

Report on the statutory public consultation on the proposed merger of Joseph Priestley College and Leeds City College

5 dfj` 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 Joseph Priestley College and Leeds City College.

We received 49 responses. Thank you to everyone who took the time to read the consultation document and respond.

There is a clear majority in support of the merger but concerns and questions were raised, which I have highlighted in the key messages section of this report.

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. If it is assessed as meeting all the requirements, a proposal 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 Joseph Priestley College and transfer the property, rights and liabilities of that corporation to Leeds City College.

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.

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: Joseph Priestley College and Leeds City 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 17 February 2011 and 24 March 2011. Views could be submitted in an online consultation survey, by email or in writing and 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 There were 49 responses to the consultation.
 - 39 online survey responses
 - 10 non-online responses
- 6 Respondents to the online survey were asked to describe their interest. The distribution of the 31 respondents who answered the question was:
 - College Staff (29 per cent)
 - Other (22.6 per cent)
 - Local Government (12.9 per cent)
 - College or Training organisation (6.5 per cent)
 - Employer (6.5 per cent)
 - Learner (6.5 per cent)
 - Local Business (6.5 per cent)
 - Local Community (6.5 per cent)
 - HE institution (3.2 per cent)
 - Government Agency/Body (0)
 - School (0)
- 7 The 10 non-online responses were distributed as follows.
 - Local Government (five)
 - Government Agency/Body (two)
 - Local Business (one)
 - School (one)
 - Other (one)

Key messages for the Colleges from the consultation

- 8 There is a majority in support of the merger: 59 per cent (23 respondents) of those answering Question 1 of the online survey said they supported it. Of the 10 non-online responses, all were supportive or did not object to the merger. Of the 49 total responses therefore, 33 supported the merger – 67.3 per cent.
- 9 Support is further evidenced by the majorities in support of each question in the survey, with 64.9 per cent of respondents supporting the objectives of merger, 75.7 per cent the new college vision, 77.1 per cent the plans for the curriculum, and 58.3 per cent the arrangements for governance and management; 72.2 per cent said the merger should lead to the availability of diverse education and training relevant to the local community and 63.9 per cent that it provides value for money.
- 10 Support has also been expressed by key organisational stakeholders such as the local and district councils, the local chamber of commerce and a local university and by key individuals such as local Members of Parliament.
- 11 On the question of whether any group(s) of students would be affected adversely by the merger, the single answer chosen by most respondents (45.7 per cent) was negative. This means that 54.3 per cent of respondents either said students would be affected adversely or were unsure.
- 12 We received 10 non-online responses and the online survey allowed respondents to add comments. This qualitative information, along with the quantitative information above, has informed the identification of the key messages below. These must be addressed by the Colleges in their Final Merger Proposal (FMP).
 - **Potential for an adverse impact on students.** Over half of respondents to the online survey thought there might be or would be an adverse impact on students if the merger goes ahead. The consultation document makes a commitment to an assessment of the impact on equality and diversity (page 35). This must be included in the FMP and it must demonstrate that all aspects of the potential impact on students have been identified and considered. All of the actions taken or planned to manage any impact on students must be described.
 - **Future of Joseph Priestley College sites.** There is clear concern that the merger will lead to the closure of one or more of the current Joseph Priestley College sites in Morley, Beeston and Rothwell. Some respondents wanted a clear commitment that provision on these sites would be maintained well into the future. This level of commitment may be unrealistic, but the FMP must include a detailed plan for managing the current Joseph Priestley College estate, including how stakeholders might be involved in any decisions about its future. The estates plan must also be linked clearly to the curriculum plan.

- **Curriculum plan for the merged college.** The FMP must include a detailed plan for the curriculum of the merged college. If the curriculum is to be developed over the medium to long term, there must be a phased plan confirming arrangements for provision in south Leeds – for students already enrolled on programmes, what will be offered in 2011/12 and how the curriculum is expected to develop beyond that. This should include reference to local employment agendas, priorities driven by demographics and local conditions, government priorities and the needs of local communities.
- **Potential impact on localness.** A number of respondents were concerned that the character and local identity of Joseph Priestley College would be lost in the larger merged college. Others were concerned that the areas where Joseph Priestley College is seen to excel would be lost. The FMP must therefore demonstrate how recognised good practice will be acknowledged and maintained, and how the local identity of Joseph Priestley College will be preserved and enhanced.
- **Risks in implementing merger.** The merger that created Leeds City College was seen by some respondents as still being in progress, complicating the risks that would in any case be attached to merging two Colleges and potentially increasing the risks attached to the ongoing merger. The FMP must therefore include a comprehensive risk register for the merged college, including an update on risks still being managed from the earlier merger and any new risks attached to the proposed merger.
- **Impact on choice and competition in Leeds.** The impact of the recent history of college mergers in Leeds was noted, as was the potential for further merger activity in the city. The FMP must provide an update on all current merger plans by both Colleges and include an assessment of how this impacts on choice and competition in the city. What choice will exist for learners, employers and local communities following the merger? What roles are there for other providers and what progression opportunities might there be across different providers in the city?
- **Governance and management arrangements.** The FMP must demonstrate how governance and management arrangements will help facilitate local accountability for example through active links and partnerships with local communities. This is important given the issues raised above around local identity and the capacity of the large merged college to understand and meet local needs.
- **Staff concerns regarding merger.** Some staff are concerned or have reservations about the proposed merger. Steps have already been taken to communicate with them and with their representatives but the FMP must confirm how staff related issues are and will continue to be identified and managed and what assessment has been undertaken to identify and respond to the impact of merger on staff.

Next steps

- 13 The next step for the Colleges is to produce an FMP. This must meet the Government's published criteria for college mergers 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.
- 14 These are the expected timescales for the next stages of the process.
 - Mid-May – FMP submitted to the Agency
 - end of May – assessment and recommendation to Secretary of State
 - end of June – decision by Secretary of State
 - July - laying of orders before Parliament (if approved)
 - 1 August 2011– proposed date for merger (if approved).

Background

- 15 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.
- 16 In this case, the corporation of Joseph Priestley College has proposed the dissolution of the corporation to enable the College to merge with Leeds City College. The proposal is for the property, rights and liabilities of Joseph Priestley College to be transferred to the corporation of Leeds City College. The proposed date for the merger to take effect is 1 August 2011.
- 17 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 Joseph Priestley College and the transfer of its property, rights and liabilities.
- 18 The Government confirmed its merger criteria for FE colleges in [Further Education Colleges – Models for Success](#), August 2008.
- 19 These criteria are that the FMP ensures the embedding of all aspects of equality and diversity and that it is likely to:
 - address the needs of learners and employers
 - increase opportunity for the learner to exercise choice and encourage diversity in the education and training available
 - increase local participation rates and result in improved quality and success
 - develop innovation and improve access to learning for the community
 - promote effective community cohesion through community presence and representation within governance structures
 - provide better value for money.

Consultation Process

- 20 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](#).
- 21 The statutory public consultation began on 17 February 2011 and ended on 24 March 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.
- 22 A Statutory Notice (Annex B) appeared in the 17 February edition of Yorkshire Evening Post. Statutory notices were also placed at:
 - the main entrances of the Park Lane, Thomas Danby, Technology, Horsforth and Keighley campuses of Leeds City College
 - the Milton House Centre and the Peel Street, Beeston and Rothwell sites of Joseph Priestley College
 - the City Mills S2B Office and the Beeston, Morley, Rothwell, Middleton and Leeds City libraries.
- 23 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. writing to the Chief Executive of Skills Funding.
- 24 Notice of the consultation, with information on how to respond and links to the consultation document and online survey, was available on the consultation section 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.
- 25 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

- 26 There was one request for the consultation document in another format and no requests for a hard-copy of the response form. As this response did not express an opinion on the proposed merger, it has been excluded from analysis.

Responses to the consultation

- 27 There were 49 responses to the consultation.
- 39 online survey responses
 - 10 non-online responses.

Incomplete online surveys

- 28 Some respondents did not complete the survey by clicking the 'Done' icon at the end. Of the 39 online responses:
- 31 were complete surveys
 - eight were incomplete surveys.

Online survey responses (39)

Introduction

- 29 The sections that follow confirm the answers given to each of the questions in the online survey.
- 30 Although there were 39 online responses in all, the number of responses to each question varies because some respondents chose not to answer every question.
- 31 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.

Analysis

- 32 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.
- 33 The answers are shown in Charts 1 and 2 respectively.

Chart 1: Are you responding as an individual or on behalf of an organisation?

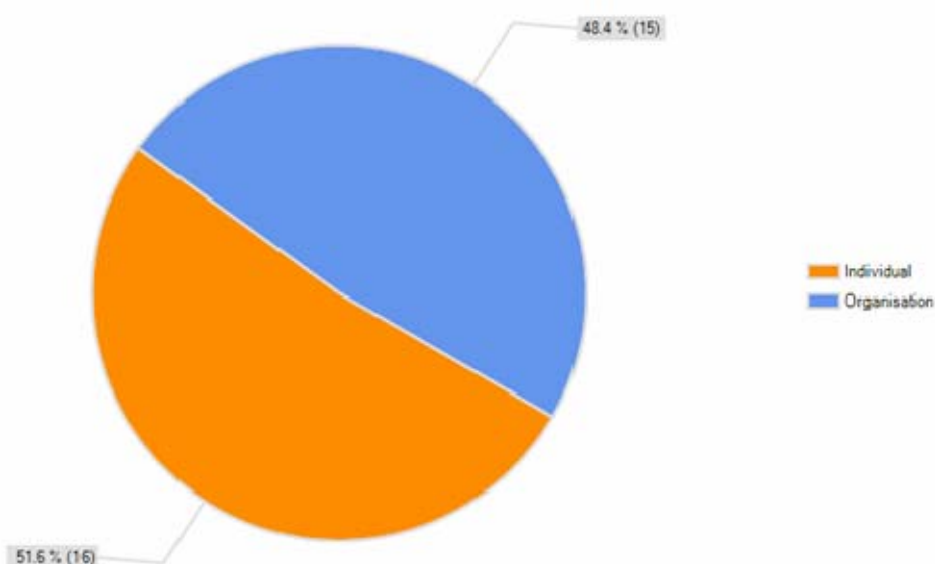
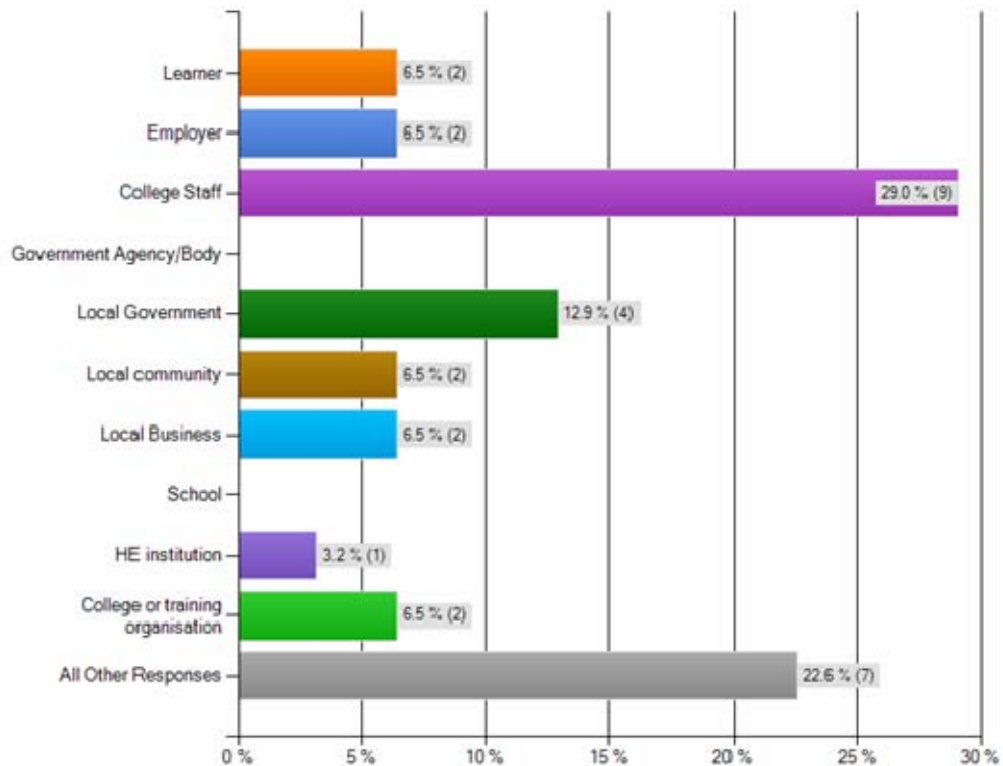


Chart 2: Which of the following best describes your interest?



Conclusions from the answers

- There was a balanced response with 48.4 per cent of responses from organisations and 51.6 per cent from individuals.
- Of those who chose an option to describe their interest, the greatest percentage was college staff at 29 per cent, followed by all other responses (22.6 per cent) and local government (12.9 per cent). Only Government Agencies/Bodies and Schools were not represented in the online respondents.

Question 1: Do you support the proposed merger?

34 Chart 3 shows the answers to the question.

35 Where respondents also confirmed what best described their interest (Question 11), the distribution of those who answered 'Yes', 'No' or 'Not Sure' is shown in Table 1.

Chart 3: Do you support the proposed merger?

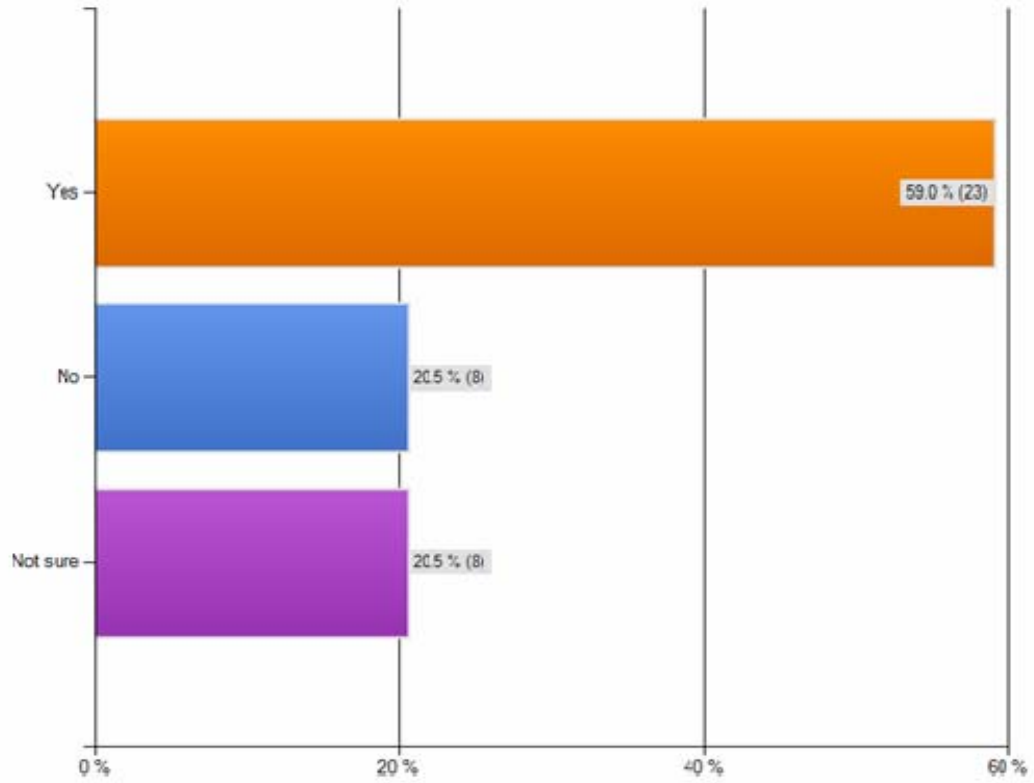


Table 1: Do you support the proposed reorganisation? (Analysis of 'Yes'/'No'/'Not Sure' answers by respondent type)

Do you support the proposed merger? (includes only the 31 of the 39 online responses who confirmed their interest)			
Interest	'Yes'	'No'	'Not Sure'
Learner	9.1% (2)	0	0
Employer	4.5% (1)	0	16.7% (1)
College Staff	31.8% (7)	33.3%(1)	16.7% (1)
Government Agency/Body	0	0	0
Local Government	13.6% (3)	0	16.7% (1)
Local Community	9.1% (2)	0	0
Local Business	4.5% (1)	0	16.7% (1)
School	0	0	0
HE institution	4.5% (1)	0	0
College or training organisation	4.5% (1)	0	16.7% (1)
Other	18.2% (4)	66.7%(2)	16.7% (1)
Total	100%	100%	100%

Conclusions from the answers

- The chart shows a majority in support of the proposed merger: 23 respondents (59 per cent) said they supported it.
- An equal number of respondents (eight) said they either did not support the proposed merger or were not sure, accounting together for 41 per cent of the responses.
- The table shows the respondent types not supporting the merger to be other (two respondents) and college staff (one).
- The greatest single number of respondents in the table (seven) is college staff supporting the merger.
- Other respondent types supported the merger. Both the learner respondents and both the local community respondents supported it. Three local government respondents supported it compared to one who was not sure.
- There was a balance of answers in the employer, local business and college or training organisation types. In each case there was one respondent saying 'Yes' and one saying 'Not Sure'.

Issues raised in comments

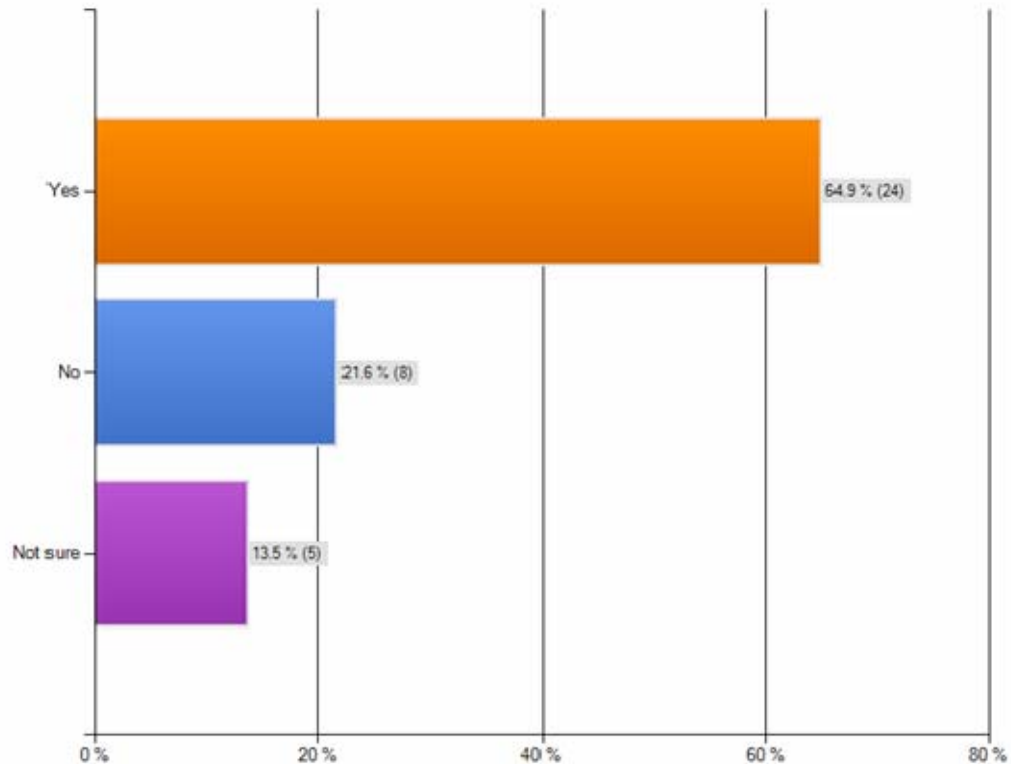
- Maintaining a physical presence in Beeston, Morley and Rothwell is important to many respondents. Two respondents who supported the merger said this.
- One respondent was concerned that the majority of provision in Leeds would be delivered by one institution in future, reducing student choice and employment options for staff.
- Three respondents said the Leeds City College merger was still being implemented and that adding another now increases risk and could have an adverse impact on staff and students.

- Another respondent was concerned that merger would reduce course choice, in particular provision for retired people or leisure related provision which Joseph Priestley College had traditionally offered.

Question 2: Do you support the objectives of the merger?

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

Chart 4: Do you support the objectives of the merger?



Conclusions from the answers

- There is a clear majority in support of the objectives of the merger: almost 65 per cent of respondents said this.
- 21.6 per cent did not support the plans and 13.5 per cent were not sure, amounting to 35.1 percent.

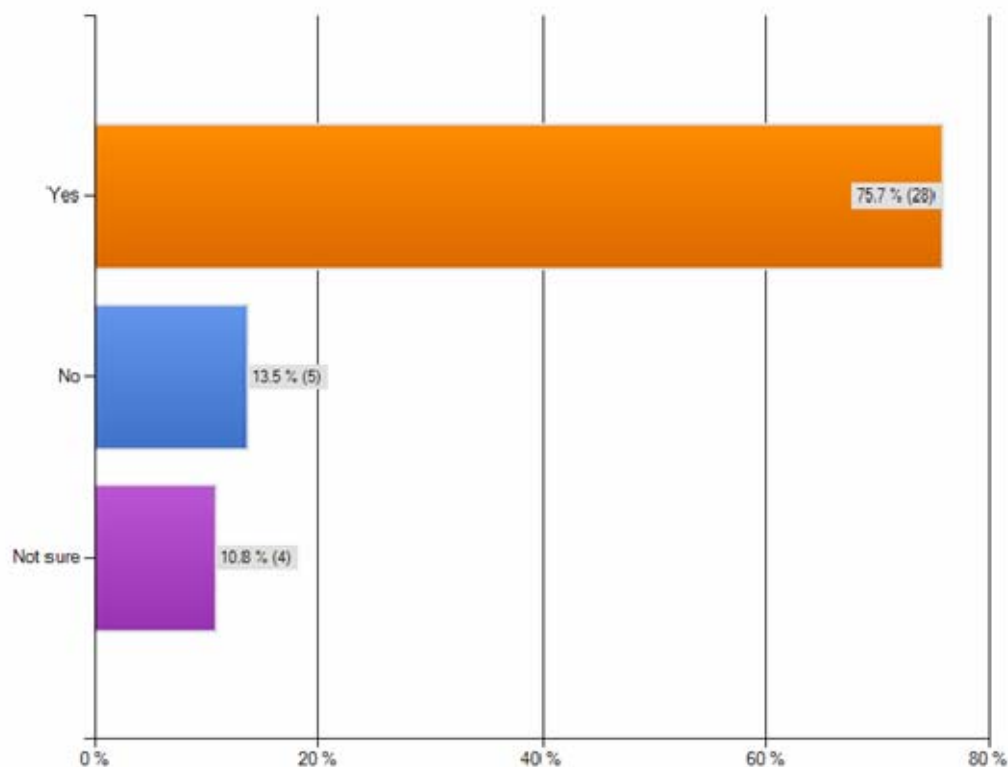
Issues raised in comments

- One respondent supported the objectives as long as they did not lead to the closure of any sites.
- One respondent did not support the objectives citing previous comments regarding reduced choice, especially in leisure type provision.

Question 3: Do you support the new college's vision?

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

Chart 5: Do you support the new college's vision?



Conclusions from the answers

- There is a clear majority in support of the new college's vision: almost 76 per cent of respondents said this.
- 10.8 per cent of respondents did not support the vision and 13.5 per cent were not sure, amounting to 24.3 per cent.

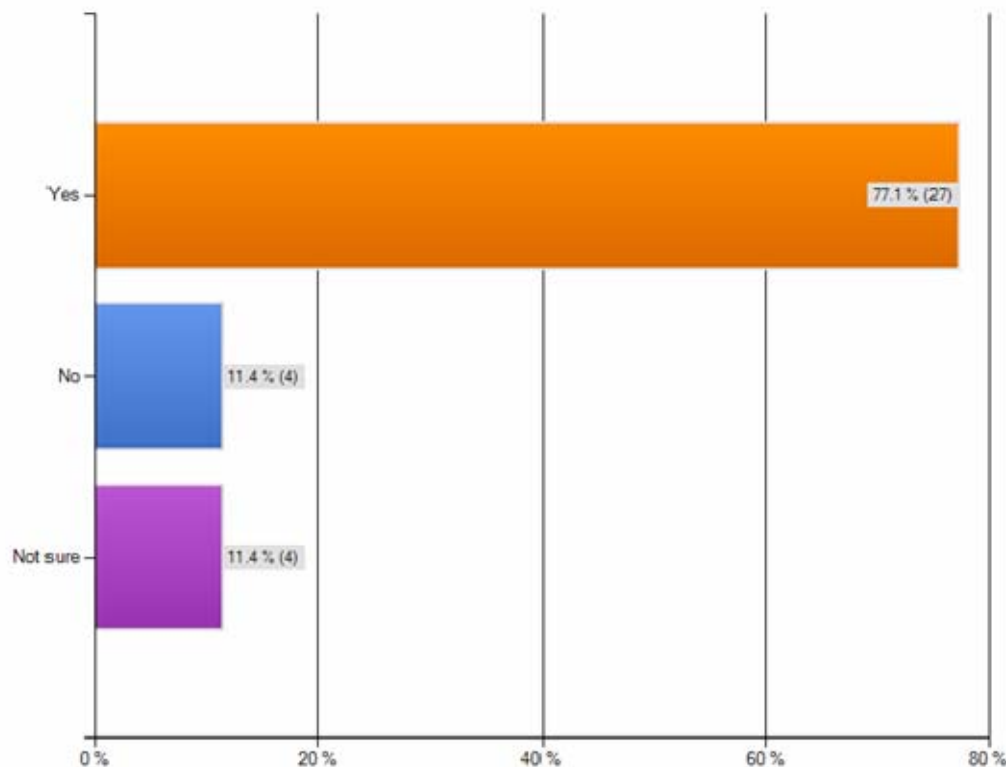
Issues raised in comments

- One respondent who supported the vision was concerned that the sites in south Leeds would still lose its local identity and character.
- Another respondent who supported the vision said that the expertise and specialist skills of Joseph Priestley College should make it a centre of excellence within the merged college.
- A respondent who was not sure said rationalising space could mean campuses closing at Morley, Rothwell or Beeston, which would be detrimental to the college and the local area.
- A respondent who did not support the vision said it did not reflect the needs of those who wanted learning for pleasure.

Question 4: Do you support the plans for developing the curriculum?

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

Chart 6: Do you support the plans for developing the curriculum?



Conclusions from the answers

- There is a clear majority in support of the plans for developing the curriculum: over 77 per cent of respondents said they supported them.
- 11.4 per cent of respondents did not support the plans and the same percentage was not sure, amounting to 22.8 per cent.

Issues raised in comments

- One respondent, who supported the plans, said it would allow people at one college to use facilities and equipment at the other.
- A respondent who was not sure said duplication must be removed carefully and a Foundation offer widely available for learners not prepared to travel. The same respondent said that progression opportunities should be opened up to other providers as well as progression within Leeds City College.
- One respondent who did not support the curriculum was concerned there was no reference to learning for leisure provision.

Question 5: Do you think the proposal will lead to the availability of diverse education and training that is relevant to the local community?

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

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

Chart 7: Do you think the proposal will lead to the availability of diverse education and training that is relevant to the local community?

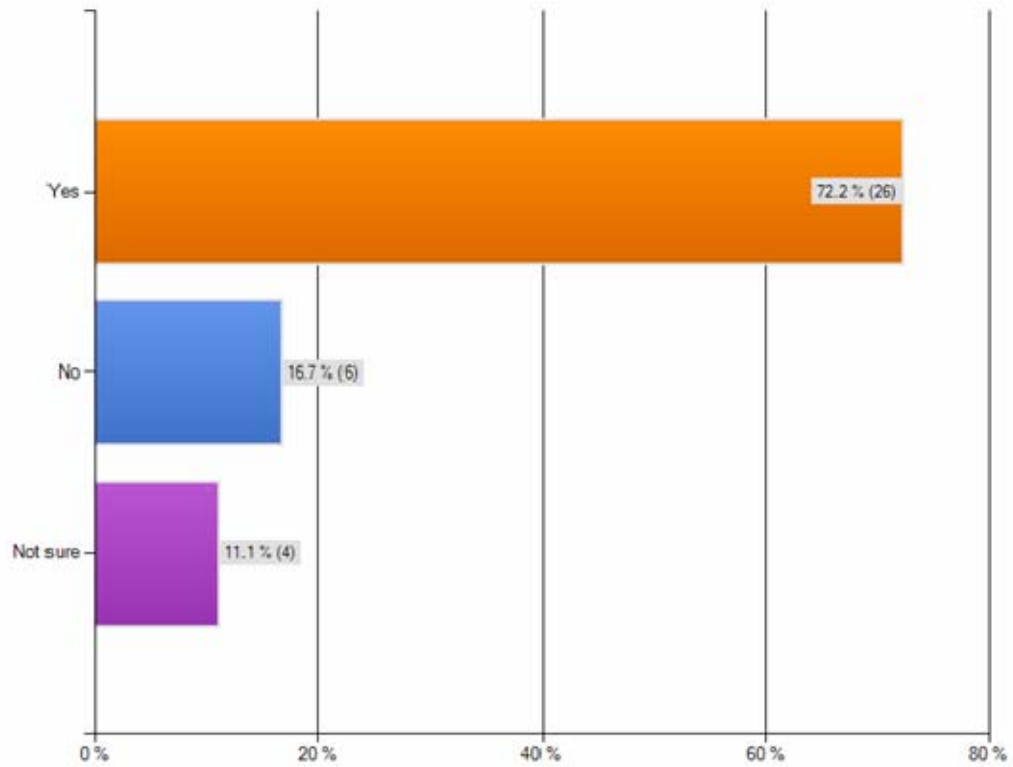
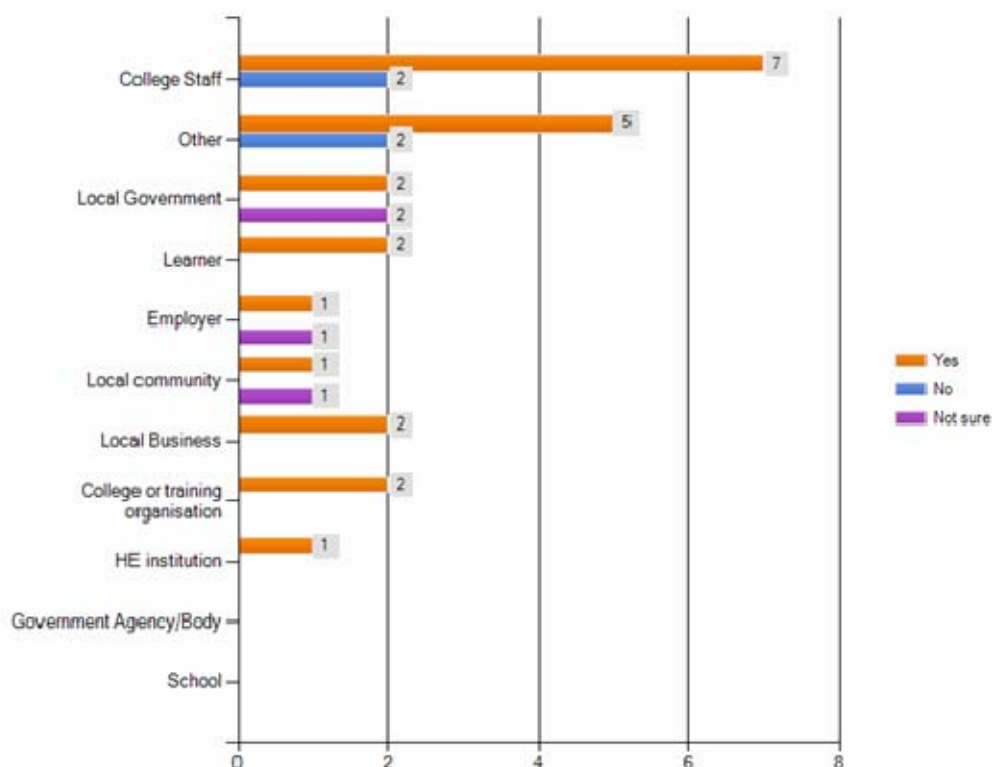


Chart 8: Will the proposal lead to the availability of diverse education and training that is relevant to the local community – respondent by interest type where known



Conclusions from the answers

- A majority of respondents (72.2 per cent) said that 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 saying ‘Yes’ were college staff (seven), followed by other (five). There were also respondents from local government (five), learner (two), employer (one), local community (one), local business (two), college or training organisation (two) and HE institution (one) saying ‘Yes’.
- Almost 17 per cent of respondents said that the merger would **not** lead to the availability of diverse education and training that is relevant to the local community. A further 11 per cent were not sure if it would. Overall therefore, almost 28 per cent of respondents did not give a positive answer to this question.
- The two interest types who said it would **not** lead to a diverse and relevant education and training were college staff (two) and other (two). The not sure respondents were local government (two), employer (one) and local community (one).

Issues raised in comments

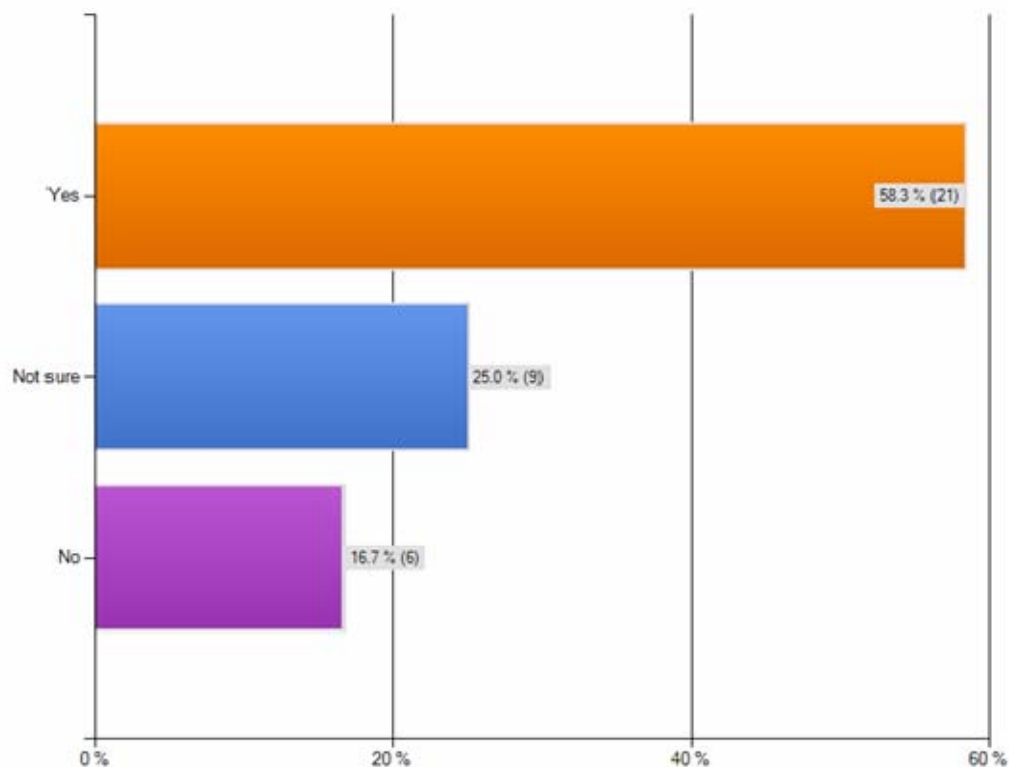
- One respondent, who answered ‘Yes’, said rationalising provision must not affect those who could not travel and that progression routes should be opened up beyond the merged college.

- Another respondent saying ‘Yes’ said that the unique offer to the local community in south Leeds must be maintained, along with bespoke learning for vulnerable young people especially those with learning difficulties and/or disabilities.
- One respondent, who said ‘No’, said that reducing the choice of colleges ruled this out.
- Another said ‘No’ because staff at the former Thomas Danby College said that it was no longer fulfilling the needs of its local community following merger.
- A further respondent saying ‘No’ said that the large merged college would not be able to appreciate the needs of a local community in the way that Joseph Priestley College had done.

Question 6 Do you support the proposed arrangements for governance and management?

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

Chart 9: Do you support the proposed arrangements for governance and management?



Conclusions from the answers

- There is a majority in support of the proposed arrangements for governance: 58.3 per cent of respondents answered ‘Yes’ to this question.
- 16.7 per cent answered ‘No’ and 25 per cent were ‘Not Sure’ accounting for over 41 per cent.

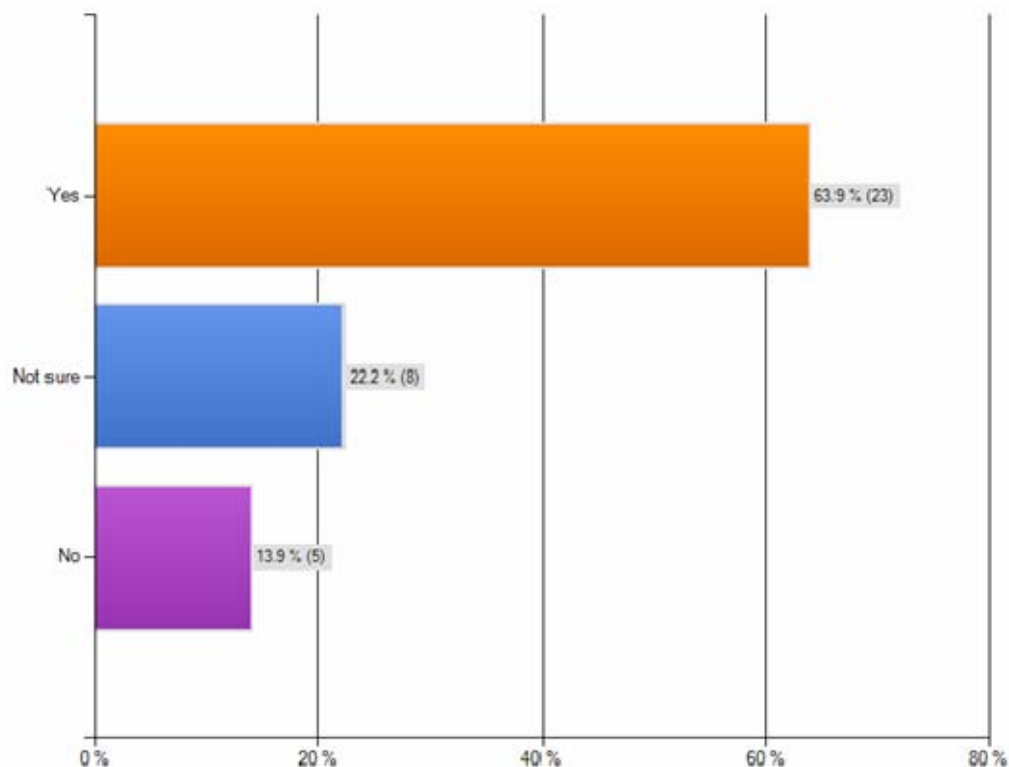
Issues raised in comments

- There were comments from four respondents who were not sure if they supported the proposed arrangements. One said that it would depend on Joseph Priestley College being incorporated into and not consumed by Leeds City College. Another said that support depended on the three Joseph Priestley College sites continuing to exist to provide for their local communities. The third said that there should be elected members from the areas served by the college and the fourth that the voice of south Leeds could be lost without, for example, dedicated representative places.
- One respondent, who was against the arrangements, cited previous comments about a large, central college not being able to offer the same as a smaller local one.

Question 7: Do you think the proposed merger provides value for money?

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

Chart 10: Do you think the proposed merger provides value for money?



Conclusions from the answers

- A majority of respondents (63.9 per cent) said that the proposed merger provided value for money.
- 13.9 said that it did not and 22.2 per cent were not sure, amounting to just over 36 per cent.

Issues raised in comments

- One respondent, who said 'Yes', cited the savings from removing duplication and from greater purchasing power but queried what this would cost in other ways.
- Another, who said 'No', said money would be wasted on things such as signage and queried whether management would benefit more than staff.

Question 8: Do you think any group(s) of students would be affected adversely by the changes?

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

44 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 11: Do you think any group(s) of students would be affected adversely by the changes?

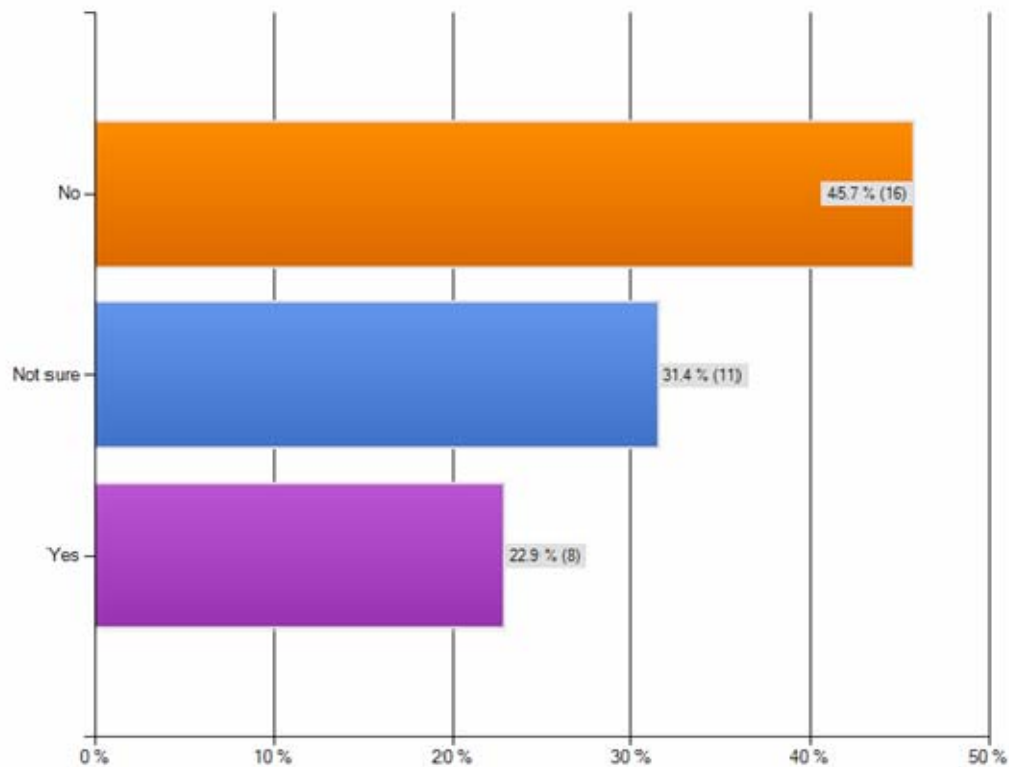
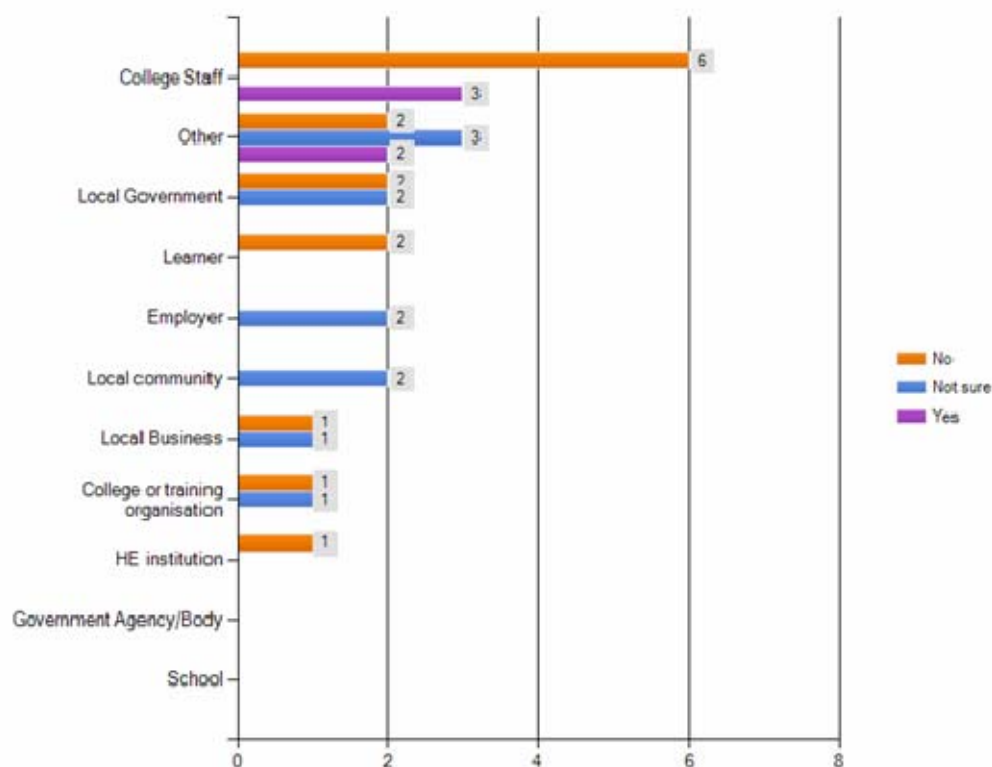


Chart 12: Do you think any group(s) of students would be affected adversely by the changes –respondent by interest type where known



Conclusions from the answers

- The chart shows that 45.7 per cent of respondents said students would not be affected adversely by the proposals: the highest number of answers to the question.
- 22.9 per cent of respondents said students would be affected adversely and 31.4 per cent were not sure. The 'Yes' and 'Not Sure' answers therefore amount to over 54 per cent of responses.
- The second chart shows that two respondent types said that students would be affected adversely: college staff (three) and other (two).
- The largest single number of respondents in the table (six) was college staff saying that students would not be affected adversely. Both learners in the table also said this.
- Both the employer respondents and both the local community respondents were not sure.

Issues raised in comments

Five respondents who said 'Not Sure' added comments. They cited:

- The need to remove duplicate provision carefully and consider the needs of students who could not travel.
- The possible impact on students of implementing the merger.
- Deterioration of the offer to the local community if any site closed or had reduced provision.
- The potential impact on vulnerable learners or those with learning difficulties and/or disabilities (LLDD if the specialist provision at Joseph Priestley College did not continue).

Four respondents who said 'Yes' added comments. They cited:

- Loss of FE choice in the city
- Impact on students in south Leeds
- No FE option for those excluded from Leeds City College
- Not meeting leisure learning needs and loss of local involvement in the planning and provision of education in south Leeds.

Question 9: Do you have any other comments?

- 45 There was one additional comment which proposed that the south Leeds campuses should be required to remain open and that if the merged college wanted to close them, it should make an educational case and consult with and gain agreement from the local community.

Non-online responses (10)

- 46 There were 10 letters containing views on the proposed merger.
- 47 There were also two letters confirming a response would be made and one requesting a copy of the merger proposal by email. As they did not contain a view on the merger they were excluded from analysis.
- 48 A report was also received from Joseph Priestley College on its own activities to raise awareness of the merger and the consultation. This is summarised in the next section and not included in this analysis.
- 49 Using the options for describing area of interest from the online survey, the 10 responses can be categorised as follows.
- Learner (0)
 - Employer (0)
 - College staff (0)
 - Government Agency/Body (2)
 - Local Government (5)
 - Local Community (0)
 - Local Business (1)
 - School (1)
 - HE institution (0)
 - College or training organisation (0)
 - Other (1).
- 50 This is a high-level summary of the issues raised:
- One Government/Agency body confirmed no objections to the merger. Another said support was conditional upon the findings of the relevant due diligence studies and subsequent reassurance from the Agency on the provider's financial stability post-merger.
 - The local city council supported the merger. It highlighted areas that should be priorities for the merged college including retaining current good practice, increased partnership working, high-quality facilities, meeting the needs of learners not in employment, education or training (NEET) in south Leeds, increasing the Apprenticeship offer, provision for LLDD, and responsiveness to local employment agendas. There were also issues that should be covered in more depth in the FMP, including success rates, value for money of the merger, the implications of the Wolf Review, governance and management arrangements, and the equality and diversity impact assessment.
 - Two Leeds City Council councillors supported the merger. Another confirmed no objection but said that safeguards should be built into the combined college's constitution to ensure the maintenance of a substantial and continuing presence in south Leeds.
 - A group of councillors representing Morley on Leeds City Council supported the merger.

- A local chamber of commerce welcomed the merger and highlighted benefits from it.
 - A West Yorkshire academy and sixth-form college supported the merger.
 - An MP supported the merger but said it was very important that provision made by Joseph Priestley College in south Leeds was retained.
- 51 All 10 non-online responses were therefore in support of the merger or had no objection to it. None was opposed to the proposed merger.

Consultation related activities at Joseph Priestley College

- 52 Joseph Priestley College took actions to raise awareness and encourage engagement in the consultation. A summary of outcomes was provided to the Agency and is summarised below:
- There were Learner voice meetings at each campus in March. Comments from learners included the following.¹
 - *“I like the fact that we are a small college and wouldn’t want that to change.”*
 - *“I would like some extra courses put on like barbering and Health and Social Care Level 2 available at all centres.”*
 - *“The college students at the moment have a mutual respect for each other and we all take time out to speak to one another so I wouldn’t like that to change.”*
 - *“Hopefully will be able to use LCC gyms and libraries and get involved with sports events.”*
 - *“I think it a positive thing that we are merging.”*
 - *“I just hope the courses will stay the same as they are now.”*
 - Managers attended meetings of Leeds Outer South and Leeds Inner South Councillors. At both, support for merger was expressed.
 - The Principal updated the Beeston Hill and Holbeck Regeneration Partnership meeting in February and support was expressed.
 - The Principal met with a local MP who also spoke to students and expressed his full support for the merger.
 - There were regular informal meetings with staff at which there was good support for the merger from many, coupled with concerns about individual job security and change.
 - The merger has been a regular agenda item at joint meetings with the recognised Unions; no opposition to the merger was expressed.
 - The Principal met with the Head of a local school in March who was supportive but keen to maintain the good collaboration.
 - Governors and senior staff at a further school have been kept informed. Their only concern was around costs of pre-16 provision.
 - The Principal met the Head of a local Academy who was positive about the merger and saw significant opportunities for future collaborative work including on NEETs, HE and teacher training.
 - Both Principals attended a further Inner South Councillors meeting with Councillors from Beeston and Holbeck, Middleton Park and City and Hunslet. There was support from Councillors for the merger and recognition of the reasons behind it. They and one member of the public hoped that good community links would be maintained.
- 53 The Ofsted report on the College’s inspection in February 2011 noted that *‘Staff are well informed about the college’s future direction and feel well supported during this time of change. They are positive about the merger proposals and feel confident about the future of the college.’*²

¹ Summary of consultation activities, Joseph Priestley College, March 2011

² Joseph Priestley College Inspection Report, Ofsted, March 2011, page 12

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 merger?	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 **Joseph Priestley College** 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 **Joseph Priestley College** in order that the college may merge with **Leeds City College**. It is proposed that the property, rights and liabilities of the corporation to be transferred to the corporation of **Leeds City College**.

The date proposed for the dissolution is 1 August 2011.

Provision will be made for all students at **Joseph Priestley College** who have not yet completed their courses of study by the date of the proposed dissolution to complete their studies at **Leeds City 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 Thursday 24 March 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: 17 February 2010

Signed:



Annex C: Stakeholders notified of the consultation on the proposed merger of Joseph Priestley College and Leeds City College

157 Group	Calderdale and Kirklees Careers Ltd
Abbey Grange C of E High School	Calderdale College
Abbeyfield Ilkley Society LTD	Cardinal Heenan Catholic High School
Access Committee for Leeds	Career GEN
Ackworth School	Career World Ltd
Agnes Stewart C of E High School	Carers Leeds
Aire Valley Employment Area	Carleton Community High School
Aire Valley Regeneration	Carlton Bolling College
Airedale High School	Carr Manor High School
Alexander House	Castle Hall School
Allerton Grange High School	Castleford High School
Allerton High School	Cathedral High School
Alliance of Sector Skills Councils	Catholic Care (Diocese of Leeds)
Allied Irish Bank (GB)	CBI Yorkshire & The Humber
Amrit Day Centre	Cemetery Road Residents Association
Ardsley Health Centre	Central Leeds Jobshop
ASDA Group plc	Challenge College
ASHA	Chapelton Jobshop
Asha Neighbourhood Project	Children's Corner Day Nursery
ASHA Neighbourhood Project	Church of the Nazarene
Asian Business Development Network	Churwell Drop in Centre
Asset Skills	Churwell Health Centre
Association for College Management	City and Hunslet
Association of Colleges	City Evangelical Church
Association of Colleges (Yorkshire & Humberside)	City of Bradford MDC
Association of Learning Providers	City of Leeds School
Association of National Specialist Colleges	Clarksfield Allotments Association
Association of Teachers and Lecturers	Cockburn College of Arts
Batley Business & Enterprise College	Cogent
Batley Girls High School	Colsenso Area Resident Association
Beckfoot School	Community Support Team, Touch Stone
Beeston Community Clinic	Compass Group UK & Ireland Limited
Beeston Community Forum	Connexions Leeds, Keighley, Skipton and West Yorkshire
Beeston Hill Free Church	Construction Skills
Beeston Hill United Free Church	Consul General of the People's Republic of China
Beeston Library	Corpus Christi Catholic College
Beeston Over 60's	Cottingley Community Centre
Belle Isle Family Centre	Crashaw High School
Belle Isle Foundation	Creative and Cultural Skills
Belle Isle Over 55s	Crofton High School
Belle Isle Tenants Management Organisation	Cross Flatts Forum
Benton Park School	Cross Ingram Resident' Association
Bingley Grammar School	Crossroads Leeds Caring for Carers
Bingley Library	Customer First UK Ltd
Blackpool & The Fylde College	David Young Community Academy
BMDC	Deaf Club
Boston Spa Comprehensive School	Deaf Start
Bradford Business School	Department for Business Innovation and Skills
Bradford City Football Club	Department of Learning & Leisure
Bradford College	Dewsbury Road One Stop Centre
Bradford Connexions Centre	Dixons City Technology College
Bradford District Office	Doncaster District Office
Breeze Leeds	Drighlington Community Centre
Brentwood	Earls Heaton Tech College
Brigshaw High School	East Leeds Family Learning Centre
British Chambers of Commerce	East Riding College
Broomfield School	Eastleigh Flats
Bruntcliffe High School	Education Leeds
BT plc	Education Leeds
Building Blocks Parents Resource Centre	Elmete Central Silc
Business Link West Yorkshire	Employment Access, Learning and Leisure
Business Post Ltd.	Department, S L F L C
Buttershaw High School	Energy & Utility Skills
Calder High School	e-Skills UK
Calderdale & Kirklees District Office	

Faith Together in Leeds 11
 Farnley Park High School
 Featherstone Technology College
 Federation of Small Businesses
 Financial Services Skills Academy
 Financial Services Skills Council
 Friends of Cross Flatts Park
 Friends of Holbeck Cemetery
 Fulneck School
 Garforth Community College
 Gateways School
 Gildersome Baptist Church
 GoSkills
 Government Office for Yorkshire & the Humber
 Government Skills
 Green Meadows School
 Greenhead High School
 Groundwork Leeds
 Guiseley School
 Haigh Road Community Centre
 Hamara Healthy Living Centre
 Hanson School
 Harehills Jobshop
 Hayfield School
 Head of Department - Post Compulsory Ed & Trg
 Heckmondwike Grammar
 HEFCE
 Hemsworth High School
 High Point House
 Higher Education Funding Council for England
 Holbeck Elderly Aid
 Holbeck Forum
 HOLEX
 Holmfirth High School
 Holy Trinity C of E Senior School
 Horbury High School
 Horsforth School
 Howden Clough Girls High School
 Hunslet Club For Boys & Girls
 Hunslet Hall Road Area Residents Association
 Hunslet Health Centre
 Hunslet Housing Office
 Igen - Learning & Skills Directorate
 IGEN Limited
 IGEN, Leeds Careers Guidance
 Ilkley Grammar School
 Imanuel College
 Improve Ltd
 Institute of Directors, Yorkshire
 Institute of the Motor Industry
 ITV Yorkshire
 Job Centre/Employment Services
 Jobs & Skills Service
 John Jamieson School - East SILC
 John Smeaton Community High School
 Kashmiri Centre
 Keighley Connexions Centre
 Kettlethorpe High School
 King James School
 King's High School - Specialising in Computing & Mathematics
 Kirklees College
 Kirklees Council
 Knottingley High School & Sports College
 Lantra
 Lawnswood High
 LEAFA
 Learning and Skills Improvement Service
 Learning Partnership
 Leeds Bradford International Airport
 Leeds Business School
 Leeds Care Association LTD
 Leeds Careers Centre
 Leeds Careers Guidance
 Leeds Careers Service
 Leeds Carnegie
 Leeds College of Art
 Leeds College of Building
 Leeds College of Music
 Leeds Community School
 Leeds Development Agency
 Leeds Financial Services Initiative
 Leeds Hoteliers
 Leeds Housing Concern
 Leeds Housing Concern Day Centre
 Leeds Learning Partnership
 Leeds Mental Health Employment Consortium
 Leeds Mental Health Trust
 Leeds Metropolitan University
 Leeds Retail Association
 Leeds Rugby Ltd
 Leeds Social Services
 Leeds Training Trust
 Leeds University Business School
 Leeds Women's Aid
 Lewisham Park Youth & Community Centre
 Lifelong Learning Centre
 Lifelong Learning UK
 Local Councillors (x 23)
 Lofthouse Community Centre
 LOGIK Centre
 LSIS
 Manor Field Hall Community Centre
 Mariners Resource Centre
 Marketing Leeds
 Middleton Community Centre
 Milan Womens' Centre
 Milestone School - West SILC
 Morley High School
 Morley One Stop Shop
 Morley Town Hall
 Morley Town Hall
 Mount St Mary's Catholic High School.
 MP for Elmet
 MP for Keighley & Ilkley
 MP for Leeds Central
 MP for Leeds North East
 MP for Leeds North West
 MP for Leeds West
 MP for Morley and Rothwell
 MP for Pudsey
 Nab Wood School
 National Apprenticeship Service
 National Union of Students
 National Union of Teachers
 New Wortley Community Centre
 Newlands Methodist Church
 Normanton Freeston High School
 Notre Dame Sixth Form College
 Oakbank School
 Ofsted
 One Stop Shop
 Open Learning at St. Annes
 Ossett School
 Outwood Grange School
 Park Lands
 Parklands Girls High School
 Parkside School
 Parkwood Community Centre

Peel Court Rehab Unit
 People 1st
 Potterdale Community Resource Centre
 Priesthorpe School
 Priestley Society
 Primrose High School
 Prince Henry's Grammar School
 Proskills UK Ltd
 Prospects
 Pudsey Crawshaw
 Pudsey Grangefield School
 Queensbury School
 Ralph Thoresby High School
 Rhodesway School
 Richmond Hill Community Centre
 Rodillian School
 Rose Lund Centre
 Rossett School
 Rothwell Liberal Democrats
 Rothwell One Stop Shop
 Roundhay High School
 Royds Court
 Royds School
 Royds School Specialist Language College
 Salts Grammar School
 School of Continuing Education
 School of Education & Professional
 Development
 School of Tourism Hospitality and Events
 Seacroft Library
 SEMTA
 Sherburn High School
 Shipley College
 Sikh Centre
 Sixth Form Colleges' Forum
 Skills Active
 Skills for Care and Development
 Skills for Health
 Skills for Justice
 Skills for Logistics
 Skillset
 Skillsmart Retail
 Skipton Girls High School
 South Craven School
 South Leeds Academy
 South Leeds Health for All
 South Leeds Youth Hub
 Spen Valley Sports College
 Springfield House
 St Andrew's Church
 St Joseph's Church
 St Luke's Cares

St Luke's Church
 St Mary's Catholic Comprehensive School
 St Mary's Church
 St Matthew's Community Centre
 St Peter's Court
 St Wilfred's High School
 St. Thomas A'Becket Catholic Comprehensive
 School
 Stonegate School & (Elmete BESD)
 Strawberry Lane Community Centre
 Summit Skills
 Technorth Family Learning Centre
 Tempest Road Job Shop
 Temple Morr High School
 The Central College of Beauty
 The Chamber
 The Leeds Initiative
 The Northern School of Contemporary Dance
 Thornton Grammar School
 Tiger 11
 Tingley Tenants & Residents Association
 Titus Salt School
 Todmorden High School
 Tong School
 Tribal
 Trinity Methodist Church
 Tunstall Road Community Centre
 Tunstall Road Jobshop
 Two Willows Childrens Centre
 UKCES
 UNISON
 United Reform Church
 University and College Union
 University of Huddersfield
 University of Leeds
 Wakefield College
 West Leeds Academy
 West Leeds Family Learning Centre
 West Leeds High School
 West Yorkshire Consortium of Colleges
 Westbrough High School
 Wetherby High School
 Whitcliffe Mount Specialist Business &
 Enterprise College
 Whyke Manor School
 Woodkirk High School
 Wortley High School
 Wylie & Bisset
 Yorkshire County Cricket Club
 Yorkshire Forward
 Yorkshire Martyrs' Catholic College
 YPLA

