

# **Application to the Secretary of State for Business, Innovation and Skills for the establishment of a new incorporated College of Further Education**

## **1. Background to this application**

- 1.1. This application is made by Prospects Learning Foundation to the Secretary of State for Business, Innovation and Skills for the establishment (under section 16(1)(a) of the Further and Higher Education Act 1992) of a new incorporated College of Further Education on 1 September 2014. This application describes the new college and its provision, subject to the approval of the Secretary of State and of Parliament.
- 1.2. This application is made following a period of several months in which:
  - a) A Business Case was submitted in November 2013 to the Minister of State for Skills and Enterprise, Matthew Hancock MP which resulted in his approval for Prospects Learning Foundation to develop this application.
  - b) A Project Board was established in November 2013 which meets monthly. Membership of the Board comprises:
    - the Chairman, Chief Executive Officer, Chief Operating Officer and Project Manager of Prospects Learning Foundation
    - The Deputy Director of the Standards and Qualifications Unit and officials from the Department for Business, Innovation and Skills
    - Officials from the Skills Funding Agency and the Education Funding Agency.
  - c) A sub group of the Project Board was created in December 2013 to consider issues relating to finance and assets for the proposed college.
  - d) Prospects Learning Foundation was inspected by the Office for Standards in Education, Children's Services and Skills (Ofsted) in December 2013 and was judged to be good (Grade 2) in all areas and to have outstanding leadership.
  - e) A due diligence exercise was undertaken by officials from the two funding agencies.
  - f) The Board of Trustees of Prospects Learning Foundation appointed legal advisers and has formulated proposed governance arrangements for the new college, subject to the Secretary of State's approval, with appropriate new Instrument and Articles of Government being drafted.
  - g) A project plan and risk register for transitioning to the new arrangements were produced including key milestones which have been regularly monitored and updated by the Project Board.
  - h) A public consultation was conducted between 16 January and 17 February 2014 which demonstrated support for the proposal to establish the new college

## **2. The Proposed name, address and CEO/Principal of the college**

- 2.1. Subject to the approval of the Secretary of State it is proposed that the new college should be called 'Prospects College of Advanced Technology' and that, subject to the approval of the Corporation, its first CEO and Principal will be Neil Bates FCGI, CCMI currently the Group Chief Executive of Prospects Learning Foundation.
- 2.2. The college would operate within the five skills campuses of the present Prospects Learning Foundation in Southend-on-Sea, Basildon and Canvey Island, which will be transferred to the new corporation.

2.3. The address of the college would be

Prospects College of Advanced Technology  
Crompton Close  
Basildon  
Essex  
SS14 3AY

### 3. The education to be provided by the college

- 3.1. Subject to the Secretary of State's approval, the college would be established as an employer-led institution dedicated to developing advanced and higher level skills specialising in: engineering (including rail and aviation), transportation and the built environment including construction.
- 3.2. The college's mission would be: *"To make a contribution to the success of key sectors of British industry by taking a leading role in providing excellent technological education and skills training which is open to all people of ability and commitment"*
- 3.3. Provision would be matched to meet the needs of employers within the college's specialist sectors. Economic intelligence and feedback from employers identify the need to address shortages of higher level skills within these sectors and therefore the college would have a focus on advanced level qualifications (Level 3) especially apprenticeships and higher level qualifications (Levels 4 and 5).
- 3.4. Larger employers within these sectors operate nationally and internationally; consequently the college would address the skills needs of employers both within South Essex where it would be located and across the wider London Gateway and more widely if appropriate, acting as a system leader in this sector and taking advantage of the potential of technology
- 3.5. The college would plan to grow and develop its provision to respond to the needs of employers and the economy. Projected student numbers for the new college are:

Learners	2013	2014	2015	2016
School students (14-16)	115	150	150	150
Apprenticeships	620	847	1,017	1,133
Higher Awards (Level 4 HNC)	40	100	150	200
ESF learners	60	90	0	0
Learner responsive funded (16-18)	500	550	580	620
Learner responsive unfunded	0	30	40	40
Adult Learning	20	18	18	18
<b>Total</b>	<b>1,355</b>	<b>1,785</b>	<b>1,955</b>	<b>2,161</b>
Delegates on commercial training programmes	1,100	1,500	1,800	2,400
<b>Total learners on all programmes</b>	<b>2,455</b>	<b>3,285</b>	<b>3,755</b>	<b>4,561</b>

Table 1 - Projected student numbers

3.6. The number of learners undertaking apprenticeships would grow significantly and there would be a growing proportion taking advanced apprenticeships and higher level qualifications which is demonstrated in Figures 1 and 2.

3.7. It is proposed that Prospects College of Advanced Technology would develop its provision to meet the needs of the built environment sector as well as the construction provision which is shown in Figure 2. This would have the effect of increasing further the proportion of students undertaking advanced apprenticeships and higher level qualifications.

3.8. There would be a clear line of sight to employment in everything the college does and a commitment to equipping young people with the technical skills, knowledge and employability skills needed for successful careers in industry.

3.9. With its emphasis on the link to employment and the workplace, the college would provide modern, high quality training facilities which have the look and feel of the workplace and a prevailing culture which promotes punctuality, high attendance, professionalism, achievement and hard work.

3.10. The college would produce well educated, well trained and well prepared ‘sector professionals’, the next generation of technician engineers, managers and industry leaders. The college would seek to obtain membership for its students of appropriate professional bodies to emphasise the link to employment and professionalism.

3.11. The college would make a particular contribution to the communities, employers and economy of South Essex where the gap between the low proportion of the population with higher qualifications and the high level skills demanded by employers is particularly great.

#### 4. The quality of provision

4.1. Subject to approval, the new college would build upon the strengths of the existing Prospects Learning Foundation which was inspected by the Office for Standards in Education, Children’s Services and Skills (Ofsted) in December 2013 and was judged to be good (Grade 2) in all areas with outstanding elements including its visionary leadership.

4.2. Success rates within the existing provision of Prospects Learning Foundation are above national averages and these would provide a firm foundation for the success of the new college. Figure 3

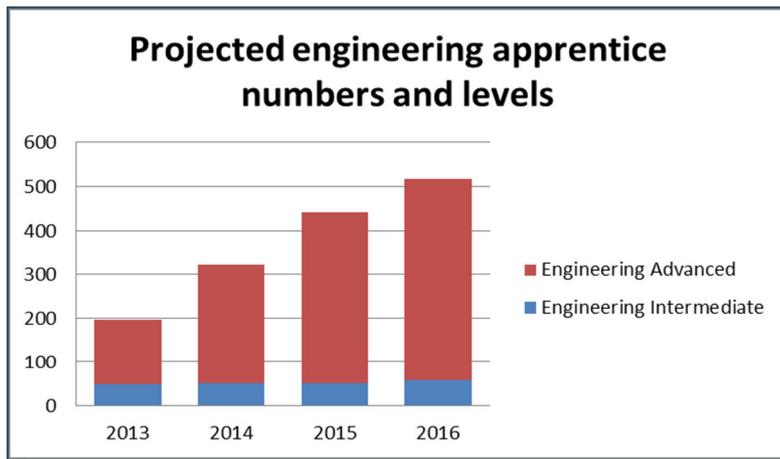


Figure 1

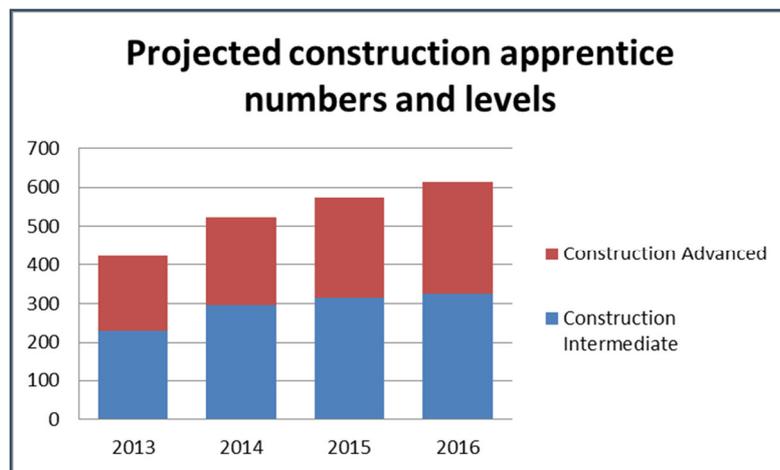


Figure 2

below shows the success rates in 2012/13 (the most recent results) for Prospects Learning Foundation learners compared with national success rates:

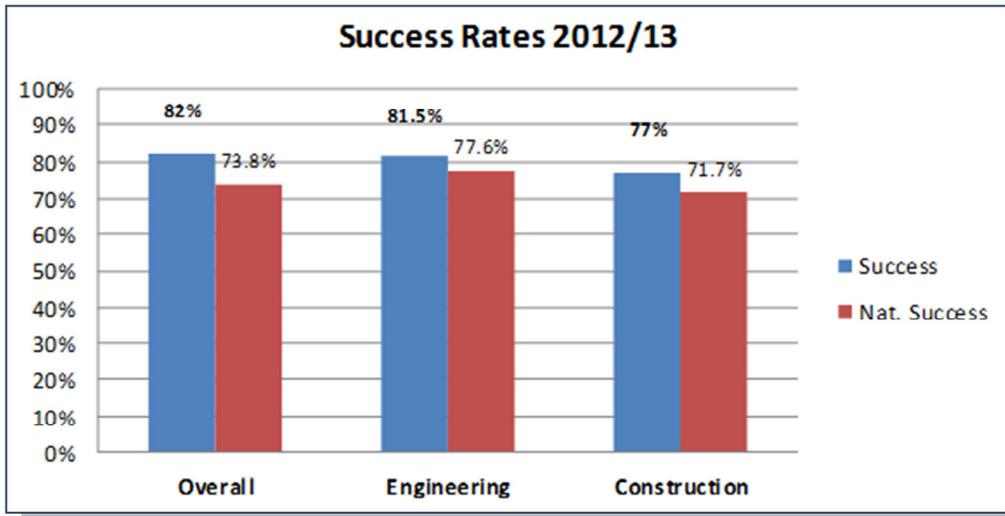


Figure 3

- 4.3. The majority of new entrants onto apprenticeships are aged 16-18 without employment. Prospects' extensive links with local and national employers ensure that all apprentices are found employment before they commence their programme.
- 4.4. 96% of learners successfully progress to further apprenticeships or training or gain full-time employment. Destinations of learners are shown in the Figure 4 below:

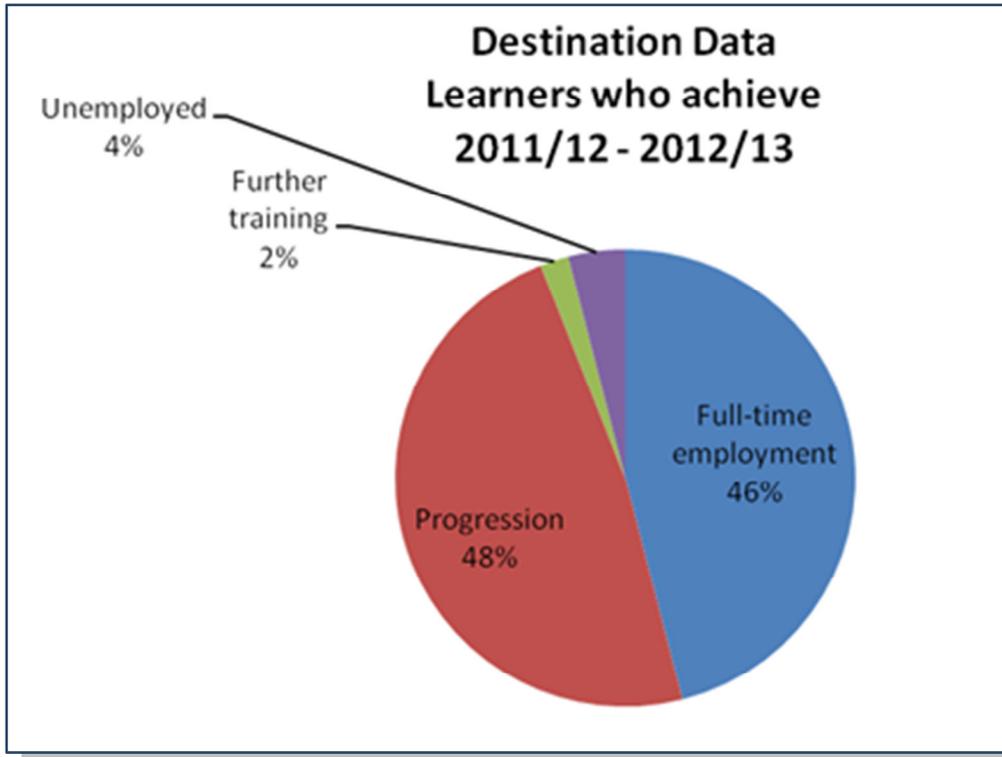


Figure 4

## **5. The consultation process**

- 5.1. Prospects Learning Foundation conducted a public consultation process between 16 January and 17 February 2014.
- 5.2. A Consultation Report has been produced which describes the process and its outcomes, including a copy of the consultation document and the written responses received during the consultation. This is enclosed as Appendix A to this application.
- 5.3. In summary the consultation demonstrated support for the proposal to establish the new college with no opposing views expressed.

## **6. The reasons for proposing the incorporation and key drivers for change**

- 6.1. There are a number of strategic drivers for change in particular the effect that incorporation would have on increasing capacity to plan strategically to meet the skills needs of employers within the college's proposed sector specialisms and to develop with employers the high quality apprenticeship provision at the heart of the Richard Review of Apprenticeships.
- 6.2. The need for more highly skilled individuals to meet the technical needs of these industries is well documented.
  - 6.2.1. In December 2013, The Rail Engineer reported that: "The UK rail sector is facing an imminent skills shortage as many of today's most experienced electrification engineers near retirement."
  - 6.2.2. Speaking at the Industrial Strategy conference at the University of Warwick in September 2013 the Secretary of State for Business, Innovation and Skills, The Rt Hon Dr Vince Cable MP said: "We have got to think very carefully about how rapidly but effectively we can grow the skills supply base." At the same conference Martin Grant, Chief Executive of Atkins Energy said the need for engineers is particularly acute in the energy, transportation and aerospace sectors.
  - 6.2.3. In a skills audit conducted in 2013 by the Chartered Institute of Building 82 per cent of construction professionals who took part highlighted the lack of skilled domestic construction personnel. Respondents cited the scarcity of high quality training as one of the key causes for the skills shortage.
- 6.3. The proposed new college would have a strong focus on advanced and higher qualifications and apprenticeships. Its students would achieve up to Level 4 and 5 qualifications in these sectors with progression routes designed to make these widely accessible. The college would develop high quality pathways from school to advanced technician apprenticeships and from Further to Higher Education. Level 3 provision will increasingly be the minimum standard with many learners progressing to Level 4.
- 6.4. From its incorporation on 1 September 2014, the proposed college would deliver employer-led provision focusing initially on the apprenticeship frameworks in engineering and construction described in the Consultation document that is contained in Appendix A. Subject to approval, it is intended that the college would develop further Level 3 to Level 5 provision in the built environment.
- 6.5. The Consultation Report in Appendix A includes the Consultation Document which contains further analysis of the benefits arising from the proposed incorporation.

## **7. Current employer engagement and proposals for developing this further**

- 7.1. Currently employers are engaged in the design and delivery of the curriculum through the developing Group Training Association (GTA) structure and through the close working relationship relating to apprenticeships.
- 7.2. In the proposed college there would be a profound level of employer engagement based on an industrial partnership with employers who will invest in the college, further shape the curriculum offer and monitor quality and performance including through assessment.
- 7.3. Over time some 50 per cent of the college's income will come directly from employers.
- 7.4. The new college would adopt a focus on a 'co-investment' model with employers through the GTA structure and the role of employers in governance and in curriculum design and delivery.
- 7.5. The college would engage Instructors and Lecturers who use their excellent and up to date industry experience to the benefit of students and delegates.
- 7.6. The GTAs which are a strong feature of the proposed governance arrangements (see Section 8 below) would become a rallying point for employers in key sectors and would facilitate 'inter firm' collaboration (Cooney & Glossop) around skills.

## **8. Proposed governance arrangements and nominations for the initial members of the Corporation**

- 8.1. The Prospects Learning Foundation was established under the Industrial Training Act (1964) and is configured as a hybrid Company Limited by Guarantee and Registered Charity, with employer 'ownership' signified through Group Training Association (GTA) status. Governance complies with the Companies Acts and the Charity Acts, as amended from time to time. The Foundation seeks to follow the good practice set out in the *UK Corporate Governance Code* (September 2012), the Charity Commission's *The Essential Trustee* (March 2012) and other authorities such as the guidance published by the Institute of Directors (*The Effective Board*, Bain and Barker, 2010). The Foundation's capability in achieving good governance was attested in the Foundation's Ofsted report which noted 'outstanding' leadership and the effectiveness of the Trustees in guiding strategic planning, challenging the executive and gaining a deep understanding of the learner experience. Should the Secretary of State approve the incorporation of the new college, therefore, it would be based firmly on established good governance. We would seek to move forward by blending elements of the existing membership and practices of the PLF Trustees with introductions from good practice in the FE college sector.
- 8.2. The Trustees have noted the requirements made of college boards under the 2011 legislation and, in particular, the developing ideas set out in *A Review of Further Education and Sixth Form College Governance* (BIS, July 2013), *Creating Excellence in College Governance* (AoC Governors Council and Pember, October 2013) and the evolving Governors Council's foundation code of governance issued by the AoC. Necessarily, these frameworks follow closely the central principles established by the Financial Reporting Council and The Charity Commission, notably in applying the same 'Comply or Explain' ethos. We believe, therefore, that there are no fundamental difficulties to be overcome in adjusting to good college practice, and that such developments as are required - notably the appointment of staff and student governors - would only further enhance governance at Prospects.
- 8.3. We propose a Corporation with up to 15 members, including the Chief Executive. In order to maintain the strong element of employer 'ownership', we propose to establish two major sub-committees of the Board, in addition to the usual Audit, Membership and Remuneration Committees. These would be the Engineering Group Training Association and the Construction and Built Environment Group Training Association. Each would be made up of partner employers from the relevant industry sector, up to a maximum of 10, plus the Head of

Engineering and the Head of Built Environment, respectively. The chair and one other industry member from each of the GTAs will also be members of the main college Board, ensuring that the employer voice is strongly represented at the highest level of corporate governance. Whilst we do not intend to specify 'constituencies' from which other Board members would be drawn, we would take due care to ensure that the Board had a balance of independent members, members with knowledge of the communities in which Prospects is based, a member with connections to the Local Enterprise Partnership also able to reflect the views of the local authority, a member from a partner HEI, and members with professional expertise in such vital disciplines for the Board's effectiveness as finance and human resource management.

- 8.4. Subject to the approval of the Secretary of State, we propose to establish a Shadow Board from 1 April 2014 which would co-operate with the Trustees to manage the transition to incorporation under the Further and Higher Education Act (1992), and which would form a quorum of the corporation from 1 September 2014, able to elect members to the remaining vacancies. We propose that this Shadow Board should have seven members. The Trustees have approved the nomination of the following members from among their number:

**David Sherlock CBE, M.Phil, FCGI, FRSA: Chairman of the PLF Trustees and chair of the Shadow Board.** He is Vice-Chairman of the (Chartered) Institution for Further Education and former Chief Inspector/CEO of the Adult Learning Inspectorate and the Training Standards Council. He was the Professional Lead for the Lingfield Review of Professionalism in Further Education (BIS, 2012). He has been Chair of GTA England, of the National Skills Academy for Social Care, and a board member of the Qualifications and Curriculum Authority and the National Apprenticeship Task Force. He is a Past President of the National Institute for Adult Continuing Education. He is a director of an active consultancy organisation in learning and skills, operating in the UK and internationally.

**Bob Sadler FICA: Vice-Chairman of the PLF Trustees and vice-chair of the Shadow Board.** Formerly an equity partner in a long-established firm of South Essex chartered accountants and a long-standing supporter of PLF and currently the Vice Chair. In addition to professional expertise in finance he contributes community knowledge and an expert understanding of charity law, business and human resource management.

**Theo Steele MA (Hons), FCIT:** formerly Project Director for National Express East Anglia with a heavy involvement in the planning of Crossrail and transportation for the London Olympics, he has a lifetime's distinguished experience of senior management in the railway industry. He runs his own business and is active in regional economic planning and development and has held the following roles; Chairman of Renaissance Southend, Chairman of Southend Business Partnership and Chairman of Essex Economic Partnership.

**Neil Bates FCGI, CCMI: Chief Executive and Board Member of PLF since 1995.** He has led the growth of Prospects and was acknowledged in the recent Ofsted report for his 'visionary leadership'. He is a former Vice-Chairman of the Learning and Skills Improvement Service and Chairman of the Association of Employment and Learning Providers. He is Chairman of the Skills Group of the Local Enterprise Partnership. He is a board member of GTA England, The (Chartered) Institution for Further Education and the Further Education Trust for Leadership, and a trustee of the Edge Foundation and the Edge Hotel School - University of Essex.

Plus:

**Bala Mahendran: Chief Executive of Basildon Borough Council since 2005.** Having graduated in mechanical engineering, he has worked in strategic policy planning and housing services with Lambeth, Haringey and Braintree Councils before joining Basildon Council. He was appointed to HM Treasury's 'Financial Inclusion Taskforce', a ministerial appointment, between 2008 and

2011 as the Local Government Association (LGA) representative. He is the former Chair and a current member of the Essex Chief Executives Association (ECEA) and the Thames Gateway South Essex Partnership(TGSE).

**Kini Pathmanathan: HR and Communications Director at Thales.** Kini works for Thales who have recently initiated a substantial apprenticeship programme with Prospects. She is a Chartered Member of the Institute of Personnel & Development. Her first degree was in Mechanical Engineering and she has subsequently graduated from Aston University with an MBA.

**Jackie Northedge: Head of Commercial Business Development – Prospects Training Solutions Ltd.** With 14 years' experience working with in the training industry, Jackie has recently returned to Prospects after a 7 year period as Director of her own national web based company 'TrainingDirectoryUK.com'. She has promoted commercial training, college programmes and funded projects to employers for a large number of training providers, colleges, freelance coaches & associate trainers. Throughout the years she has also worked with awarding bodies and funding agencies which has enabled her to build a broad knowledge and understanding of the training industry.

- 8.5. It is the Trustees' firm intention that the College Governing Board would follow exemplary practices, including annual appraisal of performance (individual and collective); a four-year term of office renewable once; the appointment of an independent Clerk, initially from the national pool of qualified College Clerks; open recruitment; transparency of decision-making and records and close involvement with the appropriate business and community groups. PLF has a record of active co-operation with local authorities, local FE colleges and GTAs nationally, and with local schools, including joint ventures and investments to meet learner needs. It is intended that this would be continued by the new college, widening the scope of operations as described elsewhere in this submission.
- 8.6. The new college would be launched with a revised and strengthened executive. In addition to the current CEO (Neil Bates), subject to the approval of the Corporation, and the Chief Operating Officer (Neil Warren) who would take identical roles in the new college, the Board will shortly appoint a new Head of Faculty of Construction and the Built Environment and a Head of Faculty of Engineering, both of whom will report to the Chief Operating Officer. In addition, the senior management team will be completed by the appointment of a Director of Business Development responsible for extending industry partnerships and the curriculum appropriate to serve them, and for leading the transition from the current 15 per cent non-governmental earned income to 50 per cent, in accordance with developing national policy. Through this arrangement, the most senior staff responsible, respectively, for the quality and efficiency of curriculum delivery and for further extension of the Group Training Association ideal into more profound industrial financial and curriculum partnership, will report directly to the CEO. Our intention is to ensure that the new college would fulfil the Minister's vision of a new wave of 'elite' specialist technical colleges, operating on the lines of the industries they serve.
- 8.7. Prospects' £46 million premises have been built with a combination of public and private money from a variety of sources. The PLF Trustees have resolved that all these assets should be vested in the new college corporation. Whilst wishing in no way to hamper the development of the new college, the Trustees are nevertheless concerned to safeguard its continuing distinctiveness and independence, and its adherence to its technical and social mission. They therefore intend to attach appropriate covenants to the Deed of Gift by which they would transfer some major assets, which would prevent any major change in their application without prior consultation and agreement. These arrangements are specified in annexes to the proposed Instrument and Articles of Government.

## **9. Transition to new arrangements**

- 9.1. The Project Board that has been meeting monthly since November 2013 monitors the project plan for managing, subject to the approval of the Secretary of State, the formation of the new college and transition arrangements. Subject to the Secretary of State's approval of this application, the project Board will continue to meet monthly until October 2014, the month following the proposed incorporation.
- 9.2. Legal advisers have been appointed by Prospects Learning Foundation and have identified the legislative and legal milestones, including the transfer of all existing staff, to manage the transition effectively and achieve.

## **10. Conclusion**

- 10.1. The proposed college for which we are seeking the Secretary of State's approval will have a focus on the advanced and higher level skills that are needed by employers in its proposed specialist sectors.
- 10.2. Employers would be at the heart of everything the college does, driving it to make an ever greater contribution to meeting their skills needs.
- 10.3. The proposed college would build upon the success of Prospects Learning Foundation which is well respected by employers, judged to be good in all aspects by Ofsted and would provide a firm foundation for the new college.
- 10.4. The proposal to establish the new incorporated college has the support of stakeholders. The capacity and the drive have been demonstrated to create the new college and to ensure that it makes its full contribution to growing the skills supply base in its specialist sectors.





**PROSPECTS LEARNING FOUNDATION -**

**Proposal to establish a new incorporated specialist, technical college -**

**REPORT ON THE CONSULTATION PROCESS AND OUTCOME -**

**19th March 2014 -**

## 1. Background

1.1. In November 2013 Prospects Learning Foundation, with support from the Minister for Skills and Enterprise, decided to develop an application for the establishment of a new incorporated College under the Further and Higher Education Act 1992.

1.2. A key part of the application process is to conduct a public consultation and this was undertaken between 16 January 2014 and 17 February 2014

1.3. This report includes:

- A description of the consultation process and who was consulted (Sections 2 and 3 on pages 1-2)
- The consultation questions (Section 4 on page 3)
- A summary of responses received (Section 5 on pages 3-5)
- Conclusion and outcome of the consultation (Section 6 on Page 5)
- The Consultation Document (Appendix A on pages 6-25)
- The written responses received during the consultation (Appendix B on pages 26 onwards)

## 2. The consultation process

2.1. Prospects Learning Foundation conducted a public consultation from 16 January to 17 February 2014.

2.2. The consultation consisted of:

- A consultation document that was available online and was distributed directly to key stakeholders (See Appendix A)
- A consultation website with online questionnaire
- Notices in local press covering South Essex and the surrounding areas
- National notice in The Times
- Prominent coverage in FE Week
- Emails, meetings and telephone conversations with key stakeholders including:
  - Employers and employer groups including Essex Chambers of Commerce
  - Local authorities including: Essex County Council, Southend on Sea Borough Council, Basildon Council, Castle Point Borough Council and Thurrock councils -
  - Members of Parliament -
  - Essex Colleges -
  - Essex and Southend on Sea Schools -
  - National organisations -
  - Existing Prospects Learning Foundation staff and students -



The consultation website

### 3. Who was consulted? -

3.1. -The consultation process provided the opportunity for the public and targeted stakeholders to respond to the proposal

3.2. -The consultation website included the full consultation document (see Appendix A) and public notices regarding the consultation were placed in:

- local newspapers covering South Essex and parts of Mid-Essex -
- The Times -

3.3. -The following stakeholders were approached individually:

- **All Essex FE Colleges**
- **Headteachers in all Essex and Southend on Sea Secondary Schools**
- **Universities**
  - Anglia Ruskin
  - Essex
  - UCL
- **Local authorities (CEOs and EFA contract officers)**
  - Essex
  - Southend-on-Sea
  - Thurrock
  - Basildon
  - Castle Point
- **Employers including:**
  - Selex
  - SERCO
  - ATC Lasham
  - Thales
  - CNH
  - Bovis
  - Bombardier
  - Gardner Aerospace
  - Atkins
- **Employer and other groups/ bodies**
  - SELEP
  - National Skills Academies
  - GTA England
  - Chambers of Commerce
  - Edge Foundation
  - AoC
  - Sector Skills Councils -
  - AELP -
- **Members of Parliament**
  - David Amess, MP for Southend West -
  - James Duddridge MP for Southend East and Rochford -
  - John Baron, MP for Basildon and Billericay -
  - Rebecca Harris, MP for Castle Point -
  - Stephen Metcalfe, MP for South Basildon and East Thurrock -
- **Existing Prospects learners and staff**

## 4. Consultation questions

4.1. -The consultation asked three questions that had been agreed with the Project Board:

### QUESTION 1

Do you support the establishment of this new college to increase the number and range of apprenticeship and Further Education opportunities available to support key sectors of the local and regional economy?

### QUESTION 2

Are there other sectors or sub-sectors which should be considered by the new college? The college will specialise in engineering, rail engineering, aviation, construction crafts, building services and renewables but are there other gaps in technical skills training?

### QUESTION 3

If you are responding for an organisation, how could your organisation support the work of the new college?

## 5. Summary of consultation responses

5.1. -The response to the consultation was positive. The key headlines from the consultation are:

- There were 94 “hits” on the consultation website.
- Responses were received from 41 individuals representing 26 organisations
- Support was expressed by all respondents who expressed a view
- No responses opposed the proposal to open the new college

5.2. -The written responses received are contained in Appendix B. A summary of responses is shown in the table below:

Respondent	Organisation	Title	Method	Positive
Nick Spencley	SEEVIC	Principal	e-mail	Support
Rob Tinlin	Southend Borough Council	Chief Executive	e-mail	Support
Lord Baker	Edge Foundation	Chairman	e-mail	Support
Stephen Metcalffe MP	MP South Basildon and East Thurrock	MP	Web	Support
Martin Doel	AoC	Chief Executive	face to face and letter	Support
David Amness MP	MP Southend West	MP	Letter	Support
John Baron MP	MP Basildon and Billericay	MP	Web	Support
Andy Sparks	Writtle College	Head of Further Education	Web	Support
Angela o'Donogue	South Essex College	Principal and Chief Executive	06/01/2014 Meeting	Neutral
Mark Evershed	Castle Point Borough Council	Regeneration Delivery Manager	14/01/2014 Meeting	Support
Martin Doel	Association of Colleges	CEO	22/01/2014 Meeting	Support

Respondent	Organisation	Title	Method	Positive
Raj Mahter	Bombardier	Operations Director	24/01/2014 Meeting	Support
Gil Howarth	NSARE	CEO	28/01/2014 Meeting	Support
Rob Tinlin	Southend Borough council	CEO	28/01/2014 Meeting	Support
Jane Theadom		Director of Children's Services	28/01/2014 Meeting	Support
Peter Cook	Essex County Council	Head of Commissioning for Education & Lifelong Learning	29/01/2014 Meeting	Support
Ruth Umerah	ELUtec	Principal	Web	Support
Denise Rossiter	Essex Chambers of Commerce	Chief Executive	Web	Support
Simon Leftley	Southend Borough council	Corporate Director, Dept. for People	email	Support
Gil Howarth	NSARE	Chief Executive	Letter	Support
Alan Maskell			Web	Support
Cllr Ray howard	Essex County Council	County Councillor	e-mail	Support
Hilary Boland	Educational Consultant	Consultant	e-mail	Support
Jackie Northedge	UK Training Directory		e-mail	Support
Elliot Mooney	Prospects College	Staff	e-mail	Support
Josh Burrage	Prospects College	Staff	e-mail	Support
Madeleine Austin	Prospects College	Staff	e-mail	Support
John Mockler	Prospects College	Staff	e-mail	Support
Stewart Lindsay	Prospects College	Staff	e-mail	Support
Stephen Metcalfe MP	MP South Basildon and East Thurrock	MP	e-mail	Support
Sally Webb	Prospects College	Staff	e-mail	Support
Barbara Allen-Rudkin	Prospects College	Staff	e-mail	Support
Steve Mitchell	SkillsActive	Head of Consultancy	e-mail	Support
Ron Mills	Jack Petchy Foundation	Chair	e-mail	Support
Angela Ward	Prospects College	Staff	e-mail	Support
Clive Tant	Palmer's 19	Partner	Web	Support
Noel Kelleway	Rickard Keen	Partner	Letter	Support
Tim Coulson	Essex County Council	Director of Education and Learning	Web	Support
James Dudderidge MP	MP Southend East and Rochford	MP	07/02/2014 Meeting and letter	Support
Stewart Segal	AELP	CEO	Letter	Support
Mark Pitman	Gardner Aerospace	Divisional MD	email	Support
John Brandon	Medical Innovations Group	Production Manager	email	Support
Colin Larkin	CNH (Case New Holland)	Plant Manager	email	Support

5.3. -Among the themes behind the support expressed are:

- a) The impact of incorporation on the ability to plan longer-term with continuous funding to increase the capacity of Prospects to meet the skills needs of employers (**Education, Employment and Skills Partnership**)

- b) The positive impact of this proposal on the employment prospects of young people and adults **(The Jack Petchey Foundation, The Deanes School)**
- c) - The positive effect of the proposal on making more highly skilled roles available for local people **(Stephen Metcalfe, MP)**
- d) The role that the college will play in meeting the skills needs of the region and increasing economic and global competitiveness **(Essex Chambers of Commerce; CNH (Case New Holland); Writtle College)**
- e) The strategic importance locally and nationally of the specialist sectors the college will support, including rail and aviation **(National Skills Academy, Railway Engineering)**
- f) The contribution that the college will make to the achieving the strategic aims of the local authorities in the area **(Essex County Council and Southend on Sea Borough Council)**
- g) The specialist technical nature of the college that distinguishes it from general FE colleges **(GTA England)**
- h) The importance of the college's strong commitment to being employer-led and employer responsive **(Gardner Aerospace; Medical Innovations Group)**
- i) - The college's specialist sectors (Engineering and The Built Environment) are key to economic growth in the area and nationally and industry intelligence identifies the demand for more technical skills in the region **(Essex County Council)**
- j) - The strong track record of success and growth of the existing Prospects College that provides a firm foundation for the future incorporated college **(James Duddridge, MP)**

5.4. Staff and students of Prospects Learning Foundation were engaged in the consultation.

- Staff were invited to respond via the online questionnaire. 8 responded and all were fully supportive.
- Students were engaged through discussion and they were given the opportunity to express their views. All views expressed were supportive of the proposal to establish the incorporated college and a number of positive suggestions were put forward and the proposal for a student representative to be directly involved in college governance was welcomed.

## 6. Conclusion and outcome of the consultation

6.1. **-The consultation supports the proposal to establish a new incorporated college under the Further and Higher Education Act, 1992.**

6.2. -No responses objected to the proposal to establish the new incorporated college

6.3. -Suggestions were made by some respondent organisations regarding ways in which they might support the new college

6.4. -The consultation process was effective and met the requirements for a public consultation



**Establishing a new incorporated  
specialist, technical college in South Essex**

**- Consultation -**

16 January to 17 February 2014

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**PROSPECTS LEARNING FOUNDATION -**

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## 1. -What are we consulting you about?

We are consulting on a proposal for the establishment of a new specialist technical college in South Essex. The college will be a unique new employer-focused, specialist technical college in the South Essex Thames Gateway, the first of its kind in England and the first new Further Education College to be incorporated since 1993. Prospects Learning Foundation is proposing to create this new college which will specialise in the key priority skills areas of engineering, construction, transportation and associated sectors. It will operate from the existing Prospects skills campuses in Southend (including Southend Airport), Canvey Island and Basildon. Prospects has decided to establish the new college because of its excellent industry and employer links, its sector expertise, its outstanding technical skills centres and its proven track record of high quality provision. This proposal is in line with the Government's stated policy to encourage greater diversity and innovation in the market of skills provision including through new delivery models, and for this provision to be of high quality and responsive to the needs of employers.



A new specialist technical college to meet the skills needs of South Essex

The key benefits the new college will bring are:

- **For young people and adults...** enhanced opportunities to gain the skills that employers demand through apprenticeships and FE courses with improved employment prospects.
- **For employers...** a solution that addresses shortages in the key priority skill areas of engineering, construction and transportation
- **For the local economy...** support for economic growth and development and additional capacity to tackle youth unemployment and lack of skills.
- **For local communities...** improved employment opportunities and prosperity
- **For local authorities...** enhanced capacity to meet their statutory responsibilities for education and training for 16-19 year olds
- **For the national economy...** an increased focus on technician and advanced skills training in sectors vital to the national economy.

Put simply the new college will increase the capacity of Prospects College to offer more apprenticeships and advanced apprenticeships, more skills training for businesses and more further education courses which link directly to higher education or employment; all in sectors which are vital to the local, regional and national economy. Our ambition is to grow student numbers from 2,455 in 2014 to 4,650 by 2016 to include 1,000 employed technician apprentices.

We want to know whether you support the creation of this unique new college. Section 10 tells you how to let us know your views.

*In today's global race we need a highly skilled workforce. Higher level skills help workers to become more effective; 20% of the growth in the output of UK workers can be attributed to their skills levels. Those that improve their skills are more likely to go on to further study or to progress higher in their chosen occupation. They are also more likely to have children who are more successful at school. So getting our vocational and technical education system right is both socially and economically vital.*

*Rigour and Responsiveness in Skills. April 2013. (DfE and BIS)*

## 2. -Building on a proven track record

Prospects Learning Foundation is a major education and training charity based in South Essex. It operates Prospects College through which it delivers apprenticeships and FE courses with specialisms in engineering, construction and transportation. In December 2013 Prospects College was inspected by Ofsted who judged it to be **GOOD** in all areas with many **OUTSTANDING** features.

Prospects College has a strong focus -on meeting the skills needs of employers and the economy and developing provision that is responsive to employers' needs. This includes specialist engineering provision for the aviation and rail sectors and a newly opened Green Energy Training Centre. These activities will be assumed into the newly incorporated college.



A new college where learning and the workplace are never far apart

Prospects' services are deeply embedded in the local community and economy and it operates state of the art learning centres in Basildon, Southend and Canvey Island. Its students and apprentices achieve exceptional success rates, significantly above national rates, and it is one of the largest employer-led Group Training Associations (GTAs) in the country.

## 3. -Why is this new college being proposed?

### 3.1. Not just a new college but a new type of college

The new college will be incorporated as a new specialist technical college under the Further and Higher Education Act 1992, the first since the existing colleges were incorporated in 1993. The staff and the training and commercial activities of the existing charity, Prospects Learning Foundation, will be brought into the new college. Prospects' success has been built on a strength of passion and purpose that will be embraced by the new college, including:

- providing **high quality technical vocational training and education** to meet key skills needs
- placing **employer ownership** at the core of the college from governance to curriculum delivery and resourcing
- being highly **responsive, proactive and entrepreneurial** in meeting skills needs in priority sectors to support competitiveness and sustainable economic growth
- creating **powerful employer partnerships** and providing **leading edge training** with industry standard, sector-specific equipment and facilities supported by employers
- maintaining a public/private **partnership with employers to develop the skills of their workforce**
- playing an active role in **supporting economic growth** in line with SELEP (South East Local Enterprise Partnership) priorities
- **delivering excellent learner outcomes** and **transforming individuals' lives** as they gain the skills and qualifications demanded by employers
- creating **positive social change within communities** and social mobility for individuals and their families.

### 3.2. The advantages of incorporation

The new college will be a specialist, responsive and powerful partner for employers in meeting skills needs in the areas of advanced manufacturing, engineering, electronics, defence, aerospace and construction which the South East Local Enterprise Partnership has identified as key skills priorities across East Sussex, Kent and Essex.

As a specialist technical college of Further Education specialising in these priority areas, the new college will enable young people and adults in South Essex and beyond to develop the skills to meet these priority needs. It will close the gap between the higher level skills demanded by employers and the existing low level of qualifications and skills among the majority of the local population.



**“...we want to make sure that our skills system is rigorous and responsive to the needs of employers: preparing people for the world of work.”**

*Matthew Hancock, Minister of Skills, Nov 2013*

Across the South Essex Thames Gateway, in the areas that the new college will serve, too many young people leave school with low qualifications and face a future marred by underachievement and lack of aspiration and ambition. The college campuses in Southend, Basildon and Canvey Island are in the areas with the highest proportion of young people who are not in education, employment or training (NEET). In their Report on ‘Young People who are NEET’ (January 2013)

Essex County Council state that the percentage of 16 to 18 years olds in Essex who were NEET in 2011/12 was 6.4% and it states that “Tendring and Basildon have the highest proportion of NEET young people.” Castle Point has below the Essex and national numbers of NEET; however the three wards of Canvey Island have the highest level of NEET young people in the Castle Point district: Canvey Island Winter Gardens (19.2%), Canvey Island Central (14%) and Canvey Island South (11.4%). In Southend in January 2013 the proportion of 16-18 year olds who were NEET was 5.4%.

Many employers struggle to find local people with the level of skills and qualifications they need. As a result the area is marked by significant inward commuting and ‘migration’ of people with higher skills to fill highly skilled, professional and managerial jobs while many local people are restricted to local lower skilled or unskilled roles, commute to other areas for such jobs (eg Lakeside Retail Park) or they are excluded from the labour market altogether and become NEET. The new college will address this issue head-on by creating ambition, making learning both accessible and aspirational, linking learners with employment opportunities at every level and by developing pathways that create links from school to universities and higher education and to higher-level apprenticeships.

The new college will have the benefit of continuous funding by Government in place of the annual funding from Government that Prospects has currently. This will enable the new college to provide more opportunities, more apprenticeships and even better facilities and it will be able to make long term investments which benefit the community.

### 3.3. Principal benefits for key stakeholders

#### 3.3.1. Employers

**Major companies with whom Prospects Learning Foundation works include:**

- Atkins**
- Bombardier**
- Serco**
- Thales**
- CNH (Case New Holland)**
- SELEX**
- Gardner Aerospace**
- ATC Lasham**
- Bovis**

The new college will benefit from the expertise of the existing Prospects College in understanding and meeting the need of employers and it will work with them to create training solutions to meet their needs. Employers will know that they are working with a college that has the benefits of Prospects’ track record and the strength of a specialist technical college incorporated under the Further and Higher Education Act 1992.

Employers will lead governance through the Foundation’s main board, the college corporation board and specialist, sector-based Employer Advisory Boards.

The alignment of FE provision and the needs of employers will build upon Prospects’ existing excellent employer links and the voice and ownership of employers in the FE sector will be strengthened by engaging with a strongly employer-led, specialist technical college of FE.

Employers will benefit from the access to capital that FE status will bring, allowing the college to be innovative and responsive in supporting new and emerging sectors (such as rail, telecoms and renewables).

#### 3.3.2. The economy

The stronger, more sustainable platform as an incorporated college will enable Prospects to plan, develop and invest further in its contribution to developing the local economy. Prospects has a track record of meeting the skills needs of employers in priority skills areas and it is developing innovative, leading edge provision with employers for the future.

#### 3.3.3. Students

Too many young people and adults in the area served by Prospects and which will be served by the new college have levels of skills and qualifications that mean they compete for elementary employment while there is a clear discord with high value employment and the higher skills required by employers. They will benefit greatly from the opportunities to engage in learning where the “line of sight to work” is both clear and immediate and where there are clear progression routes linked to the “gold standard” of apprenticeships in key priority skills areas.



**The best facilities to support modern learning**

Students will gain important motivation and aspiration from attending a college with the reputation and status that is attached to a college of FE.

Continuous funding from Government in place of Prospects' existing annual funding from Government will give the college greater security to support longer-term planning, development and infrastructure investment.

There will be greater diversity and students will have access to greater choice, for example the college may develop A Levels and GCSEs alongside vocational qualifications all with a strong work focus - a good example is the importance of mathematics within aviation. This will help to break down the existing perceived barriers between academic and technical/vocational learning, between further and higher education and between work-based learning and FE with benefits for the learning programmes of students and for progression routes.

The employment prospects for learners will be improved by the close engagement of employers with the college, including the development of the curriculum and supporting the learning of students.

#### **3.3.4. The community**

The areas of the South Essex Thames Gateway currently served by Prospects and which will be served by the new college have varying but pronounced issues relating to educational attainment and skills. Prospects makes a significant contribution to addressing these and its ability to do so will be strengthened with the stability and sustainability of incorporation. The college has a strong track record of helping young people from some of the most deprived areas within South Essex and helping them to secure qualifications and employment which are the key to their future life chances.

Patterns of local employment and incomes are shaped strongly by low levels of qualifications and skills which limit opportunities for local people. The community will benefit from the college working closely with employers to tackle these issues and to raise the aspiration and economic engagement of families and communities.

#### **3.3.5. Local authorities**

Local authorities have a statutory responsibility to secure sufficient suitable education and training provision for young people aged 16-19 and the government has increased the age to which all young people in England must continue in education or training, requiring them to continue until the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015. This does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16. This can be through:

- full-time study at school or with a college or training provider
- full-time work or volunteering combined with part-time education or training
- an apprenticeship.

The new college, benefiting from continuous funding from Government and building on Prospects' current high quality provision, will help local authorities to meet these responsibilities by increasing opportunities for 16 to 19 year olds in South Essex and beyond as well as for others within the community.

### 3.3.6. The education and training currently provided and its future growth and development

Continuous funding from Government will reduce the level of risk and will support longer-term planning, development and investment in provision. It will also provide the platform for investing in quality improvement, staffing and equipment.



The college's specialisms of construction and engineering have been identified as major skills priorities for the Thames Gateway

The numbers of learners in apprenticeships and on other programmes at Prospects has grown considerably and there has been a significant increase in the number of advanced apprentices and those apprentices progressing to Level 4 awards. The new college will continue these trends of growth and the expansion of higher level qualifications.

There is potential for further growth in this area with employers clearly demanding these levels of qualification. This growth is a direct response to the needs of employers. Developing to become an elite, specialist technical FE college will support the continuation of this trend, matched to employer needs, and accessible to local people through a

curriculum that provides progression all the way from Level 1 and 2 (through FE programmes and Traineeships) to higher apprenticeships and HE.

## 4. Working with employers

Employers will be intimately engaged in the new college's governance and curriculum to the extent that they regard it as their own. Universities and employers alike will see it as an icon for quality learning and skills development and will be active stakeholders in making it so. Schools and their students will see it as an outstanding and aspirational progression route and it will make an invaluable contribution to meeting skills needs within the regional economy in line with the skills priorities identified by the South East Local Enterprise Partnership.

### 4.1. The Aviation Academy

It is often said that the best provision is a "two-way street between the provider and employers with a clear line of sight to work". This will be a strong feature of the new college and what better example of this could there be than Prospects' existing **Aviation Academy** which will form part of the new college? Here tutors



The Prospects Aviation Academy the epitome of technical vocational learning

teach apprentices who are employed by leading sector employers. They work under the closest supervision on commercial, privately owned aircraft in hangars at London Southend Airport. The “line of sight to work” and the two-way street between the college and employers could scarcely be clearer.

#### 4.2. The Rail Academy

In The Rail Academy leading rail employers including Thales, Atkins, Bombardier and SERCO ensure that apprentice training for the rail sector is in every sense state of the art. Providing industry-standard equipment and bringing resources to support a capital bid for the proposed new centre for the Rail Academy, it is powerful partnerships like these that will drive the new college.

New specialist academies are being considered including Defence, Mechatronics and Motor Sport (Formula One).

The Aviation and Rail Academies are illustrations of what will be at the heart of the new college:

- **Working closely with employers** and promoting inter-firm collaboration through a GTA (Group Training Association) employer ownership model with employers engaged at every level from governance to curriculum design, delivery and assessment.
- **Creating powerful partnerships with schools, FE colleges, training providers and universities** to create transition and progression pathways that challenge widespread views that have too long restricted aspiration and constrained learning within traditionally defined “academic” or “technical/ vocational” pathways.
- Contextualising learning in an **environment that models a technology rich 21st century workplace** and which exudes the professional standards and behaviours that reflect the best of modern working practices.
- Developing **innovative curriculum and pedagogical models** through which students develop the skills, knowledge and work-ready qualities that meet and exceed the requirements of the most demanding 21st century employers.
- **Working with universities** and schools to develop learning and progression pathways that remove barriers that may otherwise limit the aspiration and progression of any student.



Exciting plans to develop The Prospects Rail Academy

This new college will lead the way for the FE sector by bringing employers together to create synergy and to develop provision that doesn't just meet, but anticipates the skills needs of their sectors and pushes best practice to new heights.

It will develop to become one of a network of elite, specialist technical colleges serving the needs of industry in the UK. In December 2013 Ofsted judged Prospects to be **GOOD** with many **OUTSTANDING** features. The description of elite colleges as "outstanding to their core" fits the ambitions and aspirations for the new college.

*"A lack of skills is a significant barrier to employability, especially as we face greater competition from outside the county and abroad."*  
*Essex Economic Assessment*

## 5. Where will the new college be located?

This will be an inspirational place of learning located on five campuses in South Essex which have been developed by Prospects in recent years as part of a £46m investment programme and these are shown below.



*The new College will operate from five outstanding campuses in South Essex*

## 6. The college curriculum

The curriculum of the new college will embrace its specialisms of engineering, construction and transportation. The curriculum will include other areas where (a) these provide progression routes to specialist programmes, (b) they meet needs of employers that are related to the engineering, construction or transportation sectors or (c) they meet identified community or other needs relating to skills and qualifications.

The curriculum in the new college will provide progression routes from entry level to advanced apprenticeships and higher education. These are illustrated in the Progression Ladders in Annexe A.

**FE programmes** will be at Entry Level, Level 1 and Level 2 and will be designed to enable learners to progress to apprenticeship programmes where they do not already have the required entry qualifications.

**Schools to Careers** programmes will cater for school students aged 14-16 who will remain on the roll of their school but who will benefit from experiencing technical skills training.

**Apprenticeships** will be the “gold standard” of the new college and these are outlined below and in Annexe B.

The college will continue to work within its campuses with other partners who wish to make provision that meets community needs. For example at its Canvey Skills Campus general adult and further education provision is made by Essex County Council and a Further Education College and Hair and Beauty is operated by a local hair and beauty academy at its Southend Campus.

## 7. Apprenticeships

Apprenticeships planned and delivered with employers and providing real cutting edge training will be at the heart of the new college’s provision. The apprenticeships provided at the time of incorporation will focus on its specialisms of engineering, construction and transportation. Reflecting the expressed needs of employers in these sectors, these are shown in Annexe B.

The new college curriculum will enable learners to progress to apprenticeships from a variety of starting points, whatever their level of prior qualifications. This is important for the new college to meet the needs of all local people. The highest standards of specialist technical learning, seen strikingly in the best of apprenticeships, will be the hallmark of all learning programmes at the new college and will guide its approaches to teaching and learning.

## 8. Who will be the students/learners of the new college?

The existing Prospects College attracts students from across South Essex and from further afield because of the national employers for whom it provides apprenticeship training. Students include school leavers and adults, many of whom are employed apprentices and the new college will have a very similar pattern of recruitment.

## 8.1. Student numbers

Projected student numbers are shown in the table below:

Learners	2013	2014	2015	2016
School students (14-16)	115	150	175	200
Apprenticeships	620	750	900	1,000
Higher Awards (Level 4 HNC)	40	100	150	200
ESF learners	60	150	150	150
Further Education learners (16-18)	500	520	560	600
Traineeships (16-18)	20	60	80	100
<b>Total</b>	<b>1,355</b>	<b>1,730</b>	<b>2,015</b>	<b>2,250</b>
Delegates on commercial training programmes	1,100	1,500	1,800	2,400
<b>Total learners on all programmes</b>	<b>2,455</b>	<b>3,230</b>	<b>3,815</b>	<b>4,650</b>

The number of students at the new college will grow from the first year of its opening. There are a number of reasons why this will happen, including:

- More students will be on three year advanced apprenticeships
- Progression routes will enable students to gain access to these from other one year level 1-2 courses, leading to a longer overall time at the college
- A number of apprenticeships will be provided with employers who have already forecast growth in the numbers of apprentices they will recruit in coming years

## 9. -Process and timescale

The consultation begins on 16<sup>th</sup> January 2014 for a period of one month. After that the results of the consultation will be analysed and it will be presented to the Secretary of State for Business, Innovation and Skills as part of an overall application for approval to open the new college.

The new college is planned to open in September 2014. Prospects Learning Foundation will be actively involved in the governance of the new college which upon opening will assume the activities of the existing Prospects College. The new college, whose head office will be located in the existing Prospects College GTA in Basildon, will embark on an aspirational programme of growth and development, building on the track record of Prospects College and the firm platform of continuous funding from Government which incorporation provides.

It is anticipated that the shadow board of the new college will be formed in April 2014 and that it will be responsible for the governance of the new college from 1 September 2014. Establishing a new college is a legal process that has to go through Parliament and this process will happen between March and August 2014.

## 10. How to make your views known as part of the consultation

The consultation runs from 16 January until 17 February 2014. The best way to let us know your views is by using the online response form on the consultation website at [www.prospectsconsultation.co.uk](http://www.prospectsconsultation.co.uk). Alternatively there is a response form in Annexe C of this document that you can complete and post to us at: Consultation, Prospects Learning Foundation, Crompton Close, Basildon, Essex, SS14 3AY.



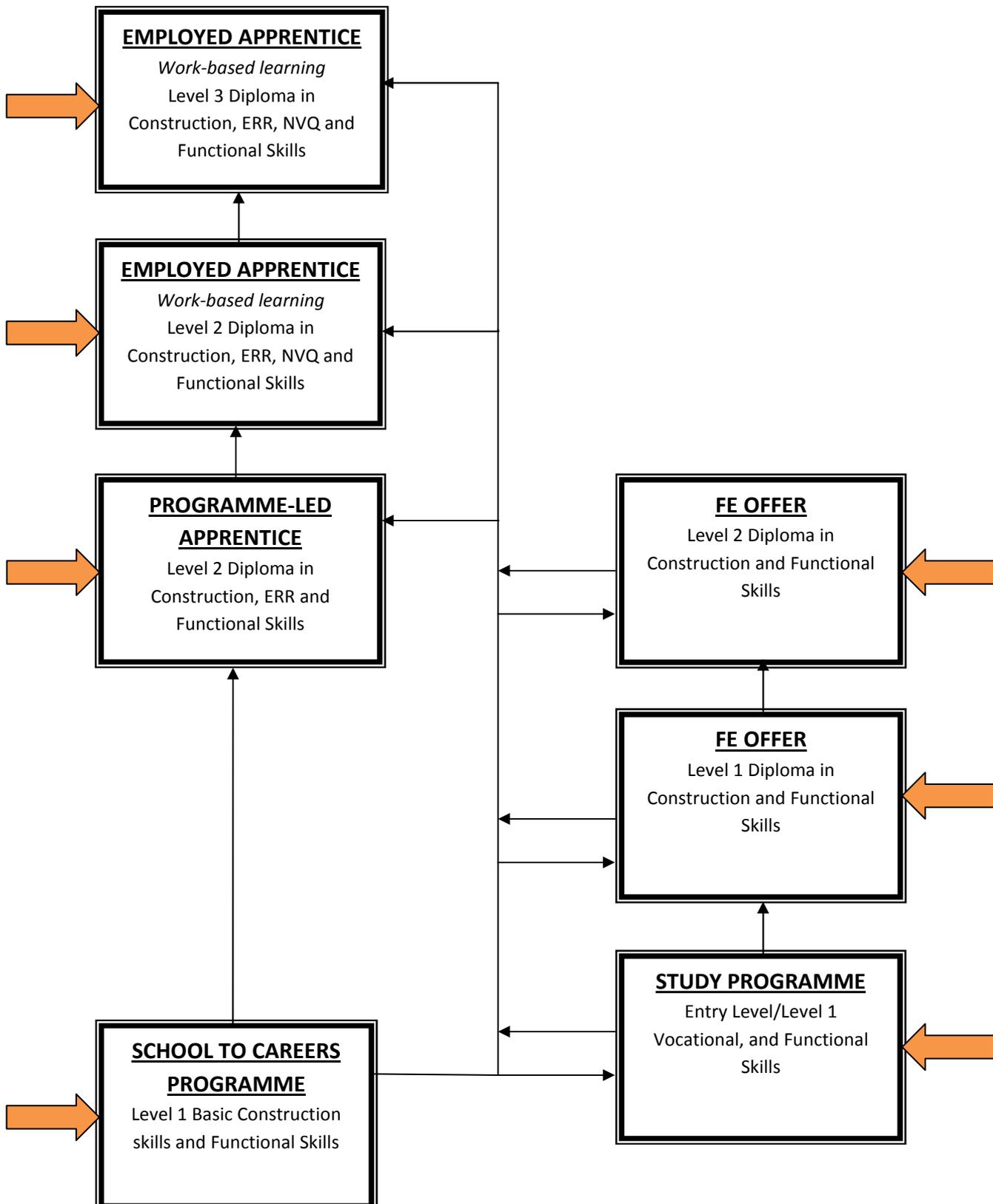
In particular we want to know your views on the following questions:

1. - Do you support the establishment of this new college to increase the - number and range of apprenticeship and Further Education opportunities available - to support key sectors of the local and regional economy? -
2. - Are there other sectors or sub sectors which should be considered by the new college? The college will specialise in engineering, rail engineering, aviation, construction crafts, building services and renewables but are there other gaps in technical skills training?
3. - How could your organisation support the work of the new college?

## 11. ANNEXE A – Engineering and construction progression routes

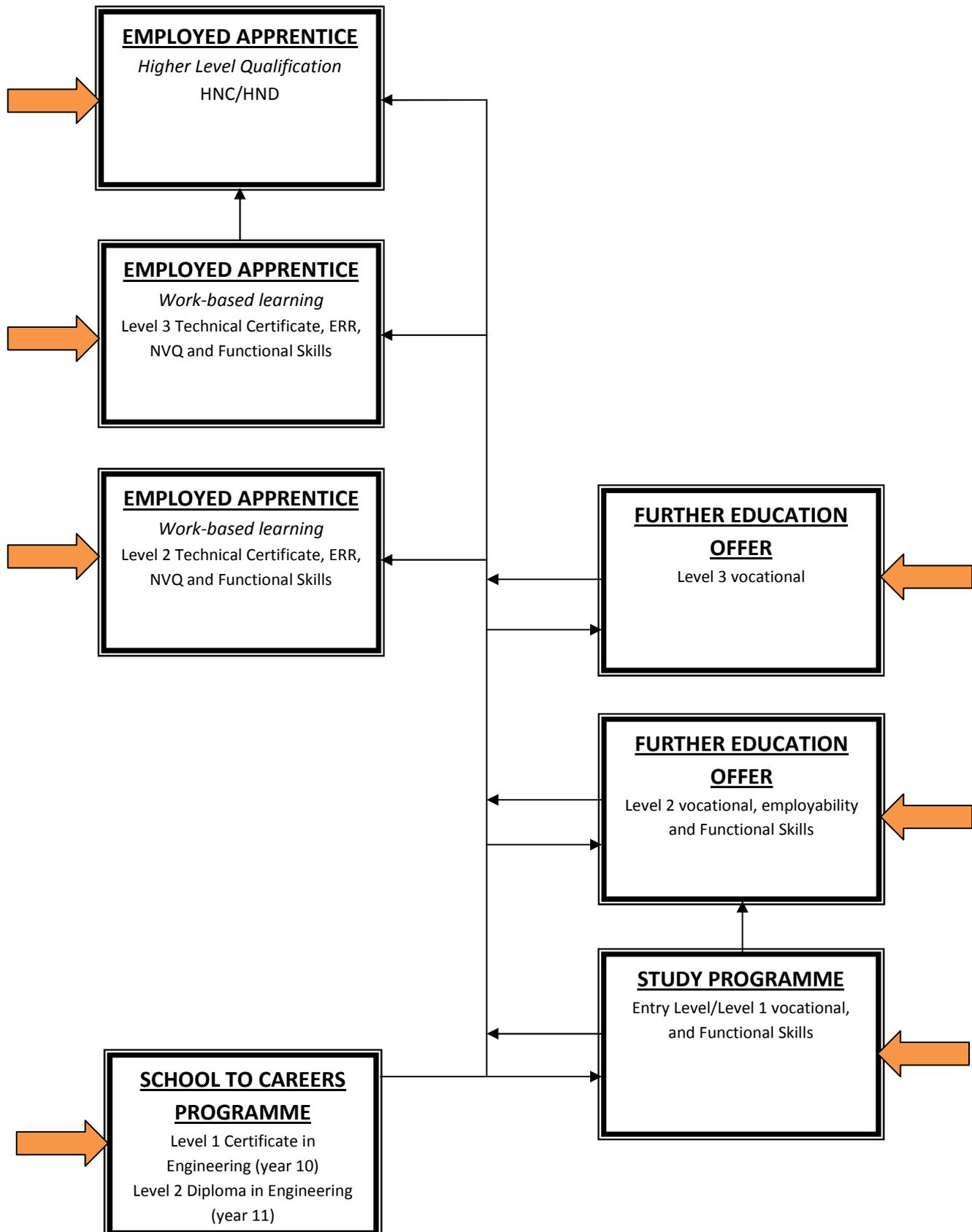
### 11.1. Construction progression ladder

Applicants can progress up the ladder or enter a level appropriate to their needs.



## 11.2. Engineering progression ladder

Applicants can progress up the ladder or enter a level appropriate to their needs.



## 12. Annexe B – The intended apprenticeship offer in September 2014

Apprenticeships are at the heart of the new college's provision. The college will offer a "gold standard" service for employers and learners; from advertising and filling vacancies to planning and delivering programmes collaboratively with employers, the college will show what working in close partnership with employers can really mean. The apprenticeship programmes will focus on engineering, construction and transportation and will build on Prospects' strong track record which Ofsted judged to be **GOOD** with several elements that are **OUTSTANDING**.

The initial apprenticeship programmes available at the time the college opens are anticipated to be:

### **Intermediate Level Apprenticeship in Improving Operational Performance:**

Pathway 1 – Intermediate Level in Performing Engineering Operations

### **Advanced Level Apprenticeship in Engineering Manufacture:**

Pathway 1 – Aerospace

Pathway 3 – Mechanical Manufacturing

Pathway 5 – Engineering Maintenance

Pathway 6 – Fabrication & Welding

Pathway 8 – Engineering Technical Support

Pathway 9 – Electrical and Electronic Engineering

Pathway 10 – Installation and commissioning

### **Intermediate Level Apprenticeship in Construction Building:**

Pathway 1 – Decorative Finishing and Industrial Painting

Pathway 2 – Maintenance Operations

Pathway 3 – Trowel Occupations

Pathway 4 – Wood Occupations (Site Carpentry and Bench Joinery)

Pathway 5 – Wood Machining (Being researched)

### **Advanced Level Apprenticeship in Construction Building:**

Pathway 1 – Trowel Occupations

Pathway 2 – Wood Occupations

Pathway 3 – Decorative Occupations

### **Intermediate Level Apprenticeship in Refrigeration and Air Conditioning:**

Pathway 1 – Refrigeration

Pathway 2 – Air Conditioning

### **Advanced Level Apprenticeship in Refrigeration and Air Conditioning:**

Pathway 1 – Refrigeration

Pathway 2 – Refrigeration Service and Maintenance

Pathway 3 – Air Conditioning

### **Intermediate Level Apprenticeship in Plumbing & Heating:**

Pathway 1 – Plumbing

**Advanced Level Apprenticeship in Domestic Plumbing and Heating:**

Pathway 1 – Domestic Plumbing and Heating (Oil-Fired, Solid Fuel or Environmental) -

Pathway 2 – Domestic Plumbing and Heating (Gas Fired Warm Air Appliances) -

Pathway 3 – Domestic Plumbing and Heating (Gas-Fired and Central Heating Appliances) -

**Advanced Level Apprenticeship in the Electro-technical Industry:**

Pathway 1 – Electrical Installation

Pathway 2 – Electrical Maintenance

**Possible additions:**

Intermediate Apprenticeship in Rail Traction and Rolling Stock Engineering – if these are sought by employers in the rail sector.

## 13. Annexe C – Consultation response form

### Prospects College Consultation Response Form

#### Summary of the proposal

We are consulting on a proposal for the establishment of a new specialist technical college in South Essex. The college will be a unique new employer-focused, specialist technical college in the South Essex Thames Gateway, the first of its kind in England and the first new Further Education College to be incorporated since 1992.

Prospects Learning Foundation is proposing to create this new college which will specialise in the key priority skills areas of engineering, construction and transportation and associated sectors. It will operate from the existing Prospects skills campuses in Southend (including Southend Airport), Canvey Island and Basildon. Prospects has decided to establish the new college because of its excellent industry and employer links, its sector expertise, its outstanding technical skills centres and its proven track record of high quality provision. This is in line with the Government's stated policy to encourage greater diversity and innovation in the market of skills provision, and for this provision to be of high quality and responsive to the needs of employers.



A new specialist technical college to meet the skills needs of South Essex

You will find full details of the proposal and an online response form at [www.prospectsconsultation.co.uk](http://www.prospectsconsultation.co.uk) . If you prefer you may use the printed response form at the back of the consultation document and send it to:

Consultation -  
Prospects Learning Foundation -  
Crompton Close -  
Basildon -  
SS14 3AY. -

## WE WANT TO KNOW YOUR VIEWS -

Your name		
Name and address of your organisation (if appropriate)		
Nature of your organisation (if appropriate - <i>eg employer, local authority, college, school, training provider, etc.</i> )		
<p>If you would like us to contact you about the new college please provide a telephone number or an email address here:</p>		
<p><b>QUESTION 1</b>          Do you support the establishment of this new college to increase the number and range of apprenticeship and Further Education opportunities available to support key sectors of the local and regional economy?  <i>(Please tick ✓ your response and let us have any comments in the space below)</i></p>	Yes	
	No	
	Don't know	
<p>Please use this space if you wish to make a comment regarding question 1</p>		

<p><b>QUESTION 2</b></p> <p>Are there other sectors or sub-sectors which should be considered by the new college? The college will specialise in engineering, rail engineering, aviation, construction crafts, building services and renewables but are there other gaps in technical skills training?</p> <p><i>(Please tick ✓ your response and let us have any comments in the space below)</i></p>	<p><b>Yes</b></p>	
	<p><b>No</b></p>	
	<p><b>Don t know</b></p>	
<p>Please use this space to provide further detail regarding your response to question 2 question 2</p>		
<p><b>QUESTION 3</b></p> <p>If you are responding for an organisation, how could your organisation support the work of the new college?</p>		