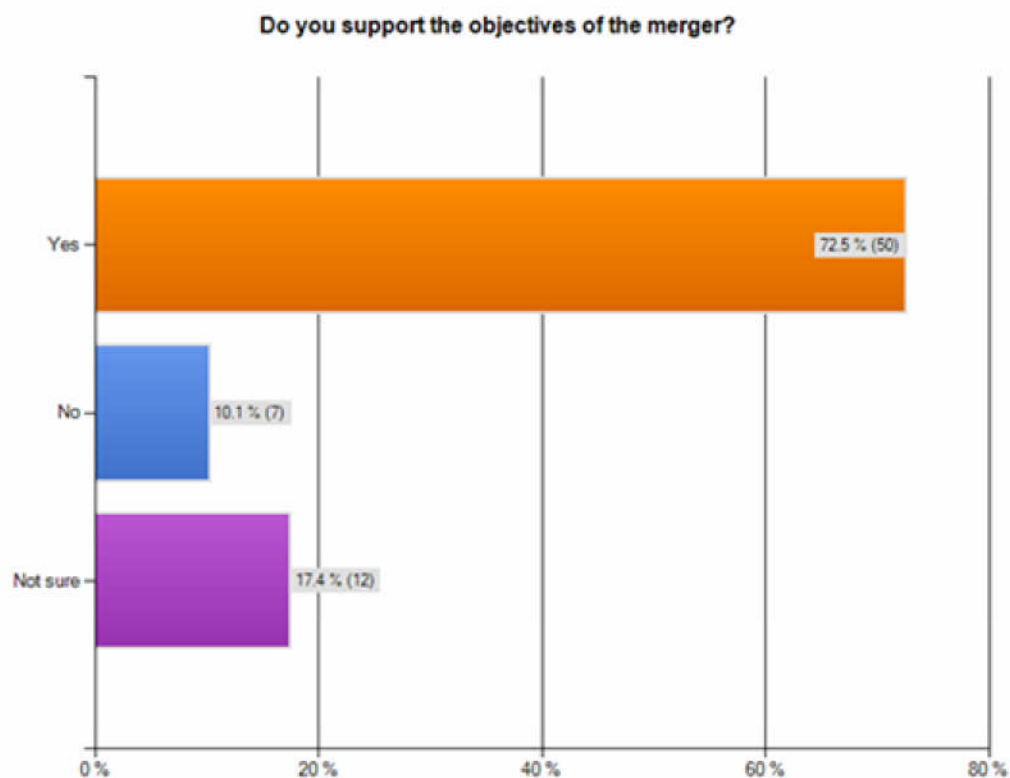
- Merger is an appropriate solution for the financial and other difficulties of Castle College Nottingham. One respondent said this was the best solution for Nottingham.
- Some respondents saw potential in the merger for greater coherence and rationalisation in the delivery of FE in Nottingham. There was also a comment that the potential for curriculum synergies or conflicts with other providers in the area had not been explored sufficiently or the potential use of other means of re-distributing the curriculum across the city.
- One respondent said there was a clearer case for the proposed merger in the city than in the county.
- Efficiency savings and curriculum rationalisation should not affect choice for learners or require them to travel further. The potential for these changes to impact on college staff was also queried.

- Merger must not have a detrimental effect on South Nottingham College particularly its financial stability, quality of provision or capacity to invest in itself.
- The governance and ethos of the merged college needs to serve the needs of learners and employers from across Nottingham.

Do you support the objectives of the merger?

38 The answers to this question are shown in Chart 4.

Chart 4



Conclusions from the answers

- There is a clear majority in support of the objectives of the merger: over 72 per cent of respondents said this.
- 10.1 per cent did not support the plans and a further 17.4 per cent were not sure, amounting to 27.5 percent.

Issues raised in comments

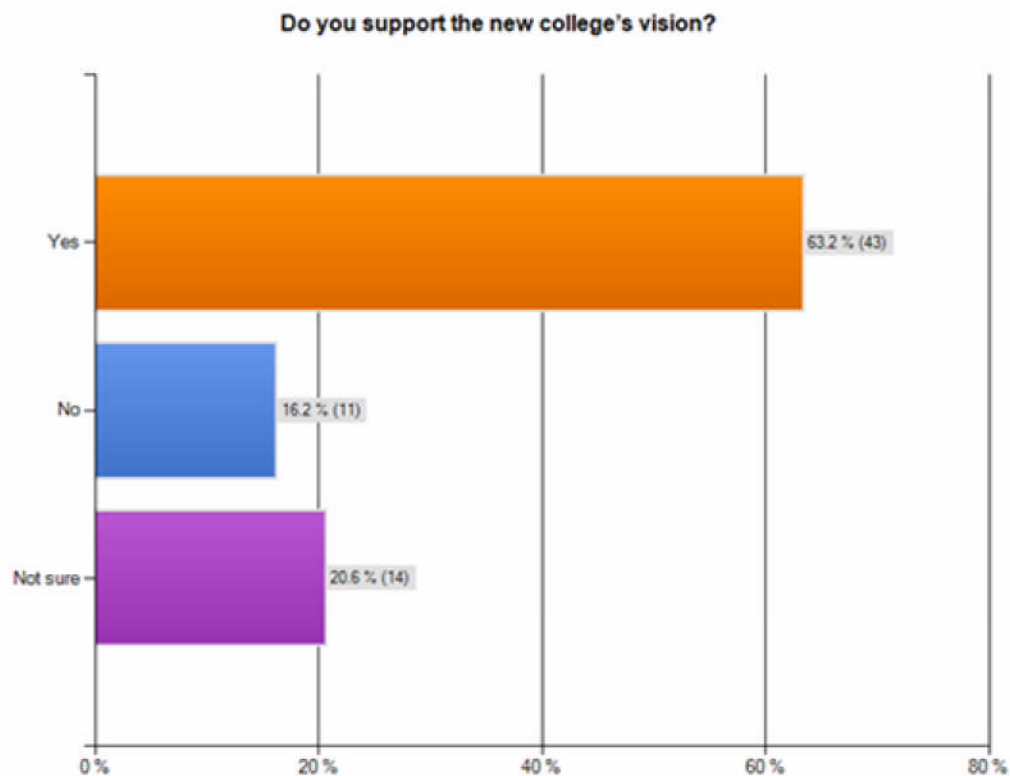
- The development of a better vocational offer for Nottingham, beginning at age 14, was welcomed as a key objective by the two respondents making substantive comments.
- The continued existence of a choice of college in the region was welcomed.
- Individual sites in the larger merged college should retain their smaller institution feeling.

- The intention to plan the curriculum better with other providers in the city was welcomed.
- The opportunity to avoid duplication of provision was welcomed.
- One respondent did not understand the objectives.

Do you support the new College's vision?

39 The answers to this question are shown in Chart 5.

Chart 5



Conclusions from the answers

- There is a clear majority in support of the new College's vision: over 63 per cent of respondents said this.
- Over 16 per cent did not support the vision and a further 20 per cent were not sure of their support for it.
- This means 36.8 per cent were either not in support or not sure of their support for the vision.

Issues raised in comments

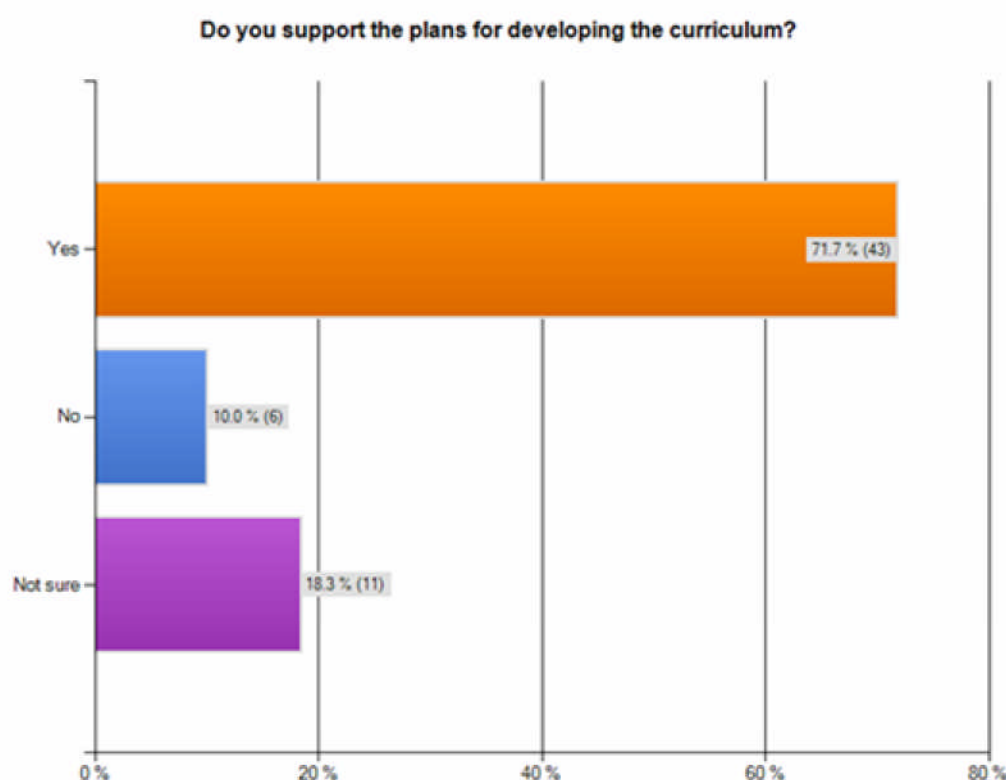
- Planning and delivering a curriculum for Nottingham in partnership with other providers was welcomed and seen to be needed. The challenge of delivering on this was also noted.
- One respondent did not like the idea of 'one college nottingham' (sic).
- Improved choice for learners was welcomed but not at the expense of South Nottingham College's financial stability.

- One respondent said the vision ‘did not paint a clear enough picture of what the new college will stand for’. In particular whether it will have a new identity of its own, complementing existing provision and providing choice for learners in Nottingham or merely be a ‘sum of its parts’.
- In increasing its success rates, the new college must not exclude disengaged or harder to reach learners.

Do you support the plans for developing the curriculum?

40 The answers to this question are shown in Chart 6.

Chart 6



Conclusions from the answers

- There is a clear majority in support of the plans for developing the curriculum: over 70 per cent of respondents said they supported them.
- 10 per cent did not support the plans and a further 18 per cent were not sure, amounting to 28.3 per cent.

Issues raised in comments

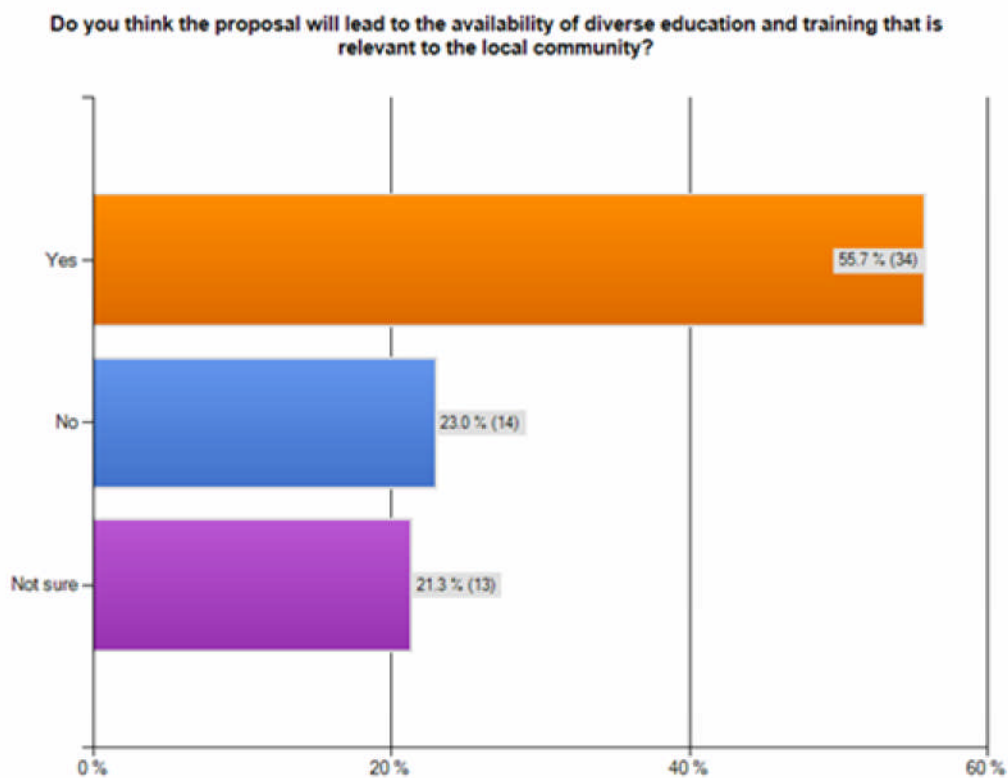
- Retaining local access to provision up to Level 2 with specialist centres of delivery for Level 3 was welcomed, and seen to have benefits in terms of efficiency and specialisation and appropriate for travel to learn and accessibility. The idea of centres of excellence and the hub and spoke model were welcomed.

- Maintaining Foundation and Lifelong Learning provision as a specialist area was highlighted.
- Further rationalisation of provision with other providers in Nottingham and Nottinghamshire is in the interest of learners. Areas of strength between different providers should be linked and the issue should be approached city-wide.
- Links should be made with developments at Jobcentre Plus in the interests of unemployed people.
- Competition is healthy and students should have a choice of options.
- One respondent asked about plans for English as a Foreign Language.

Do you think the proposal will lead to the availability of diverse education and training that is relevant to the local community?

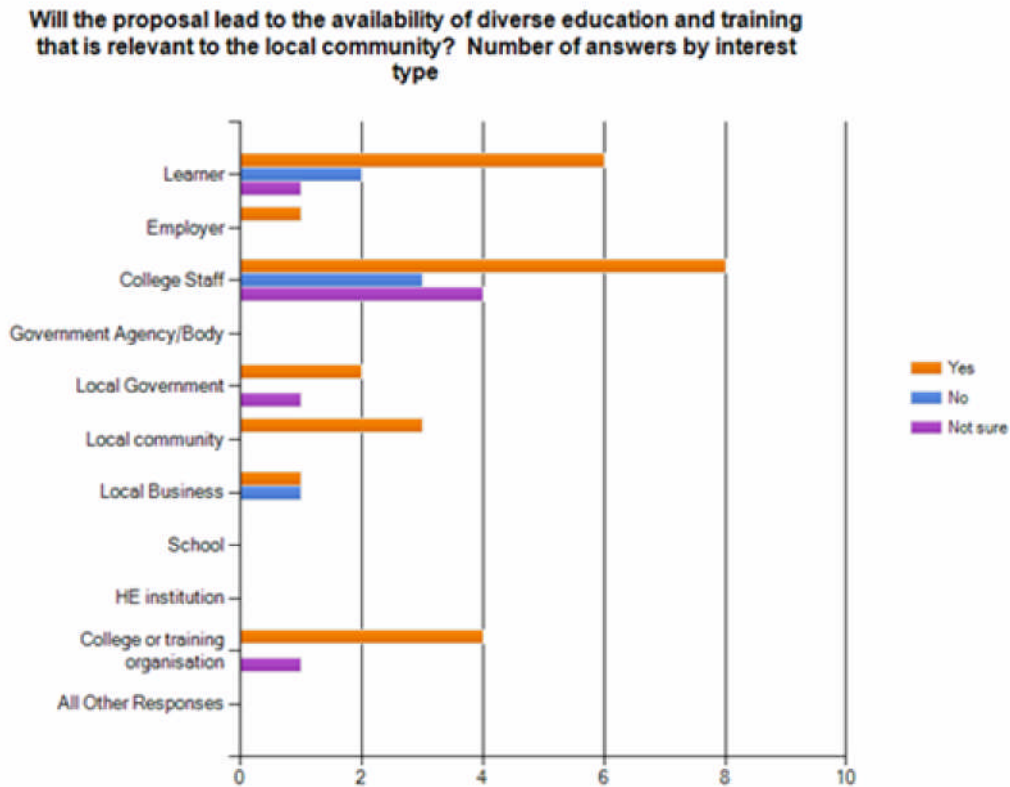
41 The answers to this question are shown in Chart 7.

Chart 7



42 For this question we also compared the distribution of responses where the respondents had also confirmed their area of interest by answering question 11. The results are shown in Chart 8.

Chart 8



Conclusions from the answers

- A majority of respondents (55.7 per cent) said the merger would lead to the availability of diverse education and training that is relevant to the local community.
- The second chart shows that the greatest number of respondents who thought the proposal would lead to a diverse and relevant education and training were college staff (eight), followed by learners (six) and college or training organisations (four).
- Over 23 per cent of respondents said it would not have this outcome. A further 21 per cent were not sure if it would. Therefore, 44 per cent of respondents did not give a positive answer to this question.
- The three interest types who said it would **not** lead to a diverse and relevant education and training were college staff (three), learners (two) and a local business (one). A further four college staff and one learner were not sure, as was one college or training organisation.

Issues raised in comments

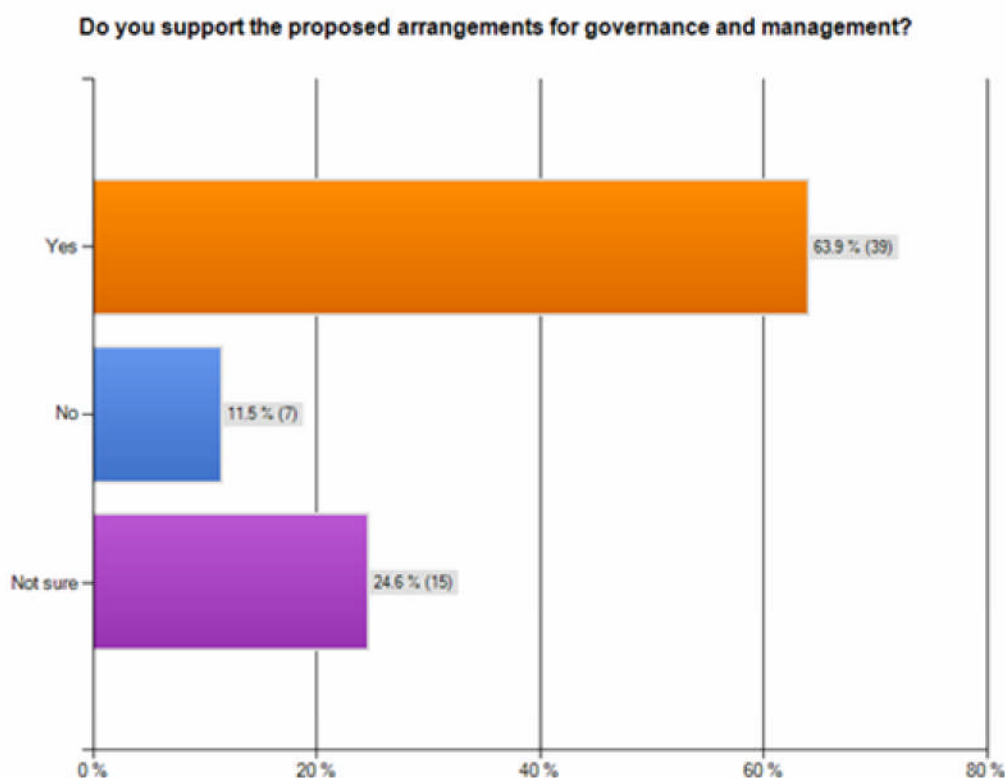
- Retaining local delivery of provision from Entry to Level 2 is important to success with this, as is the considered placement of provision in terms of variety, accessibility and timetabling.
- The affordability of the number of proposed venues was queried.
- One respondent asked how quickly the merged college could adapt if the community did not engage with the new approach.

- Two respondents queried whether changes to adult funding would affect the viability and sustainability of a diverse offer of provision regardless of the merger.
- The potential for the merged college to be one of two serving Nottingham, combining choice with coherence, and working in partnership with others, was welcomed.

Do you support the proposed arrangements for governance and management?

43 The answers to this question are shown in Chart 9.

Chart 9



Conclusions from the answers

- There is a majority in support of the proposed arrangements for governance: almost 64 per cent of respondents answered 'Yes' to this question.
- 11.5 per cent answered 'No' and 26.4 per cent were 'Not Sure' accounting for almost 38 per cent.

Issues raised in comments

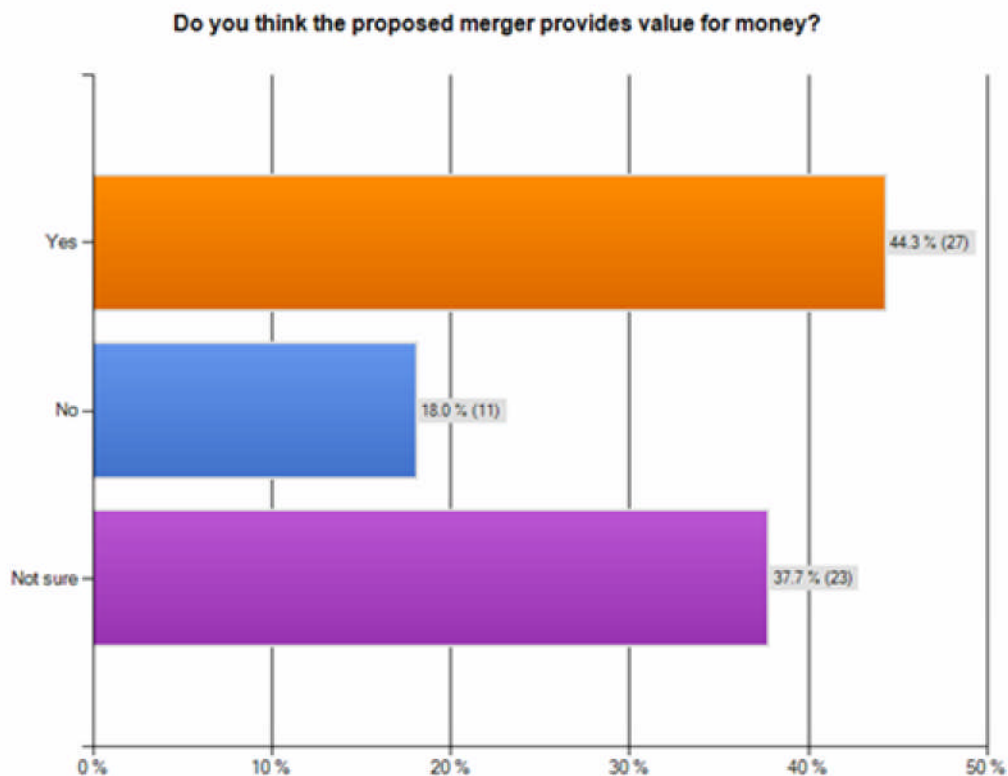
- A model B merger was seen as appropriate to the relative financial strength of the two colleges.
- The need for open and transparent filling of management posts was noted to ensure the best people are appointed.

- The new College will face significant existing and future financial challenges as well as those that follow from any merger. The Corporation must recognise this in developing existing personnel, recruiting new expertise and managing the new institution.
- The leadership at South Nottingham College was seen to be strong.
- This must evolve to reflect the fact that the new College will be a city-based institution serving the whole conurbation; 'South Nottingham College' may not reflect this.

Do you think the proposed merger provides value for money?

44 The answers to this question are shown in Chart 10.

Chart 10



Conclusions from the answers

- 18 per cent of respondents did not think the merger provides value for money. Almost 38 per cent were not sure.
- More than 50 per cent of respondents therefore think the merger will not provide value for money or were not sure it would.

Issues raised in comments

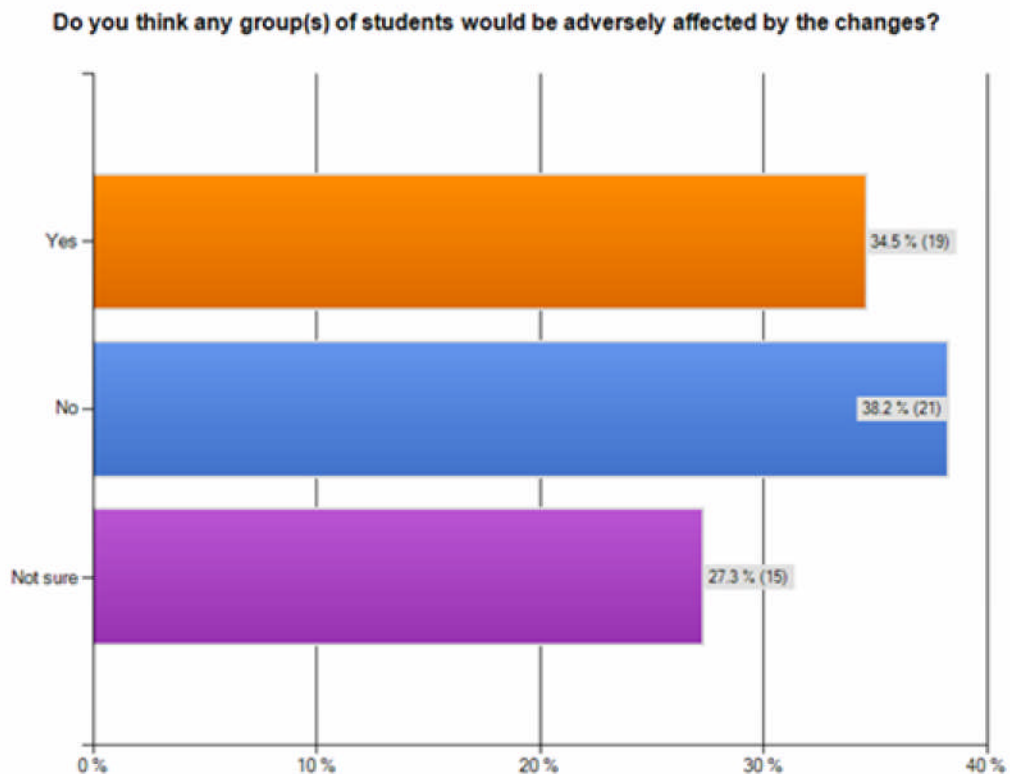
- The new college was seen to have greater potential for value for money than the current arrangements, if efficiencies can be realised.
- Value for money will only be achieved if quality increases across the curriculum.
- The cost of merger being outweighed by the benefits is part of whether it will be seen to provide value for money.

- Real value for money will come from talking the opportunities for efficiencies through collaboration with other providers, for example on back-office functions, further reducing the planned number of sites and selling attractive sites for redevelopment.
- Castle College Nottingham's operating liabilities (6.2 million) were seen as potential block to merger and to South Nottingham College realising any monetary benefit from merger.
- South Nottingham College has experience in addressing financial weakness and there is potential for economies of scale and efficiency savings but Castle's position and the general funding environment make this a significant challenge.

Do you think any group(s) of students would be adversely affected by the changes?

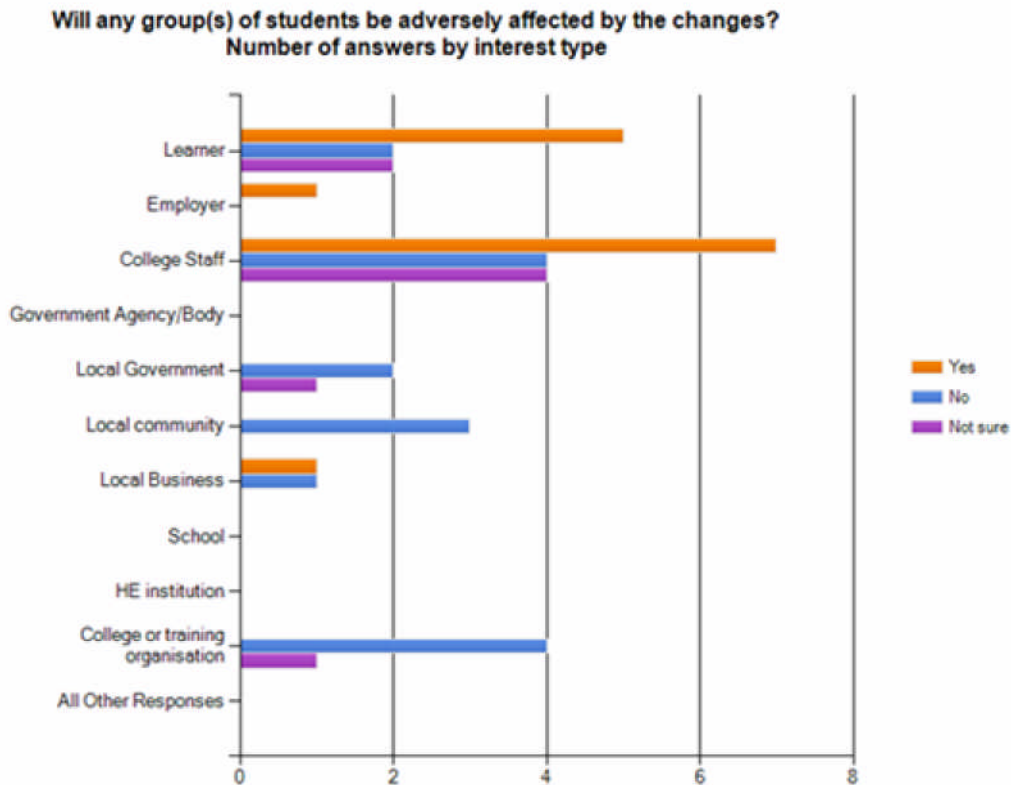
45 The answers to this question are shown in Chart 11.

Chart 11



46 For this question we also compared the distribution of responses where the respondents had also confirmed their area of interest by answering Question 11. The results are shown in Chart 12.

Chart 12



Conclusions from the answers

- More than 33 per cent of respondents said students would be affected adversely by the proposals: the highest number of answers to the question.
- A further 27.3 per cent were not sure if students would be adversely affected. The 'Yes' and 'Not Sure' answers therefore amount to over 60 per cent of responses.
- The main types of respondent highlighting the potential for adverse impact were college staff (seven said it would and four were not sure) and learners (five said it would and two were not sure).
- There were, however, also learners (two) and college staff (four) responding that students would not be adversely affected; four college or training organisations also said this.

Issues raised in comments

- Several respondents said it was difficult to comment until the detail of what will be delivered where is known.
- There is potential for students to have to travel further, especially for higher-level or specialist provision.
- The needs of disadvantaged learners and learners with childcare needs were mentioned specifically.
- There is potential for students to lose the 'special ambience' of a smaller college and 'get lost in a statistics chase'.

- Learners with less ability or facing bigger challenges could be disadvantaged if the merged college focuses more on 'hard targets' than 'softer outcomes'.
- Areas of provision that generate lower levels of income or lower success rates must be protected in the interest of learners who need it.

Non-online responses (10)

- 47 As confirmed above, seven letters and three emails were received that contained views on the proposed merger.
- 48 Using the options for describing area of interest from the online survey, these responses can be categorised as follows.
- Learner (0)
 - Employer (0)
 - College staff (0)
 - Government Agency/Body (3)
 - Local Government (2)
 - Local Community (0)
 - Local Business (0)
 - School (0)
 - HE institution (2)
 - College or training organisation (3)
 - Other (0).
- 49 This is a high-level summary of the issues raised in the non-online responses:
- Three Government Agency/Body type organisations responded. One highlighted the colleges' current roles in relation to higher education (HE) and the need for them to continue to provide a suitable environment for this provision in the region. Another supported the proposed merger in principle subject to the key later stages of the merger process, including due diligence and Agency financial assurance, being completed. Another said it did not express a view on mergers.
 - Two Local Government type organisations responded. A borough council was broadly supportive of the merger but highlighted the need for provision in Beeston to be retained and for the colleges to focus on the needs of learners in Eastwood, Stapleford and Kimberley and the role that they play in these communities. A city council supported the proposed merger
 - Two HEI institutions (both universities) confirmed their support for the merger.
 - Three college or training-type organisations responded. An FE college supported the proposed merger, provided that it did not affect the public funding available to the sector generally. Another FE college confirmed it did not support the merger with a detailed analysis of its rationale. Another FE college queried the business case for the proposed merger and proposed an alternative approach.

Annex A: Questions asked in the online consultation survey

Questions which were mandatory are indicated by an * (but respondents could leave the survey without completing it in full).

For each main question, respondents were given a choice of Yes, No, Not sure, unless otherwise stated.

The follow-up questions all allowed free text to be submitted.

Main question	Follow-up question
* Do you support the proposed reorganisation?	Do you have any comments on this?
Do you support the objectives of the merger?	Do you have any comments on this?
Do you support the new College's vision?	Do you have any comments on this?
Do you support the plans for developing the curriculum?	Do you have any comments on this?
Do you think the proposal will lead to the availability of diverse education and training that is relevant to the local community?	Do you have any comments on this?
Do you support the proposed arrangements for governance and management?	Do you have any comments on this?
Do you think the proposed merger provides value for money?	Do you have any comments on this?
Do you think any group(s) of students would be affected adversely by the changes?	If so, who and why?
* Do you have any other issues or comments? (Yes / No)	If so, what are they?
* Are you responding as an individual or an organisation?	
* Which of the following best describes your interest?	Choice of: Learner, Employer, College Staff, Government Agency/Body, Local Government, Local Community, Local Business, School, HE institution, College or training organisation, Other (If other, please specify)

Annex B: Statutory Consultation Notice

Statutory Notice - Further and Higher Education Act 1992

As Chief Executive of Skills Funding, I hereby give notice in accordance with the provisions of section 51 of the Further and Higher Education Act 1992 (the Act) as amended by the Apprenticeships, Skills, Children and Learning Act 2009, of the draft proposal that the Secretary of State under section 27 of that Act should by order provide for the dissolution of the further education corporation of **Castle College, Nottingham** and the transfer of the property, rights and liabilities of that corporation.

Dissolution of the corporation is proposed, at the request of the corporation of **Castle College, Nottingham** in order that the college may merge with **South Nottingham College**. It is proposed that the property, rights and liabilities of the corporation to be transferred to the corporation of **South Nottingham College**.

The date proposed for the dissolution is 1 April 2011.

Provision will be made for all students at **Castle College, Nottingham** who have not yet completed their courses of study by the date of the proposed dissolution to complete their studies at **South Nottingham College**.


A copy of the draft proposal is available free of charge from me and will be sent to any person who requests it.

In accordance with the provisions of section 51 of the Act, representations may be made to me by 14 January 2011. Representations can be made at <http://skillsfundingagency.bis.gov.uk/providers/allthelatest/consultations/> or in writing to providerreorganisations@skillsfundingagency.bis.gov.uk or to:

Geoff Russell, Chief Executive of Skills Funding
Cheylesmore House, Quinton Road, Coventry CV1 2WT

Date: 29 November 2010

Signed:



Annex C: Stakeholders notified of the consultation on the proposed merger of Castle College, Nottingham and South Nottingham College

157 Group
Alliance of Sector Skills Councils
Asset Skills
Association of Teachers and Lecturers
Association for College Management
Association of Colleges
Association of Learning Providers
Association of National Specialist Colleges
British Chambers of Commerce
Cogent
Construction Skills
Creative and Cultural Skills
Department for Business Innovation and Skills
Energy & Utility Skills
e-Skills UK
Financial Services Skills Council
GoSkills
Government Skills
Higher Education Funding Council for England
HOLEX
Improve Ltd
Institute of the Motor Industry
Lantra
LEAFEA
Learning and Skills Improvement Service
Lifelong Learning UK
National Union of Students
National Union of Teachers
Ofsted
People 1st
Proskills UK Ltd
SEMTA
Sixth Form Colleges' Forum
Skills Active
Skills for Care and Development
Skills for Health
Skills for Justice
Skills for Logistics
Skillset
Skillsmart Retail
Summit Skills
UKCES
UNISON
University and College Union
YPLA
Advance Care Training
AimHigher Nottinghamshire
Aldercar Community Language College
Alderman White School & Language School
(White Hills Park Federation)
Aldreds the Bakers Ltd
All Saints Catholic School
Alpha Rail Limited
Aramark Ltd
Arnold Hill School
Ashfield Comprehensive
Association of Learning Providers
B N Gibson LTD
Babcock International Training
Balfour Beatty (Utility Solutions)
Balfour Beatty-Rail Engineering
Barclays Bank Plc
Barton Precision Engineers Ltd
Because We Care
Bennerley School
Big Wood School
Bilborough College
Blue Coat CE School
Boots Analytical Services
Boots PLC
Boston College
Boxford Ltd
Bramcote Hills College
Bramcote Park School
British Red Cross (Humanity House)
Brooksby Melton College
Broxtowe Borough Council
Broxtowe Borough Council
BS Specialist Products
BTCV
Bulwell Academy
Business Link (Derby)
Business Link (Leicester)
Business Link (Lincolnshire)
Business Link (Nottingham)
Business Link East Midlands (Head Office)
Buttercups Training
CEMA Ltd
CNTL Ltd
Carlton Digby School
Carlton Le Willows School
Castle College Nottingham
Center Parcs
Central Education & Training
Central Pork Packers
Chellaston Foundation School and Technology
College
Chesterfield College
Chilwell School
Christ the King School
City & Guilds
Colonel Frank Seeley
Confetti Institute of Creative Technology
Connexions Nottinghamshire
Constant Security Services Ltd
Construction Learning World
Cooperative Retail Logistics
Dagfa House School
Dalehead Foods
Dayncourt School
De Montfort University
Delehead Foods (Tulip Fresh Meats)
Derby City Council
Derby City Hospital
Derby College
Derbyshire and Nottinghamshire Chamber

Derbyshire County Council
 Djanogly City Academy
 E.ON UK
 East Midlands Airport
 East Midlands Ambulance Service
 East Midlands Trains
 East Midlands Centre for Excellence in
 Teacher Training
 Eastwood Comprehensive
 ECORYS – UK National Agency - Leonardo
 Education Business Futures
 Elite Security Personnel Ltd
 Ellis Guilford School
 EMDA
 EMFEC
 Enable
 European Social Fund, Joint International Unit
 Eversheds
 Farnborough Technology College
 Fernwood School
 Field House Nursing Home
 Financial Services Skills Council
 Foxwood School
 Friesland School
 Garibaldi Maths & Computing College
 GB Willbond
 George Spencer Academy and Technology
 College
 GMB - Midland & East Coast Region
 Government Office for the East Midlands
 Grantham College
 Greater Nottingham Partnership
 Greater Nottingham Partnership
 Grove Comprehensive School
 Habia
 Hadden Park High
 Harry Carlton Comprehensive
 Heanor Gate Science College
 Hettle Andrews and Associates LTD (Brokers)
 Higher Education Funding Council
 HM Revenue and Customs
 Holgate Comprehensive School
 Hollygirt School
 Homecare Nottingham
 Huntercombe Group – Nottingham
 Neurodisability Unit
 Ilkeston School
 IMI Awards
 Imperial Tobacco Ltd
 International Development Office
 JDM Produce Ltd
 JISC RSC East Midlands
 Jobcentre Plus
 John Flamstead Community School
 Joseph Whitaker School
 Kesteven & Grantham Girl's School
 KGB Cleaning & Support Services Ltd
 Kia Motors UK Limited
 Kimberley Comprehensive School
 Kirk Hallam Community Technology and Sports
 College
 Konica Minolta Business Solutions (UK) Ltd
 Lafarge Cement UK
 Learning at Work
 Lees Brook School
 Leicester College
 Lincoln College
 Lincolnshire PCT
 Lincs Turkey Ltd
 Littleover Community School
 L'Oreal Luxury Products Ltd
 Loughborough College
 Manatec Ltd
 Manning Comprehensive School
 Marsh Limited
 Mazda Motors UK Ltd
 MENCAP
 Mercia College
 Mill Hill School
 Mitre Group
 MoLeNET
 Moulton College
 MEP East Midlands (x5)
 MP for Broxtowe
 MP for Gelding
 MP for Nottingham East
 MP for Nottingham North
 MP for Nottingham South
 MP for Rushcliffe
 Murray Park Community School
 National Apprenticeship Service
 National Church of England School
 National Ice Centre
 National Probation Services - Nottinghamshire
 New College Nottingham
 New College Nottingham
 New College Stamford
 NHS Lincolnshire, NVQ Assessment Centre
 Noble Food Ltd
 North Nottinghamshire College
 Northampton College
 Nottingham & Nottinghamshire Futures
 Nottingham City Council
 Nottingham City Council
 Nottingham Community House Association
 Nottingham County Council
 Nottingham Forest FC
 Nottingham Rugby
 Nottingham Trent University
 Nottingham University Hospitals
 Nottingham University Hospitals NHS Trust
 Nottinghamshire County Cricket Club
 Nottinghamshire County Council
 Nottinghamshire County Council
 Nottinghamshire County PCT
 Nottinghamshire Fire & Rescue Service
 Nottinghamshire Police
 Onsite Training UK
 Pakistan Youth and Community Association
 Pearson UK
 Peter Rowley Ltd
 Portland College
 Portland Comprehensive School
 Quarrydale Comprehensive
 Raytheon Systems Limited
 Real Time Training
 Redhill School

Repton Training
Rowse Honey Ltd
Royal Derby Hospitals
RSM Tenon
Rushcliffe Borough Council
Rushcliffe Borough Council
Rushcliffe School
Saab Great Britain Ltd
Sam Browne Food Ltd
Selston Arts and Community College
Shepshed High School
Sinfin Community School
Skills Active
South Leicestershire College
South Wolds School
St John Houghton RC School
Stephenson College
STS Mansfield
Summit Skills
Suzuki GB
Swan Corporate Training
The Becket School
The British Educational Suppliers Association
The East Midlands China Business Bureau
The Gedling School
The Honda Institute
The Long Eaton School
The Minster School
The Nottingham Academy

The Nottingham Bluecoat School & Technology
College
The Nottingham Emmanuel School
The Nottingham University Samworth Academy
(formerly William Sharp)
The Prince's Trust
Toot Hill Comprehensive School
Top Valley School
Toyota GB
Tresham Institute
Trinity School
TU Education
Tudor Grange Nursing Home
Tuxford Comprehensive School
TVET UK
University of Bedfordshire
University of Derby
University of Northampton
W Simpson Ltd
Warburtons Limited
West Bridgford School
West Nottinghamshire College
West Park Community School
Wheldon School & Sports College
Wilthorpe School
Woodlands Community School
YPLA
YWCA England & Wales

