

# **Sub-contracting/ Partnership Strategy**

## **2020-2023**

**Updated by Bob Pattni – October 2020**

## **Sub-Contracting Strategy 2020 - 2023**

### **1.0 Introduction**

The College's off-site curriculum is designed and implemented in the context of the vision and strategic direction of the College.

Our vision is to ensure that all students, whether they receive on-site or off-site education, will develop the skills and knowledge they need to succeed in life, achieve qualifications and progress onto the next phase of their pathway whether that be higher-level courses, apprenticeships or employment.

All students and staff will enjoy their time and be proud of being members of Stanmore College and the Sub-contracting partner, as part of the College community.

#### **Our core values**

- Welcoming putting stakeholders and students first
- Inclusive an accessible working environment valuing everyone
- Supportive to all students, staff and the community
- Recognition from stakeholders, students, staff and the community
- Growth investing in our facilities and achieving growth
- Collaboration working in partnership
- Openness to listen to students and staff
- Aspirational for staff and students to achieve our goals
- Commitment to hard work
- Value for money ensure resources are used cost-effectively and efficiently.

#### **Strategic goals**

1. Ensuring excellent learning, teaching and assessment leading to higher student achievement.
2. Excellent learner support providing a high level of satisfaction for learners and stakeholders.
3. Organisational excellence in all that we do.
4. Taking the Curriculum Strategy to the next level in 2019/20 and securing a sustainable future for the college through successful and appropriate collaboration and partnership working.
5. Aligning Human Resources with the College's strategic direction.
6. Establishing sound financial health for the College.

In addition, the College will seek to the following for sub-contracted off-site and on-line provision:

- Taking the Sub-contracting Strategy to the next level in 2020/21 in line with ESFA/ GLA contracts, Sub-contracting Funding Guidance and the recent ESFA Sub-contracting consultation with sector responses (August 2020) document.
- Reducing Sub-contracted Funded ESFA/ GLA over the next 3 years as a percentage of funding
- To co-co deliver or directly deliver teaching, learning and assessment for our learners with Sub-contractors.

## **2.0 Context**

### **Scope**

This Strategy covers all sub-contracted courses/programmes for Stanmore College and therefore includes: further education to level 3 courses; full time and part time programmes, grant funded and commercially funded courses.

This Strategy is developed within the context of the following main issues. These are not exhaustive and the curriculum offer will adapt and reflect emerging developments. Early findings from the West London Area review are that there is a distinct lack of provision above level 3 and that provision at entry level and level 1 is patchy.

### **2.1 Government priorities**

The college and university sectors are key contributors to the strategic priorities of learning, skills and getting people into, and then sustaining work. Therefore supporting learners to achieve the right high-level skills is paramount.

The UK is the world's fifth largest economy by GDP (gross domestic product). However, as a nation we face some profound challenges in the years ahead.

- the workforce is not equipped to enable it to compete effectively in the global economy
- some 16-18 do not possess a level 2 qualification (equivalent to GCSE grades A\* to C) and are NEET
- by 2020 the number of unskilled jobs in the UK will have dropped by 1.9M to just 600,000 – perhaps higher, following the impact of the Covid-19 pandemic
- in terms of productivity, the UK is in the bottom 50% of the OECD.
- Public spending as a percentage of GDP is set to drop by 3% by 2020

### **2.2 National Priorities**

The Post -16 Skills plan lays out a vision of “a thriving economy made up of business able to compete internationally and respond to technological change.” To this end it outlines the four principles required for the new technical education system to succeed:-

1. Employers working with educational professionals to set the standards and define the curriculum.
2. A technical education system that starts with world class technical excellence at the higher technical level and works backwards to define the programmes that should be offered at each level.
3. Ensuring that there is a supply of high-quality technical opportunities available from strong and responsive colleges with the right leadership and workforce.
4. Close integration between classroom based and employment based technical training so that employers and individuals can move seamlessly from one to the other.

The Post -16 Skills plan clearly identifies the need to streamline technical education. It identifies 15 new technical routes which all focus on skilled occupations. These routes group occupations together to reflect common requirements. The plan highlights the need to develop the skills needed in a modern economy and that the building of a new system of technical education will benefit young people that do not go to university.

## **2.3 Demographics, Local and Regional Priorities**

The top five industry areas in West London, in terms of the number of employees, are currently wholesale and retail, transport and storage, professional, real estate, scientific and technical, administrative, sport and support service activities, and human health and social work. West London Alliance projects that 50,000 new employee jobs will be created in the sub-region by 2022 (not including replacement demand). The projections assume the main growth sector will be professional, scientific and technical industries, accommodation and food and human health. In West London the unemployment rate is approximately 5%.

Here in Harrow, the population is made up of people from at least 137 different countries and based upon the seven religions listed in the standard tables from the census, Harrow has the highest level of religious diversity of any local authority in England and Wales.

- Harrow is the 5<sup>th</sup> most ethnically diverse Borough in England.
- It is the most religiously diverse borough in England and Wales – there is a 62% chance that any two people drawn at random from Harrow will have different religions.
- 53.4% of the population are Black Asian Minority Ethnic (BAME)
- 2 million people live in West London. This is expected to grow by 13% by 2025.
- The elderly, over 60, population is expected to grow by 23%.
- 35 to 44 year olds are expected to grow by 13%.
- 16-24 year olds are expected to grow by 8% by 2035.

However, whilst the majority of Harrow's workforce are highly skilled, there remain significant pockets of people with low aspirations and skill levels. Overstretched infrastructure, congestion and a lack of affordable housing are weaknesses.

## **2.4 Labour market**

The Nomis website reports that Harrow has strong employment amongst a number of industries, including Services (accounting for 65,200 employees or 90 per cent of the total), Public Administration, Education & Health (22,500 employees or 31 per cent of the total), Financial and other Business Services (16,900 employees, 23.6 per cent of the total), and Wholesale and retail (accounting for 11,100 employees or 15.4 per cent of the total).

*Local Market Intelligence: Harrow 2015*

Potential growth is in professional occupations e.g. managers, directors, and senior officials, real estate, scientific and technical services, administration and support services, accommodation and food, information technology and communications, transport and storage, manufacturing, wholesale services; and in first line roles such as plant, process and machine operations (24%), care (22%), leisure and sales (22%) also a higher proportion of jobs in skilled trades (22%).

## **3.0 Purpose of Sub-contracted Provision**

The central purpose of our sub-contracted curriculum is to offer a broad and balanced education to the learners who study at our college off-site and on-line. The College has a strong quality track record and this has been underpinned by the Ofsted inspection in 2017, when the College was awarded 'Good' by inspectors. Our sub-contracted provision is in place to ensure that students are prepared for the next stage of their lives as active citizens; develop the skills and knowledge they need to succeed; and are prepared for success in the world of work, developing their employability skills and work-ready behaviours.

Our aim is to provide Sub-contracted provision where the College is limited by facilities or classroom space. The College aims to deliver a comprehensive educational offer to better serve the college community in London. Our catchment area for off-site provision is large and diverse covering Greater London and Hertfordshire.

The College is a Charity by virtue of the Further and Higher Education Act 1992 and we operate to serve our learners, staff and stakeholders for the benefit of the Greater London community and economy. As such, our resources and funds earned through any sub-contracting activity are re-invested back into our College for the purposes teaching, learning and assessment.

### 3.1 Strategy for Levels of Sub-contracting Provision

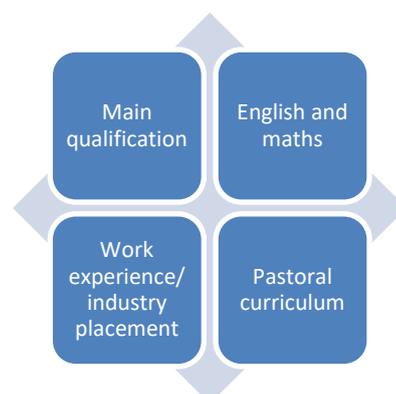
The current level of 16-18 subcontracted provision for 2020/21 23%. The ESFA state that Colleges should seek to reduce this value to possible 15% or 10% by 2023. In order to deliver these actions and comply with the ESFA/ GLA sub-contracting consultation and responses, the College will focus our sub-contracting arrangements to:

- Ensure all sub-contracted provision is within London or Hertfordshire and remove contracts out of these regions by 2021/22.
- Move towards arrangements that are 'direct delivery' where the College uses its own staff and buildings (owned, rented or leased) to deliver courses for students.
- From 2020/21, introduce sub-contracted delivery where the College deliver a proportion of guided learning hours for students.
- Sub-contracting arrangements will be awarded through tender.

### 3.2 The School Leaver Market

This is by far the largest area of curriculum delivery and the most important market in terms of income. Around 85% of these students come from Harrow, with 15% travelling from elsewhere, including Barnet, Brent and other London areas.

Our study programme offer comprises a wide range of courses from entry Level to Level 3 for 16-19 year olds, with 'general vocational' subject choices to meet the interest and needs of learners in the local community. These include; Business, Sports, Media, Art, Health and Social care, Early Years, ESOL, Science, IT and Computing, Engineering and Accounting. This choice enables each and every learner to join a programme at the right level to develop their full potential and offers clear progression routes and pathways to further education, higher education, apprenticeships and employment. Robust information, advice and guidance is offered to all learners, at enrolment and throughout their course to enable them to choose their pathways and also to provide opportunities to change pathways too.



These different approaches are fundamental to supporting learner progress in each area.

For example:

Sports	The sports curriculum has been designed to ensure that there are progression routes from level one to three which caters for all levels of learners' entry points. The curriculum has been planned to ensure that the technical and theoretical knowledge is embedded with the practical acquisition of the subject. These skills that are taught to the students are linked with employment and employment opportunities. Teaching is innovative and engaging with various methods of assessment applied which is linked to the modularised units within the courses.
ESOL	The ESOL curriculum has been designed for learner's aged 16 – 18 and adults, who require intensive language development (Pre entry – level 2), to support the learner's entry point and progression to further study or work. The study programme curriculum supports learners who are ready to also develop language to access the vocational curriculum and complete short courses in business, sport, Early Years and or IT alongside the main ESOL programme. Employability skills, Maths, ICT, E&D and Core Values are embedded in delivery. The curriculum is designed to cater for all learners, including disadvantaged learners – e.g. parents/carers, who need flexibility around childcare and other caring duties in order to succeed in life, by offering a wide range of courses during the week, both day time, evening and at the weekends and both at college and offsite.
Foundation Learning	Provision for native language speakers who require further academic skills development before progressing to their chosen vocational pathway

### 3.3 Working with Sub-contractors/ Partners

Working with partners allows us to provide provision for learners who would otherwise not engage in a vocational course. The College has a specialist area in delivering study programme sports provision based around a model of a substantial element of practical football embedded within a study programme package. This model especially appeals to learners who are interested in a career in the wider football industry as well as those who aspire to be professional players. In order to provide this opportunity to the widest possible cohort of learners, the provision is offered at offsite locations, in conjunction with local football clubs to facilitate football training and playing.

### 4.0 Quality Assurance

A wide range of quality policies, monitoring and tracking quality systems throughout the organisational structure ensure that on-site and off-site curriculum delivery is planned and sequenced effectively to enable learners to release their full potential and progress to their ambition.

## **5.0 Annual Review of the Sub-contracted Curriculum Offer**

Our Sub-contracted curriculum offer is continually under review, and the annual detailed business planning process is the key opportunity to review the whole offer and the planned numbers for each course. This annual comprehensive review ensures we have a strong emphasis on quality with due regard also paid to costing, efficiency and staffing.

The key to enrolment growth in the education market is to offer the right programs to the right students. Using marketing and recruitment strategies in decision making will help boost enrolment, leading to more positive outcomes for both students and Stanmore College.

The business planning meetings are the mechanism by which recruitment targets are set.