

Report on the statutory public consultation on the proposed merger of Southgate College and Barnet College

AUW 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 Southgate College and Barnet College.

We received 57 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 will decide whether to make the order to dissolve the further education corporation of Southgate College and transfer the property, rights and liabilities of that corporation to Barnet 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: Southgate College and Barnet 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 20 January 2011 and 2 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 A total of 57 responses were received:
 - 51 online survey responses
 - four letters
 - two emails.
- 6 In addition there was one request for the consultation document in another format.
- 7 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 (16.3 per cent)
 - College or Training organisation (14 per cent)
 - Local Community (2.3 per cent)
 - Local Government (2.3 per cent)
 - Local Business (9.3 per cent)
 - Employer (4.7 per cent)
 - School (2.3 per cent)
 - Other (9.3 per cent).

Key messages for the Colleges from the consultation

- 8 Of the 57 responses, 56 expressed a view on the merger: 63 per cent supported the proposed reorganisation, 18 per cent did not support the proposal, 19 per cent were not sure (including one response that did not express a view)
- 9 Of those who responded through the online survey, most were in favour of what was being proposed, with 64 per cent supporting the objectives of merger, 66 per cent the new College vision, 80 per cent the plans for the curriculum and 60 per cent the arrangements for governance and management.
- 10 There were some detailed issues raised by respondents, not only those who opposed the merger but also those who were generally in support of it. The broad issues are outlined in the next paragraph.
- 11 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.**

While the response to the consultation was relatively small, there was a significant minority of College staff and learners who thought that the merger may not produce the benefits for learners and that the FMP should include: details of partnership working with local schools, academies, colleges, universities and local authorities to respond effectively to the Raising of the Participation Age to 18 access to lower-level courses, including foundation level learning to attract young and adults learners further development of the 14-16 provision that builds on the current Southgate College's 'Young College' model of vocational provision delivered in partnership with local schools improved progression pathways from Level 1 and 2 to Level 3 in the new College that is currently delivered by Barnet and Southgate Colleges further the plans for integrating learners from different cultural backgrounds into the new merged College an Equality Impact Assessment to ensure learners will not be disadvantaged by the plans of the new merged College and in particular those learners from minority ethnic

backgrounds, women with children and groups of learners with learning difficulties and disabilities (LLDD) a quality improvement plan to address current weaknesses in provision, sharing good practice and develop centres of excellence.

- **The delivery of more diverse and relevant provision.**

Responses to the consultation included the need to develop progression routes from advanced level to higher skills provision. In addition, the need to engage with employers in the development and increased Apprenticeship provision was considered necessary. The FMP should include these areas of development.

- **The financial case for the merger of the two Colleges.**

There was support for the financial case for the merger, particularly if it protected, as far as possible, frontline staff such as lecturers and maintained the quality of provision. Concern was raised in the consultation over the possible impact of key areas of frontline service delivery and accommodation. The FMP should develop further a property strategy to ensure accessibility of learning opportunities for young people and adults.

- **The evidence for achieving value for money.**

Overall there was a small majority that support the improved value for money case for merger. Only 52 per cent considered this from the online responses. Concern was raised about how the efficiency savings would impact upon the quality and accessibility of provision locally. There was also recognition that the merged College should continue to develop with other colleges shared back-office functions to gain further efficiency savings.

- **The need for greater curriculum coherence and rationalisation in Southgate and Barnet.**

There was particular interest expressed in how provision would be offered in different areas. The Grahame Park site was mentioned

particularly by several respondents through the online survey and in the non-online responses. The concern was around accessibility for learners to provision in the West of the Borough. The FMP should include the travel-to-learn impact of any closures of learning centres or sites to ensure accessibility of provision.

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

Most respondents felt that the new College name was appropriate but there was a minority who suggested a review of the proposed name. The Colleges may wish to consider this option.

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

The challenges that a merged College will face will need effective leadership and management. Some respondents identified problems of monitoring progress, objectives and targets of the new merged college. The FMP should include a clear management structure and put arrangements in place to monitor and evaluate the progress in meeting the objectives of merger.

Next steps

- 12 The next step for the Colleges is to produce an FMP.
- 13 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.
- 14 These are the expected timescales for the remaining stages of the process.
 - April 2011- FMP submitted to the Agency
 - May 2011 - Skills Funding Agency assessment and recommendation to Secretary of State
 - May 2011- decision by Secretary of State
 - June 2011- 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 Southgate College has proposed the dissolution of the corporation to enable the college to merge with Barnet College. The proposal is for the property, rights and liabilities of Southgate College to be transferred to the corporation of Barnet College. The proposed date for the merger to take effect is 1 August 2011.
- 17 Following the consultation, the colleges will produce an FMP. 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 Southgate 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.
<http://www.bis.gov.uk/policies/further-education-skills/fe-improvement/models-for-success>
- 19 These are that the FMP ensures the embedding of all aspects of equality and diversity and 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.
http://readingroom.skillsfundingagency.bis.gov.uk/sfa/consultation_doc-merger-barnet-southgate-January2011.pdf
- 21 The statutory public consultation began on 20 January 2011 and ended on 2 March 2011. The provisions of section 51 of the 1992 Act state that the consultation period must be at least one calendar month. This consultation was held for longer to take account of the February half-term break.
- 22 A Statutory Notice (**Annex B**) appeared in the 20 January 2011 edition of the Time Series newspaper. The statutory notice was also placed at main entrances of both Colleges and sent to two public libraries in Enfield town and Chipping Barnet.
- 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 to view in 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.

Responses to the consultation

27 There were 57 responses to the consultation.

- 51 responses to the online survey
- four letters
- two emails.

28 The responses to the consultation can be broken down as follows:

- 51 online responses
- six non-online responses.

Incomplete online surveys

29 Some respondents did not complete the survey by clicking the 'Done' icon at the end. Of the 51 online responses:

- 43 were complete surveys
- eight were incomplete surveys.

Online survey responses (51)

Introduction

- 30 The sections that follow confirm the answers given to each of the questions in the online survey.
- 31 Although there were 51 online responses in all, the number of responses to each question varies because some respondents chose not to answer every question.
- 32 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

- 33 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.

The answers are shown in Charts 1 and 2 respectively.

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

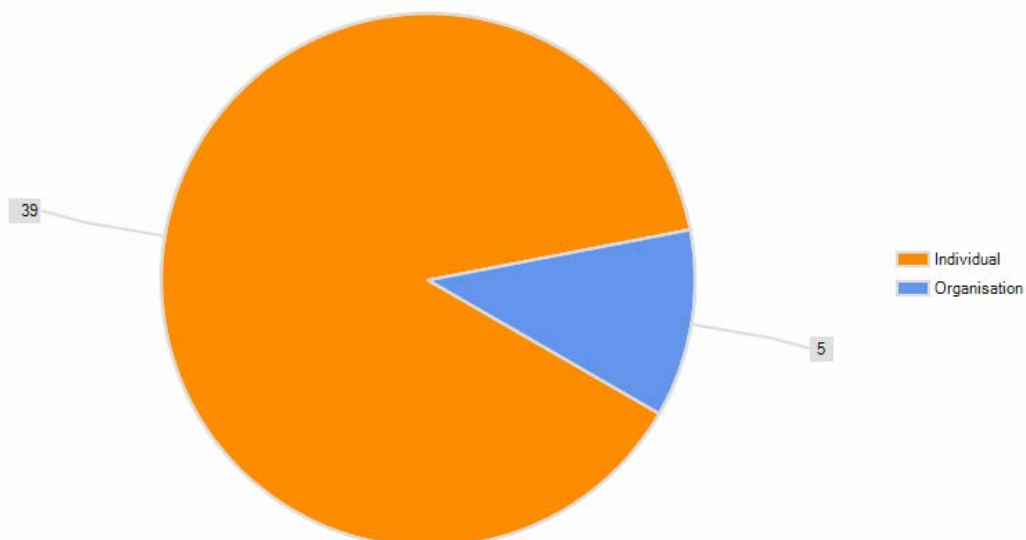
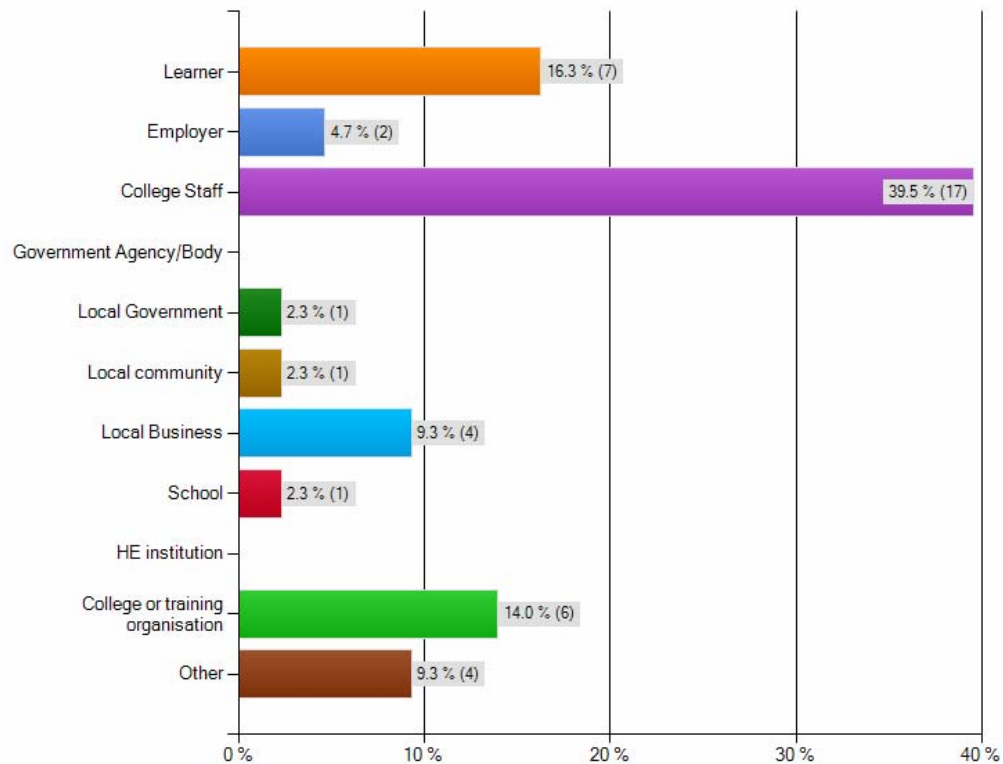


Chart 2: Which of the following best describes your interest?



Conclusions from the answers

- 39 respondents to the online survey responded as individuals and 5 responded as an organisation. Within this, one response indicated they were responding both as an individual and as an organisation.
- 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 (16 per cent) and college or training organisation (14 per cent).
- Some of the areas of interest where there were no online responses were represented in the non-online responses (please refer to the Non-online Responses section).

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 is shown in Table 1.

Chart 3: Do you support the proposed merger?

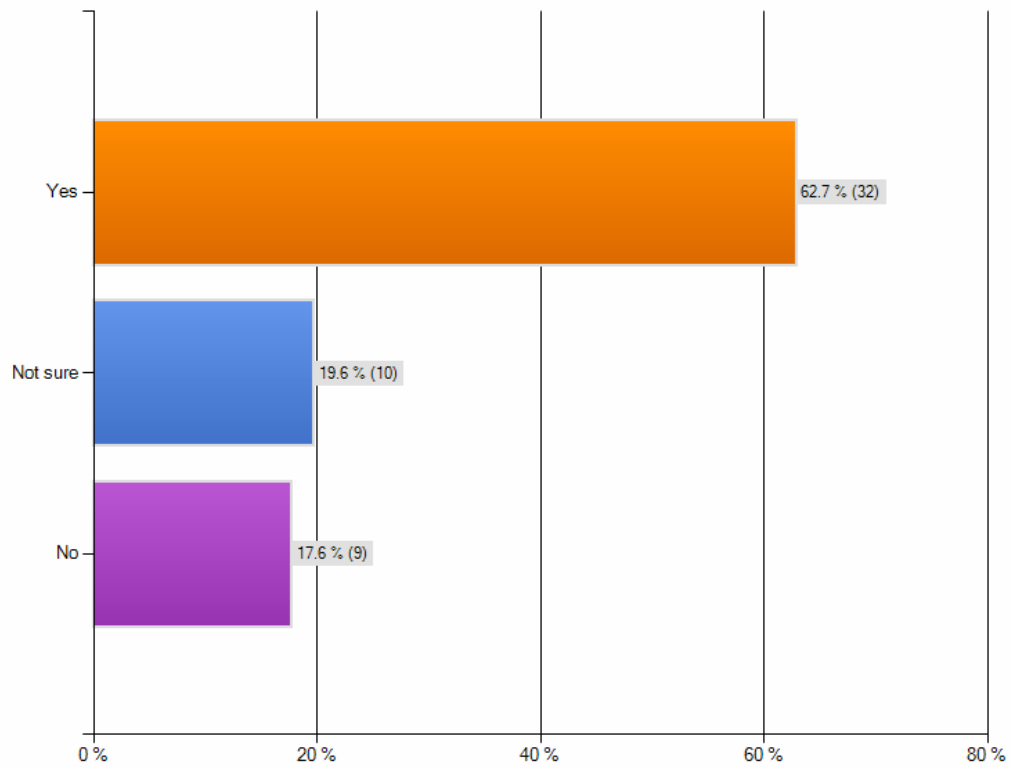


Table 1 Responses to Merger by type of Respondent.

Interest	Do you support the proposed merger? (includes only the 43 online responses where interest was declared)		
	Yes	No	Not sure
Learner	10.7% (3)	57.1 % (4)	0
Employer	7.1% (2)	0	0
College Staff	35.7% (10)	28.6% (2)	62.5% (5)
Government Agency/Body	0	0	0
Local Government	3.6% (1)	0	2.3% (1)
Local Community	0	0	12.5% (1)
Local Business	14.3% (4)	0	0
School	0	0	12.5% (1)
HE institution	0	0	0
College or training organisation	17.9% (5)	14.3% (1)	14% (6)
Other	10.7% (3)	0	12.5% (1)

Conclusions from the answers

- Chart 3 shows from the online survey that most respondents support the proposed merger: 32 respondents (just under 63 per cent) confirmed support for it.
- Nine respondents (just under 18 per cent) said that they did not support it and 10 said they were not sure, accounting together for just over 37 per cent of the responses.
- Table 1 shows that college staff were the largest group who indicated “Yes” to the merger.
- Ten staff (35.7 per cent) and five college or other training organisations (17.9 per cent) were the two largest groups who support the merger.
- The data also shows that the largest responses from those who declared their interests were learners and college staff. Of the total, 24 college staff and 13 learners (54 per cent) indicated “Yes” to the merger, six said “No” (25 per cent) and five (21 per cent) were “Not sure”.

Issues raised in comments

- Merger was considered as the potential best option for learners and employers by securing teaching staff and developing a joined-up

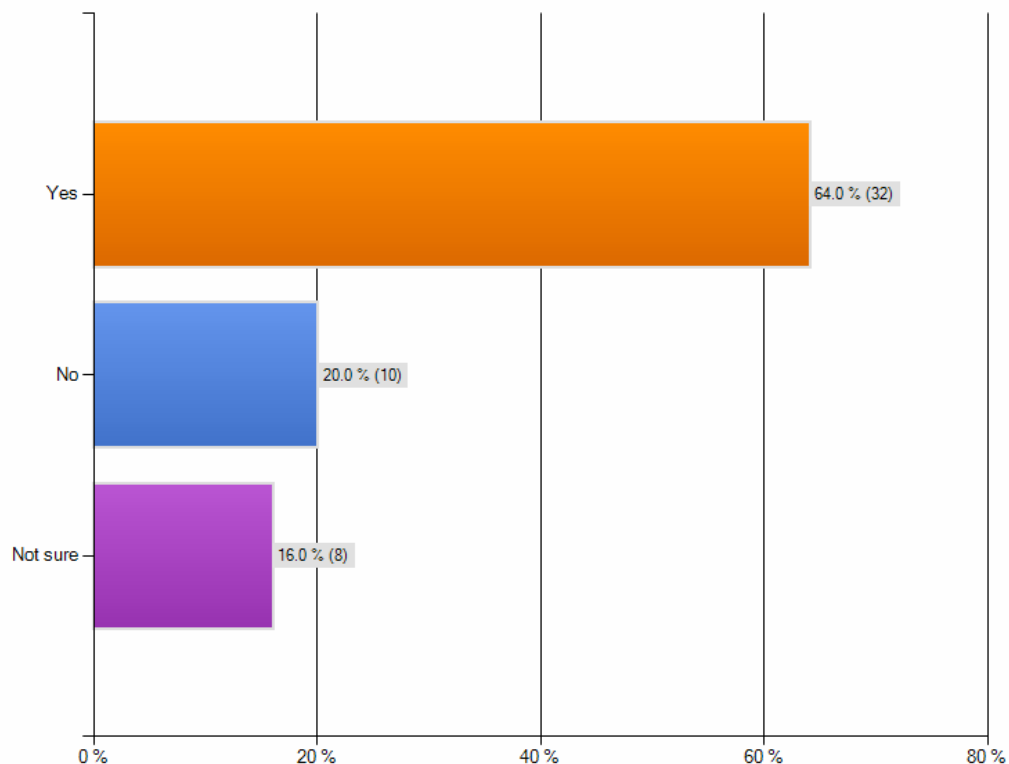
approach to employer engagement. The merger option was also considered to provide the best response to managing the anticipated reduction in public funding and taking forward the shared services of the two colleges.

- Concerns were expressed about the size of the new college and that this may lead to a lack of local identity.
- In addition, any rationalisation of provision may impact on specific local communities more than other local communities within the area.
- Concern was also expressed that rationalisation of staff and reductions in frontline staff may reduce the quality of provision.
- There was specific concern that the merger may lead to the closure of the Grahame Park site that served the local communities in the west of the borough, in particular Colindale, Grahame Park and Burnt Oak.

Do you support the objectives of the merger?

36 The answers to this question are showed 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: 64 per cent of respondents supported the objectives.
- Twenty per cent did not support the plans and a further 16 per cent were not sure, amounting to 36 per cent.

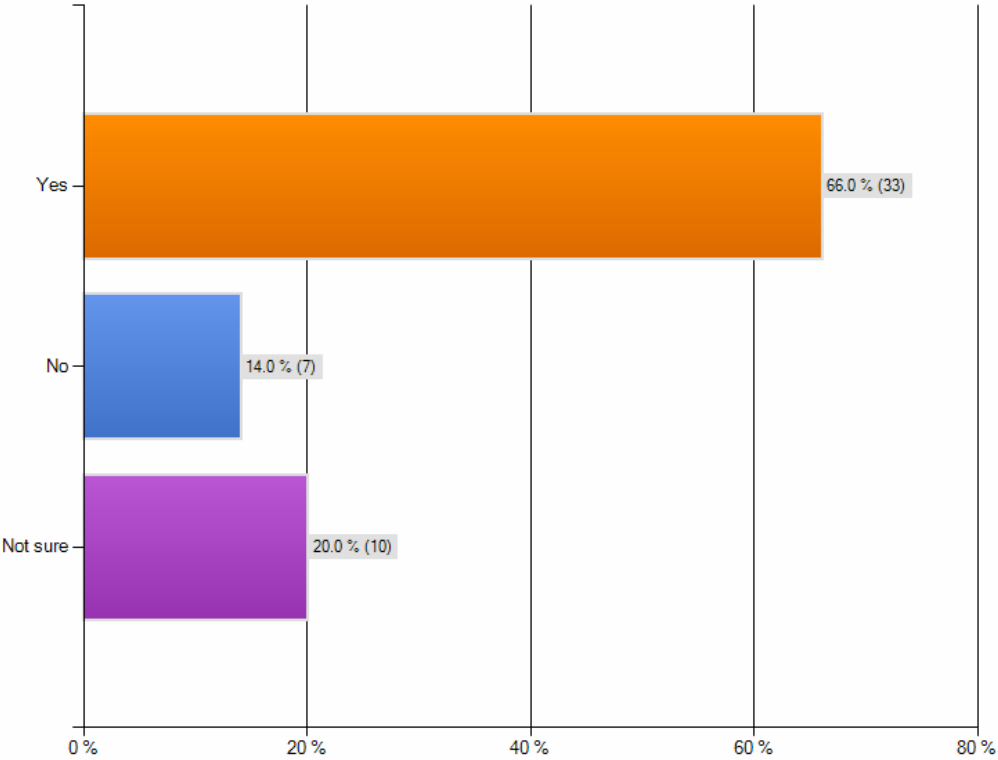
Issues raised in comments

- The respondents supported the objectives especially, in some cases, if it secures lecturers' posts.
- There was support for the objectives to increase participation across the borough, improve inclusion and curriculum changes to respond to the Raising of the Participation Age.
- The idea of the new merged College working closely in partnership with schools, training providers and the local authority was mentioned.
- One respondent expressed concern that the merger will need to avoid the potential for additional bureaucracy.
- There were a few comments expressing concern about integrating learners from different communities represented by Barnet and Southgate Colleges.
- Several responses related to concerns around changes to the terms and conditions of employment, including workloads of teaching staff. These factors were considered to impact potentially upon the quality of provision, success rates and developing innovative teaching and learning styles.
- There were references to the need to maintain a highly motivated workforce and manage staff performance during the period of merger and reductions in public funding.

Do you support the new College's vision?

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

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



Conclusions from the answers

- There is a majority in support of the new College's vision: 66 per cent of respondents said this.
- Fourteen per cent did not support the vision and a further 20 percent were not sure of their support for it.
- This means 34 per cent were either not in support or not sure of their support for the vision.

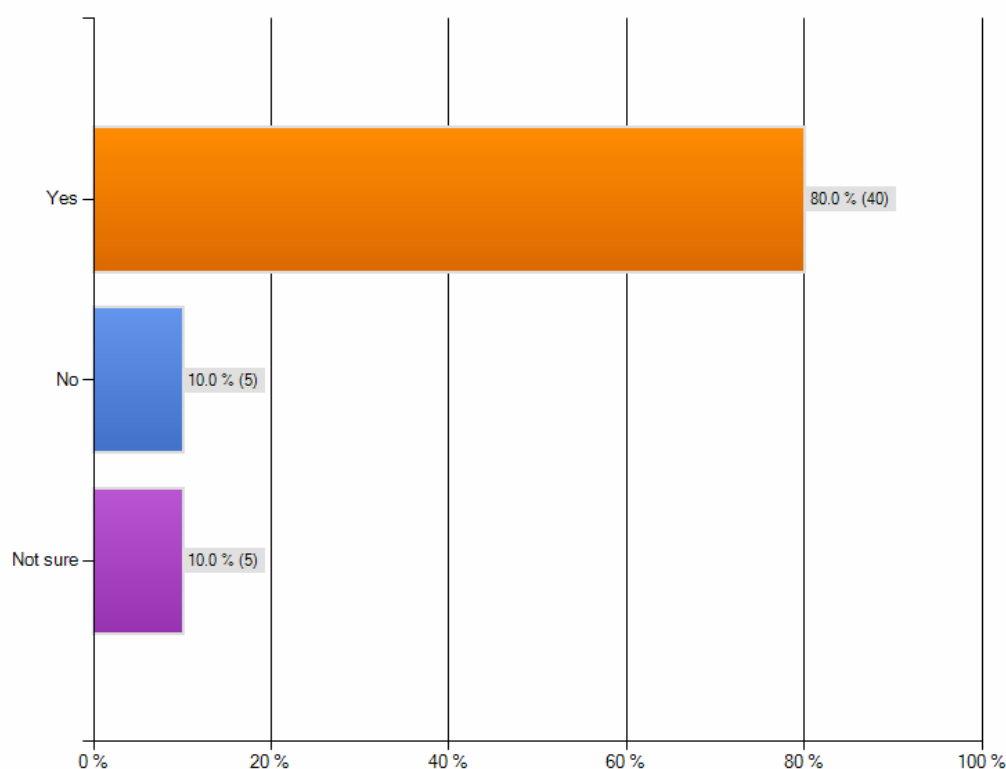
Issues raised in comments

- There was particular support for the focus on maintaining and improving the quality of provision, setting targets and responding to the needs of the local community.
- There was some concern expressed that the merger was purely around reducing costs. A recurring theme in the responses was the need to secure lecturers' posts.
- Respondents felt it was important to clarify further the curriculum offer and stronger local partnership working by a merged college.
- There was a concern expressed regarding the lack of clarity where provision will be provided in the west half of Barnet.

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 large majority in support of the plans for developing the curriculum: 80 per cent of respondents said they supported them.
- Ten per cent did not support the plans and a further 10 per cent were not sure, amounting to 20 per cent.

Issues raised in comments

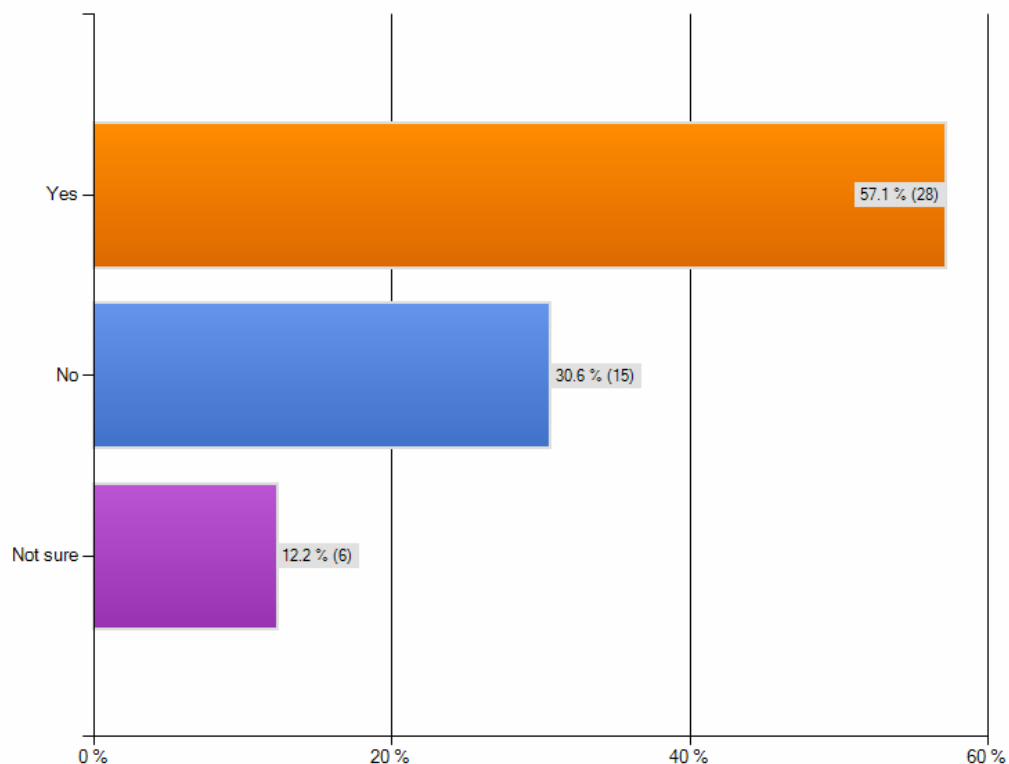
- The idea of links with the college curriculum plans and local authority was supported. It was considered important for sufficient provision at foundation level and progression planning to higher-level provision.
- It was considered important also to increase Apprenticeships to respond to employers and employability.
- Responses included the need to develop the 14-16 curriculum with local schools and ensure LLDD provision is available locally.

- There was support for greater breadth of the learning offer for Enfield and Barnet but concern was expressed about the difficulty in delivering this with current government plans to reduce adult fee remission.
- One respondent considered that it was necessary to consider curriculum planning and potential falling learner numbers.

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

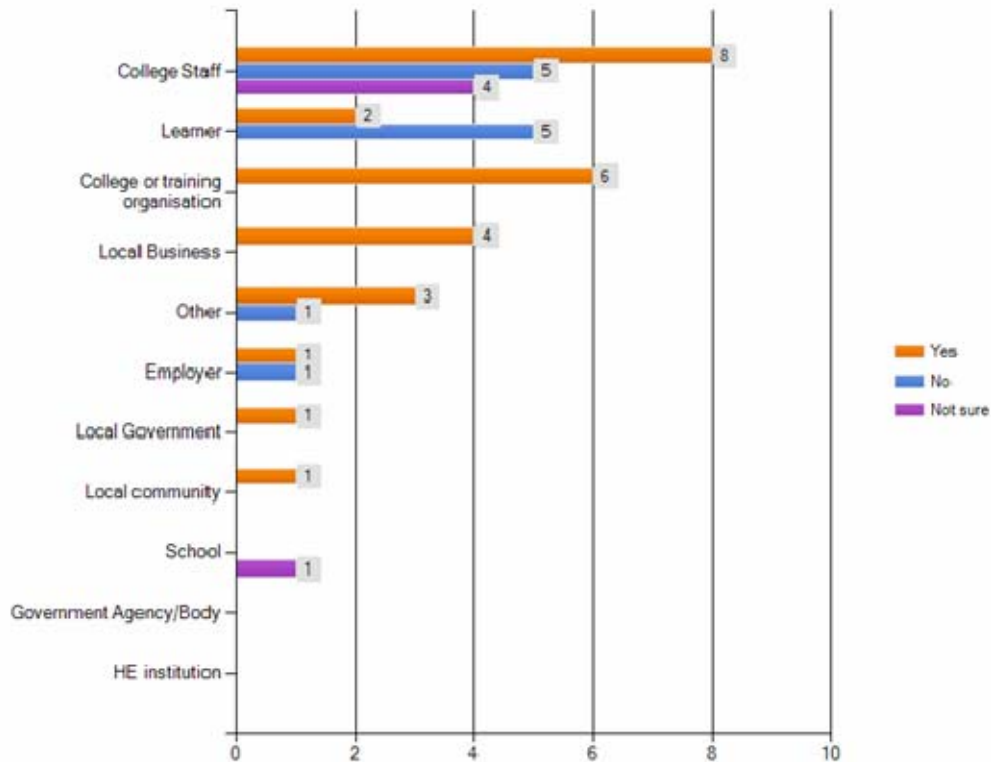
39 The answers to this question are shown in Chart 7.

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



40 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: Will the proposal lead to the availability diverse education and training that is relevant to the local community? Number of answers by interest type?



Conclusions from the answers

- Chart 7 illustrates that most respondents (57 per cent) said that the merger would lead to the availability of diverse education and training that is relevant to the local community. On this question just under 31 per cent did not agree and a just over 12 per cent were not sure if the merger would produce these benefits.
- Chart 8 indicates college staff were the largest number of respondents who thought merger would lead to diverse and relevant education (8 responses). Nevertheless learners and staff were also some of the most sceptical. Of the 24 college staff and learners, 10 considered the merger would not lead to diverse and relevant education, four were not sure and 10 agreed that the merger would lead to these benefits.
- All other types of respondents taken as a group were far more positive that the merger would lead to diverse and relevant education. Sixteen said “Yes” it would, two disagreed and one was not sure.

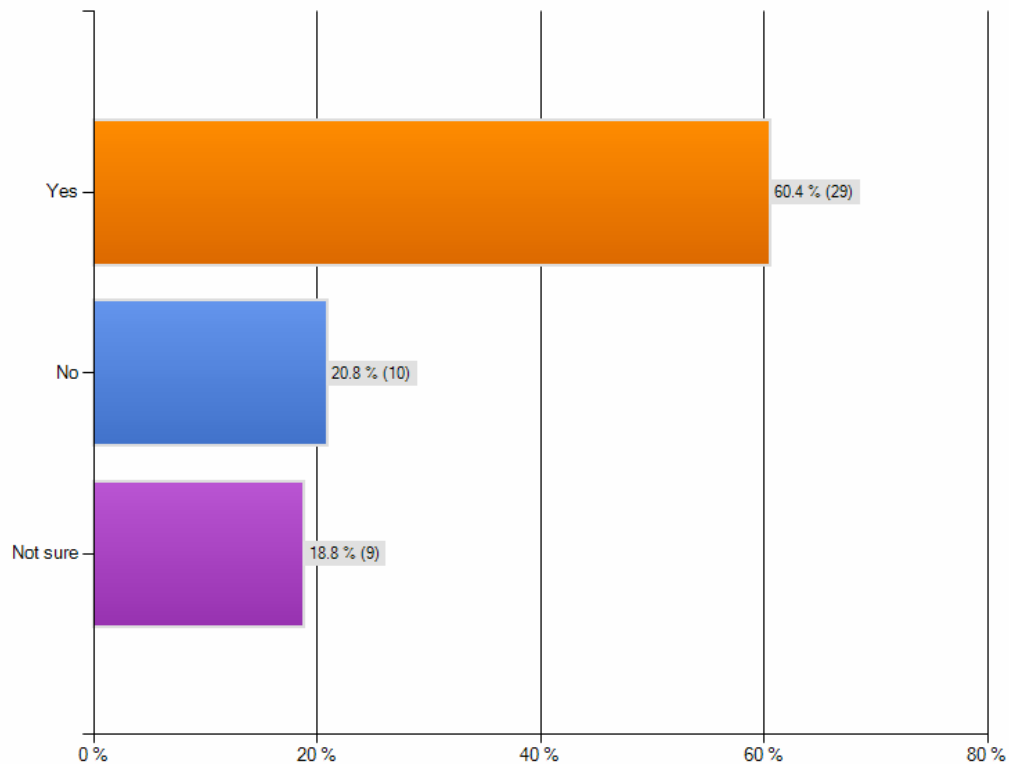
Issues raised in comments

- There was concern expressed if provision for young people centred on the east of the Borough. This was linked to concern that the closure of the Grahame Park site would mean reduced access to local provision and the cost of travel to learn.
- There was some expression that Barnet and Enfield was too diverse for integrated curriculum planning.
- Some concern was also expressed about ethnic mixing and the competence of teaching staff to teach English-speaking learners.

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: just over 60 per cent of respondents answered 'Yes' to this question.
- Just under 21 per cent answered 'No' and just under 19 per cent were 'Not Sure', accounting for almost 40 per cent.

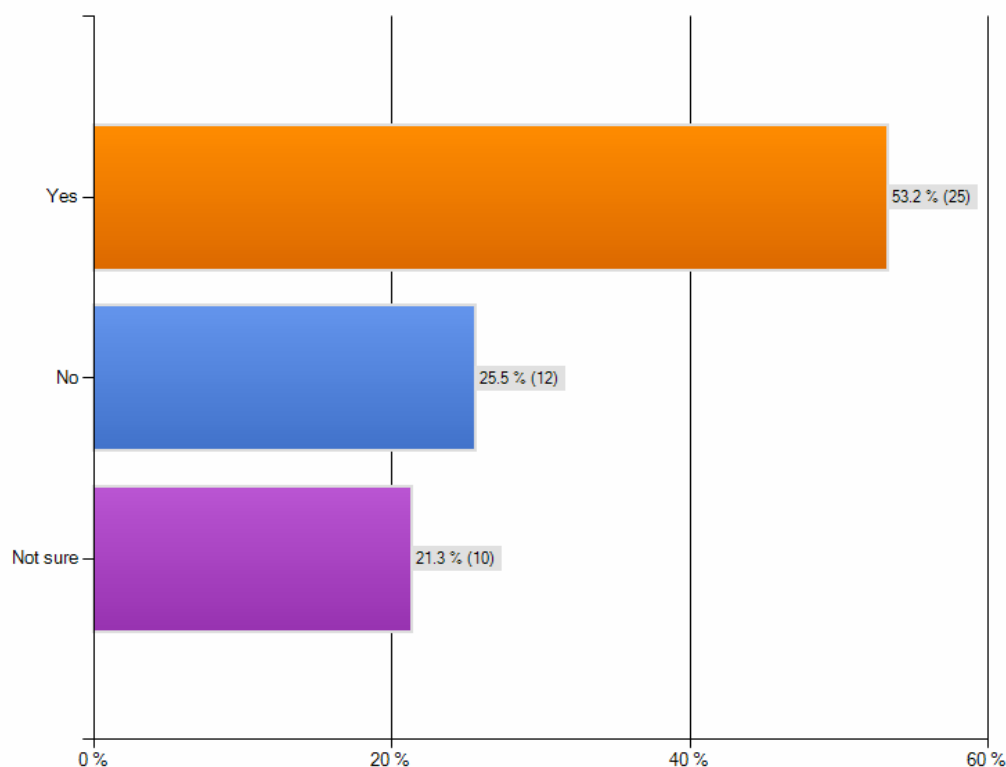
Issues raised in comments

- Support for the governance and management considered that it would provide a strong focus. Respondents considered that strategic planning, use of resources and ICT should be developed for learning centres across north London.
- A respondent indicated that there could be disadvantages of large colleges due to increased bureaucracy. There was some concern that the merger would lead to additional costs due to marketing and rebranding.

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 small majority considered that the merger would provide value for money: just over 52 per cent.
- Nearly 26 per cent of respondents did not think the merger provides value for money and just over 21 per cent were not sure.
- Nearly 47 per cent of respondents therefore think that the merger will not provide value for money or were not sure it would.

Issues raised in comments

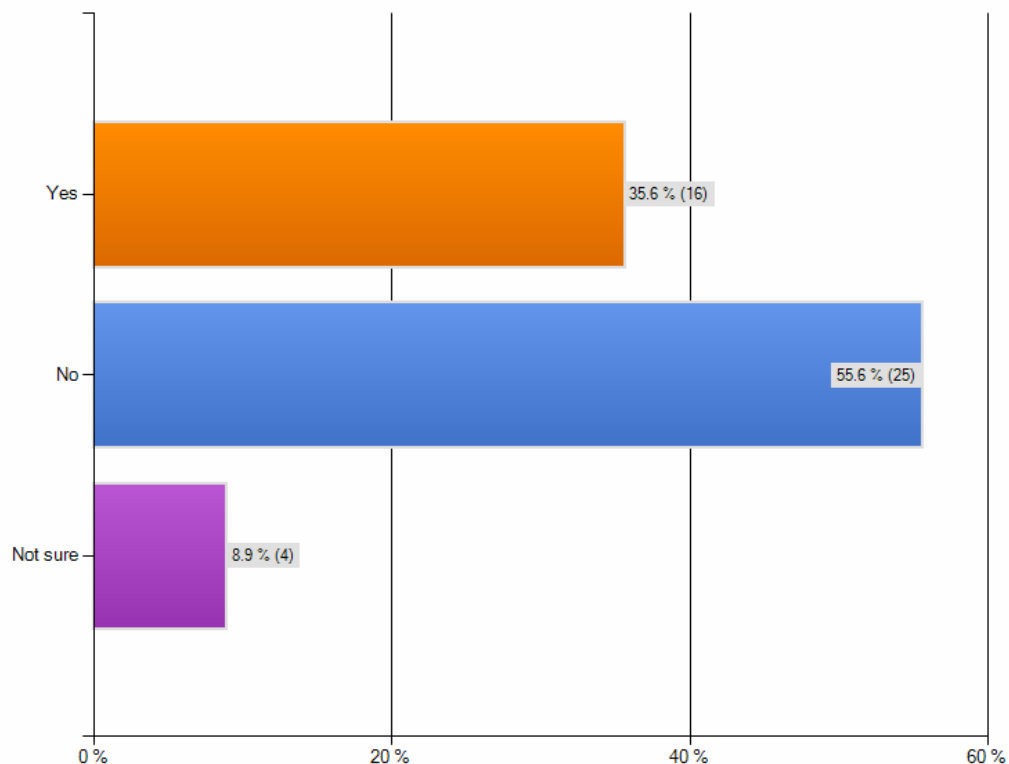
- There was some concern about how savings would be gained from the merged college, in particular, whether frontline services such as teaching staff would be affected.
- Respondents also raised concerns that the drive for efficiency savings would lead to the closure of sites that would reduce local accessibility to learning.

- Those respondents who said ‘Yes’ considered that the merger would provide an opportunity to make savings more effectively through back-office services such as administration. These savings could be invested in learning centres to better meet the needs of the local community.
- Other benefits of merger expressed by respondents included improved strategic planning and development of teaching resources and technology.

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

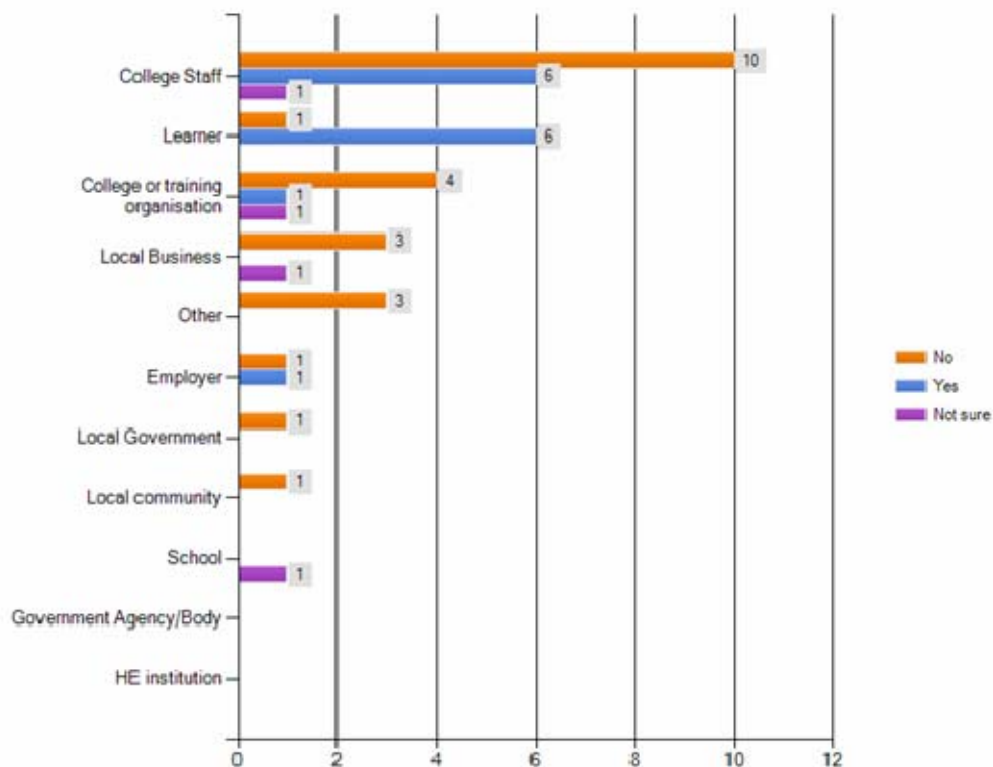
43 The answers to this question are shown in Chart 11.

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



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 12: Will any groups of learners be affected adversely by the changes? Numbers of answers by interest type.



Conclusions from the answers

- In Chart 11 a majority (just under 57 per cent) thought the merger would not affect learners adversely.
- A minority (just under 36 per cent) thought the merger would affect learners adversely.
- Over 8 per cent of respondents were not sure if the merger would affect learners adversely.
- Nearly 44 per cent of respondents therefore think the merger will affect learners adversely or were not sure it would.
- In Chart 12 most college staff (10 out of 16) considered that the merger would not affect learners adversely. Of the seven learners who responded, six felt that the merger would affect learners adversely.

- All other organisations considered that the merger would not affect learners adversely.

Issues raised in comments

- Respondents considered that the merger would sustain existing and provide more learning opportunities across communities into the future.
- One respondent identified ESOL as an important area of provision.
- There was a difference of views about travel to learn. One respondent felt that the merger would not adversely affect travel-to-learn patterns but others considered the potential closure of the Grahame Park site would have an adverse impact for learners in the west of Barnet.
- Three specific groups were identified that may be affected adversely by the merger due to the rationalisation of provision: women with children; LLDD learners; and 14-16 learners. This would be a result of either changes in travel-to-learn or, particularly for LLDD learners, working within a new or unfamiliar learning environment.

Do you support the proposed name change to Barnet and Southgate College?

45 59 per cent of respondents were in support of the proposed name change.

Issues raised in comments

- The proposed name was felt to be either the best that has been suggested so far or preserved the local focus and identity.
- Others considered that the proposed name was either unimaginative or gave the impression of a 'takeover' and did not re-brand the existing colleges sufficiently to address previous negative reputations perceived locally.
- There was one alternative suggestion of a complete name change altogether to 'North London College'.

Non-online responses (7)

- 46 As confirmed above, four letters and two emails were received that contained views on the proposed merger.
- 47 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 (1)
 - Government Agency/Body (1)
 - Local Government (1)
 - Local Community (1)
 - Local Business (1)
 - School (0)
 - HE institution (1)
 - College or training organisation (0)
 - Other (0).
- 48 This is a high-level summary of the issues raised in the non-online responses:
- One government agency/body responded giving support in principle to the merger proposal. The main themes in their response included:
 - a) local authorities should be involved in any planned curriculum changes
 - b) protect successful provision such as that for learners with learning difficulties and disabilities
 - c) address the concerns about the future of the Grahame Park site and continue to work closely with the borough
 - d) ensure there is effective planning and location of provision for young people
 - e) undertake due diligence and provide reassurance of the college's financial stability subsequent to the merger.
 - One local government type organisation responded. The response included the need to invest in partnership working with schools, academies, colleges and universities across Barnet and Enfield. In

addition, the merger should ensure progression routes from Level 1 to higher skills, development of Apprenticeships (including higher-level Apprenticeships) and more young people engaged in science, technology and engineering (STEM). The key theme of the response was about inclusiveness for minority ethnic groups, LLDD and 14-16 learners.

- One HEI representative group also supported the merger and requested further information.
- One HEI responded positively, indicating support for the merger.
- One member of staff outlined concerns regarding the financial impact of efficiency saving upon the teaching staff, workloads and quality of provision.
- One member of the community raised concerns regarding previous financial forecasting and the impact upon staffing and redundancies.

Annex A: Questions asked in the online consultation survey

Questions which were mandatory are indicated by a * (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 learners would be affected adversely by the changes?	If so, who and why?
Do you support the proposed name change to Barnet and Southgate College?	If you do not support the name change, what are the reasons for this?
* 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 **Southgate 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 **Southgate College** in order that the college may merge with **Barnet College**. It is proposed that the property, rights and liabilities of the corporation to be transferred to the corporation of **Barnet College**.

The date proposed for the dissolution is **1 August 2011**.

The Governing Body of Barnet College is proposing separately to the Secretary of State that the name of the college be changed formally to Barnet and Southgate College.

Provision will be made for all learners at **Southgate College** who have not yet completed their courses of study by the date of the proposed dissolution to complete their studies at **Barnet 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 **2 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: 20 January 2011

Signed:

A handwritten signature in black ink, appearing to read 'Geoff Russell', written in a cursive style.

Annex C: Stakeholders notified of the consultation on the proposed merger of Southgate College and Barnet College

157 Group	Enfield Grammar School
5E Limited	Enfield PCT
Albany School	Enfield Voluntary Action
Alliance of Sector Skills Councils	e-Skills UK
Alpha Cara Agency	Financial Services Skills Council
Ashmole School	Finchley Catholic High School
Asset Skills	Friern Barnet School
Association for College Management	GoSkills
Association of Colleges	Government Skills
Association of Learning Providers	Hampstead Garden Suburb Institute
Association of National Specialist Colleges	Hasmonean High School
Association of Teachers and Lecturers	Hendon School
Barnet Education Business Partnership	Higher Education Funding Council for England
Barnet Homes Limited	Highlands School
Barnet PCT	HOLEX
Bishop Douglass Catholic School	Improve Ltd
Bishop Stopford's Church of England School	Institute of the Motor Industry
Brent Cross Shopping Centre	JCoSS
British Chambers of Commerce	JobCentrePlus - North & NE London
Broomfield School	Kingsmead School
GLA Member	Labour Group Office
Capel Manor College	Lantern Recovery Specialists plc
Chace Community School	Lantra
Christ's College Finchley	Lea Valley High School & Sports College
Cogent	Leader of Barnet Council
CommUNITY Barnet	Learning and Skills Improvement Service
Connexions	Leyton Sixth Form College
Connexions	Lifelong Learning UK
Construction Skills	London Academy
Copthall School	London Borough of Barnet
Creative and Cultural Skills	London Borough of Barnet
Department for Business Innovation and Skills	London Borough of Barnet
Dimensions Community Enterprises	London Borough of Enfield
Disabledgo	Mapledown Special School
Durants	Metropolitan Police
DV8 Training	Middlesex University
Dynamic People Limited	Mill Hill High
East Barnet School	National Union of Students
Edmonton County School	National Union of Teachers
Energy & Utility Skills	North London Chamber of Commerce
Enfield County School	Northway Special School
Enfield Education Business Partnership	Norwood

Oak Lodge Special	Temp Dent Dental Agency
Oakleigh Special	The College of Haringey, Enfield and NE London
Oaktree School	The Compton School
Oasis Academy Enfield	The Gladys Aylward School
Ofsted	The Henrietta Barnett School
Palmers Green High School	MP for Chipping Barnet
People 1 st	MP for Hendon
ProDiverse (UK) Ltd.	MP for Finchley & Golders Green
Proskills UK Ltd	MP for Enfield & Southgate
Queen Elizabeth's Girls' School	MP for Enfield North
Queen Elizabeth's School, Barnet	The Latymer School
Remploy	The Ravenscroft School
SEMTA	The Wright Trust
Sir George Monoux College	TNG Limited
Sixth Form Colleges' Forum	Transport for London
Skills Active	Turin Grove School
Skills for Care and Development	Uganda Community Relief Association
Skills for Health	UKCES
Skills for Justice	UNISON
Skills for Logistics	University and College Union
Skillset	University of Hertfordshire
Skillsmart Retail	Waltham Forest College
Southgate School	Waltham Forest London Borough
St Anne's Catholic High School for Girls	Waverley School
St Ignatius College	West Lea School
St James' Catholic High School	Whitefield School
St John's Senior School	Winchmore School
St Mary's Church of England High School	Woodhouse College
St Michael's Catholic Grammar School	Wren Academy
Steps Into Work	YPLA
Summit Skills	

