

BRIGHTON HOVE AND SUSSEX SIXTH FORM COLLEGE

Property Strategy

July 2006

(Approved at Corporation July 2006)

Section 1

The College

Brighton, Hove and Sussex Sixth Form College (BHASVIC) occupies a single site in Hove. There are nine comprehensive schools, of which four have sixth forms, another sixth form college and a college of general further education within the Unitary Authority of Brighton and Hove. The College currently draws approximately 40%¹ of its 16-18 year old students from outside the unitary authority.

The Unitary Authority was formed in 1997 and has a population of about 250,000. It is a lively cosmopolitan city, which contains some areas of acute social deprivation.

The clear focus for BHASVIC's work, and the basis for its reputation, is in providing courses for full-time 16-19 year olds, predominantly at Level 3. Recently, and in response to the Government priorities, the College has pioneered innovative programme-led apprenticeships at Levels 2 and 3. We also meet the needs of the local ethnic minority and refugee communities for ESOL and IT courses. BHASVIC has also been successful in attracting overseas students, from within the European Community and beyond, to study at the College. We offer modern foreign language courses on a full-recovery basis.

The College has productive links with a wide range of local and regional organisations. These include working arrangements with the two other colleges and with the schools in Brighton and Hove, the local universities, the local learning partnership, the Sussex (sixth form) Colleges consortium and FE Sussex (which includes all the colleges of further education in Sussex). Principal among these partnerships are the Brighton and Hove Colleges' Accord and the 14-19 Strategic Planning Group of the Local Learning Partnership (Partnership Board). The Accord has agreed a curriculum plan that will deliver all 14 vocational diploma strands, post-16, at the appropriate levels and is broadening this currently within the Partnership Board's Curriculum Group to become a City-wide 14-19 curriculum offer. The Accord has also declared its intention to devote its efforts to implementing the Partnership Board's action plan.

Accommodation implications of the Strategic Plan

The College's strategic aim is to house a student population of 1700 in accommodation which optimises teaching and learning. We envisage the curriculum we offer will be devised in conjunction with our partners within the City. The Brighton and Hove Colleges' Accord has devised a curriculum plan (See Appendix A) which addresses the key StAR outcomes and the implications of the Government's 14-19 Implementation Plan and is developing this further under the umbrella of the Partnership Board (see above).

¹ Local Capital Plan, Learning and Skills Council Sussex, Update June 2006

The College's Self Assessment Report indicates that the quality of the College's provision is high. This quality in the provision of teaching and learning is in stark contrast to that of the accommodation in which it takes place.

Analysis of the practice within departments graded 1 indicates the benefits of strong teams of subject specialists working together and sharing ideas. Such collaborative working is promoted by appropriate accommodation for staff as well as for students. In order to further drive up the quality of the teaching and learning experience we offer students, the following issues must be addressed:

- Mobile classrooms must be replaced
- More classrooms are needed
- Computer facilities must be improved
- Learning Support facilities must be expanded and located more centrally within the College
- The Open Learning Centre needs to expand
- Science laboratories need refurbishment and expansion in order not to constrict the delivery of courses
- Media, Art and Photography accommodation must expand
- Music accommodation must be made fit for purpose
- Student services must be brought together
- Performing Arts accommodation should be co-located
- The College should provide a proper theatre space
- Staff working space (both teaching and support staff) needs to expand and be more rationally located

In addition we are mindful that:

- The College has no dedicated meeting / conference room
- There are not enough toilets
- Staff room and kitchen are too small
- Student recreational areas (even with the Sports Centre) are not adequate
- Provision of bicycle parking and staff showers is inadequate
- Security of the site remains an issue
- Outdoor shelter for smokers is needed in order to reduce passive smoking risks to others and in order to enhance the external appearance of the College. This will need to be kept under review in light of legislation.
- Improved access to the main road from the lower car park is required
- The College has nowhere for quiet contemplation or staff benefits such as various stress-reduction therapies

In developing accommodation solutions to meet these needs, the College is committed, in line with the Values Statement in our Strategic Plan, to working closely and consensually with its staff and students.

Section 2

Existing site and buildings

The College is situated on a triangular site bordered on two sides by the Dyke and the Old Shoreham Roads. The third 'side', to the rear of the College is made up of playing fields, a portion of which is owned by the College, the majority of which are owned by the Local Authority. A Joint User Agreement to which the College, the

Local Authority and Cardinal Newman School are partners governs use of the playing fields.

A public footpath maintained by Brighton & Hove City Council bisects the site separating the main campus from the playing fields, and forming a pedestrian link between Dyke Road and Old Shoreham Road.

Since Incorporation, work has been carried out, notwithstanding straitened financial circumstances, to manage the increase in the student population that has more than doubled in that time, to meet Health and Safety requirements and to improve the appearance of the College. The principal achievements have been the creation of a new Sports Centre, the refurbishment and extension of the library that has transformed it into an Open Learning Centre, the addition of ramped access and a lift to the main building and the replacement of large portions of the roof in the main building.

The premises consist of an older main block attached to a block of teaching accommodation together with a free standing building, which is the former boarding house, called College House. In addition there are two areas of hardstanding forming the upper and lower car parks and tennis courts. A pavilion is located on the playing fields together with two small huts.

- The main building, constructed between 1911 and 1914, was originally built as a boys' Grammar School. It is constructed on a sloping site and as a consequence the southern part has a lower ground floor together with ground and two upper floors. The main frontage, while imposing is not listed. This block comprises traditional teaching accommodation and administration areas around three sides of a central hall, following the perimeter of the building, on the lower ground, ground and first floors. The whole of the second floor is used for teaching purposes. Access to these upper floors is via two solid, spiral staircases located in the north-east and south-east corners of the building. Construction is traditional brickwork elevations to a multi pitched tiled roof, with solid floors. The majority of windows are timber casements with Georgian style metal framed infill and a significant proportion have been replaced in the original style in modern double glazed units. The windows to the stairwells are timber framed porthole style. The internal finishes include a mixture of terrazzo, linoleum or blockwork floors, plastered and painted walls for the most part with some classrooms having ceramic tiles to dado height. The majority of ceilings are plastered and painted with a vaulted construction to corridors and some second floor rooms. The central hall comprises a woodblock floor, timber panelling to part of the walls, the remainder being plastered and painted with murals to a vaulted ceiling. A large, leaded, stained glass window forms a feature. Ground floor access and various metal walkways, partly covered, link this block to the teaching block at the rear.
- The teaching block at the rear of the main building (the connecting block) was built in the 1930's and currently provides teaching/learning accommodation, a canteen and a refectory. A lower ground floor is accessed only from the southern elevation, with ground and first floor above. The building is quite narrow and access is via two solid staircases located at the east and west end of the building. There are no internal corridors. Construction is traditional brickwork elevations with a pitched tile roof, floors are a mixture of timber and solid and windows are timber casement with metal frame infill, except for the careers suite which is fitted with Upvc sealed units. Internal finishes are

plastered and painted walls with various floor coverings including linoleum, carpet and bare timber.

- College House, built in the same period as the main building, was a purpose built boarding house, with master's residence at the rear. This explains the rather unusual distribution room shapes and sizes and the inherent structural difficulties. The accommodation is arranged on basement, ground and two upper levels, the design of each floor being such that the front part of the building is at a lower level than the rear, resulting in several half floors. The building has a central courtyard to the rear, and the second floor is smaller than the lower floors. Construction is traditional brickwork elevations to multi pitched roofs, windows are Georgian style timber casements with metal frame infill, dormer windows to part of the second floor have felt covered roofs, and floors are mostly solid with some timber.
- The student common room is a small single storey structure triangular in shape, situated to the west of the main campus and attached to the connecting block, but with no direct access from there. It was constructed during the 1970s. Construction is brickwork elevations with some timber fascia boarding to a flat felt roof, large timber framed picture windows form the western elevation. The floors are solid and linoleum covered, walls are plastered and painted to a suspended acoustic tile ceiling. Due to the slope of the site a walkway giving access to the public footpath, playing fields and gym beyond, passes underneath part of the building. For health and safety reasons, this building is now not available to students, and the estimated cost of repair is in excess of available funds.
- The Sports Centre was opened in April 2003 and comprises a sports hall, changing rooms, two classrooms, a dance studio, a student recreation area with canteen facilities and office space.
- The pavilion, built in 1956 is located on the playing fields to the north boundary and is used as a changing facility on an irregular basis. It comprises a single storey building with brickwork or blockwork elevations, which have been rendered, to a pitched tiled roof. The building was extensively refurbished in 2001.

The College owns a portion of the playing fields at the rear of the site. Use of the fields by the College and two other schools is governed by a Joint User Agreement to which the Council is also a signatory.

Original "playgrounds" at two levels at the rear of the main building, together with a small area at the front of the College and an area to the rear of College House provide car parking space. Vehicular access from the two main roads is via 5 entrance/exit routes. All entry routes are narrow and allow only one vehicle to pass at a time. Exit is by the same route as entry from the lower car park, the car park at the front of the College, and the car park at the rear of College House. The upper car park has separate entry and exit routes. In the last few years, work has been carried out to improve separation of vehicles and pedestrians; however, improved access to the main roads is desirable.

The current accommodation is made up of 60 teaching areas, 6 of which are temporary classrooms. Planning consent for these expires in August 2008.

Under the Brighton & Hove City Council Local Plan, 2001, the site is designated for educational purposes. The site does not lie within a conservation area and none of the buildings on site are listed. However, the College is entered as a “building of local interest” which also includes the gates to the east of the site.

Physical condition and the planned maintenance programme

The College commissioned a condition survey in February 2005. This was carried out by Overton-Hart, Chartered Building Surveyors. This has resulted in a 5 year planned maintenance programme. Due to the nature of College House, and the prohibitive cost of ensuring that it is DDA compliant, it has been excluded from the programme. Essential remedial work will be carried out as required and there should be sufficient in the general premises repairs budget to cover this.

Financial constraints mean that prioritisation is essential and the following criteria have been used to arrive at priorities:

- To ensure the health and safety of users of the building
- To undertake repairs where delay will increase the eventual cost of the repairs.
- To improve the attractiveness of BHASVIC as a place to learn and work.

Other factors that were taken into account were:

- All rooms in the College in a poor or medium condition will be redecorated over the next four years.
- Work will be packaged as far as possible in an efficient way, for example using scaffolding to attend to all repairs that are accessible from it.
- All external elevations will be redecorated and rainwater goods replaced over the next seven years.

In addition to the planned maintenance programme, a sum of some £50,000 is spent annually on general repairs and maintenance and minor improvements.

The following gives estimates of expenditure for the next five years.

The years are as follows:

PLAN YEAR	YEAR
1	2007/08
2	2008/09
3	2009/10
4	2010/11
5	2011/12

A broad basis for expenditure is:

Year 1:

Repairs to brickwork	£130,000
Replace canteen windows	£13,000
Ongoing electrical work	£10,000
Stone work above OLC windows	£5,000
Internal redecoration	£35,000
Total	£193,000

Year 2:

Roof repairs main building north	£70,000
Replace plumbing goods	£12,000
Ongoing electrical work main building	£10,000
Mechanical plant	£4,000
Re pointing brickwork	£25,000
External redecoration	£15,000
Ongoing electrical renewal	£10,000
Internal redecoration	£35,000
Total	£181,000

Year 3:

OLC Tiled roof	£130,000
OLC Asphalt roof	£24,000
Lead work on dorma windows	£10,000
Ongoing electrical work main building	£10,000
Internal redecoration	£35,000
Total	£209,000

Year 4:

Replace OLC windows	£36,000
External redecoration	£10,000
Mechanical plant	£5,000
Replace eaves	£40,000
Re - pointing brickwork	£20,000
Ongoing electrical work	£10,000
Internal redecoration	£35,000
Total	£156,000

Year 5:

Internal redecoration	£45,000
External repairs	£20,000
Mechanical plant	£5,000
Roof repairs refectory & physics labs	£30,000
Replacement windows Dyke road side	£100,000
Total	£200,000

The total planned expenditure over the next five years is £939,000. The College has decided that maintenance will be carried out in accordance with the list of priorities detailed above.

Running costs

Overall running costs for 2004/05 were:

	£
Energy	64,000
Services	8,000
Rates	13,000
Maintenance contracts	12,000
General repairs / maintenance	238,000
Cleaning	121,000
Caretaking	85,000
Security (alarms)	13,000
Waste management	15,000
Rental of Portacabins	64,000
Total	£633,000

This equates to an average running cost of £76 per m². This is considerably higher than the £61 quoted in the 'Reasonable Space' comparison in a recent benchmarking exercise by Ben Johnson Hill.

Disabled facilities

The age of the buildings and the inherent nature of the original design mean that the needs of the disabled are hard to incorporate. The existing strategy is two-fold. Firstly, when refurbishments take place the opportunity is taken to incorporate as far as practical improvements for disabled access and use. Secondly, the College will make adaptations to facilities to meet the specific needs of students who join the College.

From 1 September 2002, part 4 of the Disability Discrimination Act (DDA) 1995 came into force, introducing duties for all involved in the provision and facilitation of education and learning for disabled pupils and students. The guidance given is that under the reasonable adjustments duty, schools and colleges are not required to remove or alter physical features. Physical alterations are covered by the longer term planning duties. However, this does not mean that schools and colleges should do nothing where there is a physical barrier. There is still a positive duty to make reasonable adjustments to ensure that a disabled student is not at a substantial disadvantage.

Support for disabled pupils comes from the planning duties of the Act. This sets out requirements on education providers to draw up accessibility plans to improve access to education at colleges over time. The College has been working on this, and commissioned a disability access survey in May 2003. All of the recommendations in that report have been implemented, with the exception of any relating to College House as due to the age and design of the building, the options available to improve access to the curriculum are limited. The main building is now fully accessible due to the construction of a ramped access at the front of the building, and the installation of a lift.

Space Need Assessment

The College commissioned GVA Grimley, International Property Advisers, in September 2002, to carry out a Space Needs Assessment, and their report is attached at Appendix B. Attention is drawn to section 4 of the report "Conclusions and recommendations".

Attested accommodation issues

The judgements which the College and various consultants have reached about our accommodation are summarized below:

The College View

We believe our current accommodation is:

- Cramped
- Obstructive to high quality teaching and learning
- Hostile to disabled access
- Short of student study and social space
- Costly to maintain

Ben Johnson-Hill

In 2004, Ben Johnson-Hill carried out a bench-marking exercise with the Surrey and Sussex Sixth Form Colleges. The survey was based on data from 2002-03. They noted:

Our analysis showed that the College used 7,519 sqm; this was 17% (1539 sqm) less than the "Reasonable Space" comparison.....Your mix of teaching rooms was interesting. Overall you had 24 less (sic) teaching rooms, surely a significant lack of resource. Classroom sizes were generally in-line. Overall teaching room utilisation (taught hours/room/week/day) was and probably has to be 18% higher than others. We jointly concluded that the current sqm and configuration was not adequate for the long term if the College planned to grow in student numbers.....we noted that your repairs and maintenance costs were £55,000 higher than the norm (page v-vi)

GVA Grimley

The College commissioned a Space needs Assessment in 2002 from GVA Grimley, whose analysis suggests that the College require:

- **1,047 m² of additional space to come up to minimum recommended level as proposed by the LSC (i.e. 12% increase in floorspace)**
- **replacement space of 2,330 m² to replace College House, the temporary buildings and the existing Common Room, which is unusable as it has been deemed unsafe**
- **substantial additional work to improve accessibility to the remaining estate**
- **substantial reconfiguration is required to improve functional suitability to the remaining poor areas of the main building.**

Ofsted

The Ofsted Inspection of the College in October 2003 noted that:

The financial affairs of the College are well managed and the College provides good value for money. Over £2 million has been spent in the past 15 months in maintaining the buildings, renovating laboratories and constructing a new sports block. However, much of the accommodation is inaccessible to those with restricted mobility.(p.5)

The Inspection confirmed the view of the College Staff, the College Senior Management and the College Corporation that the poor quality of our accommodation damages the quality of the education we can provide:

Increased student numbers have put a strain on the existing accommodation. There is little social space for students. Many classrooms, particularly those in the old college house, are too small to accommodate the classes that use them. This, and the awkward shape of some rooms, restrict (sic) the effectiveness of some teaching methods. (para.15)

Two of the five strategic recommendations made by Ofsted focused on accommodation:

- **teaching and learning at level 2**
- **management at curriculum level**
- **poor access for students with restricted mobility**
- **some unsuitable accommodation**
- **the rigour of staff appraisal (p.2)**

The Report noted that:

Opportunities for the practice and development of skills are constrained by unsuitable accommodation in dance and music.(p4; see also p.35) ...the attainment of students in dance, media and music is constrained by the lack of appropriate facilities for practice and independent study (para. 74)...Classrooms in music are too small for the size of classes and poor soundproofing in music practice rooms limits rehearsal opportunities....There is poor access to the media area for people with restricted mobility. Student enrolments have increased and space constraints are limiting opportunities for students to work on their own. (para. 77)... Although the large student numbers (in Art) lead to crowding and pressure on resources, space is effectively managed to its full potential. (para. 81)

Disability Access

The College commissioned a Disability Access Survey in 2003 from A P Appleby, Chartered Building Surveyor. In relation to College House, which represents 20% of existing accommodation, the consultant reported that “... **the building has many disadvantages in relation to providing suitable accommodation to meet current teaching requirements. Additionally the building has undergone structural modifications to strengthen floors, which has further added to the problems of providing level access. Accordingly all recommendations are restricted to achieving basic improvements...**”

In addition to this, our Architects, Nick Evans Architects, have confirmed that it is impractical to consider making College House DDA-compliant

Section 3

Opportunities for development

The College occupies a single site and all its premises are currently used. There is therefore no scope for the sale of surplus sites or for consolidation of activities. Equally there is no scope for the demolition of underused buildings to save on running or maintenance costs.

The College is reliant on easy access to both Hove and Brighton railway stations. A change of site is therefore precluded unless the College were to change the pattern of students for whom it caters very significantly.

The Corporation is of the view that the most desirable way of addressing the weaknesses identified in earlier sections would be by way of new building. New build would be on the existing site. In addition, the design of new buildings could include a holistic rather than a piecemeal approach to the present difficulties; it could address the sustainability and equality and diversity agendas and provide future-proofing against IT developments whilst at the same time producing an architecturally stimulating environment to reflect the high quality and vitality of the College's educational offer.

Section 4

Development options

Drivers for change

The College is mindful of the following pressures:

- The College's Strategic Objectives
- Temporary accommodation for which there is time limited planning permission needs to be replaced (strictly by August 2008) if the College is not to shrink in student numbers
- Unacceptable constraints curtail student provision
- There are pressing infrastructure needs
- College House is an unsatisfactory building in a number of ways particularly in regard to its major disability discrimination access problems
- Maintenance and running costs are generally higher for old buildings than for new
- New build would enable the College to ensure that more of its accommodation complied with up to date safety criteria.

Four development options for the College's accommodation have been defined in response to the Drivers for Change.

Development option 1, the status quo, or “do nothing” option fails to address any of the accommodation issues and causes the College to shrink in student numbers due to the loss of the temporary accommodation and is therefore in contravention of the Strategic Plan. This option means an unacceptable reduction in the College’s revenue.

Development option 2, for which planning permission has been secured, (although it expires shortly), allows for the building of a new classroom block at the rear of the site. This option would allow the College to replace the temporary classrooms with permanent accommodation, add three further classrooms, and would go some way to facilitating improved curriculum delivery.

Development option 3 is an accommodation solution, which addresses the entire curriculum and infrastructure needs listed above, via new build and refurbishment of existing accommodation.

Development option 4 enhances this by allowing for demolition of College House, the connecting block, the student common room and the replacement of the temporary accommodation. It would allow for refurbishment of the remaining accommodation (main building and the Sports Centre) and thus produce future-proofed, sustainable, fit-for-purpose accommodation on the existing site.

Section 5

Option evaluation

The matrix below attempts to summarise, very simply, how the four Development Options fit with the Drivers for Change:

	Development Option 1	Development Option 2	Development Option 3	Development Option 4
Houses 1700 students with some room for expansion	No	No	No	Achieved
Replaces existing mobile accommodation	No	Achieved	Achieved	Achieved
Addresses curriculum constraints	No	Barely improved	Some improvement	Achieved
Addresses infrastructure constraints	No	Barely improved	Achieved	Achieved
Addresses access problems	No	Barely improved	Some improvement	Achieved
Addresses maintenance and running cost issues	No	No	No	Achieved
Enhances accommodation safety	No	No	Improved	Achieved
Affordable on current (2006) funding arrangements	No (loss of income)	Yes	Yes	Very probably

Section 6

Identification of Preferred Option

The College's Corporation have considered the key accommodation issues facing BHASVIC and, at their meeting of 13 July 2006, expressed their support for the College's ambition to implement Option 4.

Appendix A

An Area D collaborative curriculum response to the Strategic Area review DRAFT March 2006

The Brighton & Hove Colleges' Accord Curriculum Group has deliberated on an integrated response from Area D Colleges to the findings of the Strategic Area Review. The outcomes have been informed by discussion with Linda Ellis of the Local Authority. They will be presented for approval to the 14-19 Strategy Group of Brighton & Hove Learning Partnership.

The Brighton & Hove Colleges' Accord Curriculum Group has focused on six main areas for collaboration. All these plans assume new build and/or refurbishment for all Area D colleges.

1. Programme led apprenticeships
2. Specialised diplomas
3. Level One provision: a new curriculum for NEET students
4. Enrichment and Every Child Matters
5. SLDD and LLDD
6. Progression to Level 4

1. Programme led apprenticeships

- Subject to agreement from the LSCS to extend the pilot and subject to adequate funding, all three area D Colleges and Plumpton College will offer programme led pathways, designed to fill gaps in current provision. Programme led pathways are currently available at BHASVIC in Business, ICT, H&SC, Tourism and Sport. These apprenticeships are based on L2 NVQ frameworks but sit alongside FE programmes at both L2 and L3
- The expansion in programme led pathways to fill gaps in provision would be for courses to start in September 2008
 - Early Years: Varndean
 - Retail: Varndean (alongside Business L2 and L3)
 - Construction and the built environment: City
 - Hospitality and catering: City
 - Public Services: City
 - Land based and environmental: Plumpton
 - Creative and media²: BHASVIC, City and Varndean
- The Colleges would share a Programme Led Apprenticeship Manager who would be based in BHASVIC. Employment of this manager would commence in September 06 and we would be looking for funding from Post Inspection Action Plan monies to support the research and developmental aspect of this appointment. Funding from 2008 would be shared between the colleges.
- The Programme Led Apprenticeship manager would:

² The diverse nature of this programme area as well as the local industrial profile make it appropriate for each College to collaborate on providing creative and media arts specialisms.

- research employer engagement, student demand and availability of appropriate training providers
- set up processes and systems for the expansion of the programme led apprenticeships
- produce a joint Programme Led Apprenticeship brochure for the City as part of a joint marketing campaign in 07-08
- investigate co-operation in MIS systems for Programme Led WBL.
- The Accord Colleges will work closely with all schools in the City to facilitate progression, particularly from relevant 14-16 courses such as Young Apprenticeships and specialised diplomas at L1 and L2

2. Specialised diplomas at L2 and L3

- The Accord Colleges will collaborate on the development of the specialised diplomas at Level 2 and Level 3.

Phase	Diploma Area	Availability
Phase 1	<p>1. ICT Vocational courses currently offered: BHASVIC L2 and L3 City L2 and L3 Varndean L2 and L3</p> <p>2. HEALTH & SOCIAL CARE Health & Social care Vocational courses currently offered: BHASVIC L2 and L3 City L2 and L3 Varndean L2 and L3 Child Care/Early Years Vocational courses currently offered: Varndean L2 and L3 City L2 and L3</p> <p>3. ENGINEERING Engineering Vocational courses currently offered: City L2 and L3 Motor Vehicles Vocational courses currently offered: City L2</p> <p>4. CREATIVE & MEDIA Art and Design Vocational courses currently offered: Varndean L2 City L2 and L3 Dance Vocational courses currently offered: BHASVIC L3 Varndean L3 Media Vocational courses currently offered: City L2 and L3 Multi Media Vocational courses currently offered: City L3</p>	September 2008

	<p>Performance Arts Vocational courses currently offered: BHASVIC L3 (Music or Theatre Perf) Varndean L3 (Theatre) City L2 & L3 (Music Technology) and L3 (Performance)</p> <p>Photography Vocational courses currently offered: City L3</p> <p>5. CONSTRUCTING AND THE BUILT ENVIRONMENT Vocational courses currently offered: City L3</p>	
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Phase 2	<p>6. LAND-BASED & ENVIRONMENTAL Horticulture Vocational courses currently offered: City L2 and L3</p> <p>7. MANUFACTURING Vocational courses currently offered: City L3</p> <p>8. HAIR & BEAUTY Beauty Vocational courses currently offered: City L2 Hair Vocational courses currently offered: City L2 and L3</p> <p>9. BUSINESS ADMINISTRATION & FINANCE Vocational courses currently offered: BHASVIC L2 and L3 Varndean L2 and L3 City L2 and L3</p> <p>10. HOSPITALITY & CATERING Vocational courses currently offered: City L2</p>	September 2009
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Phase 3	<p>11. PUBLIC SERVICES Vocational courses currently offered: City L2 and L3</p> <p>12. SPORT & LEISURE Vocational courses currently offered: BHASVIC L2 and L3 Varndean L2 and L3</p> <p>13. RETAIL No courses on offer</p> <p>14. TRAVEL & TOURISM Vocational courses currently offered: BHASVIC L3 Varndean L2 and L3 City L2 and L3</p>	September 2010
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- The three Colleges will ensure that specialised diploma provision is offered at L2 and L3 across area D in all 14 areas, ensuring that there is sufficient growth to accommodate the anticipated rise in post 16 staying on rates, whilst ensuring there is no unnecessary duplication and that provision is differentiated to better meet the needs of students. To accomplish this, the Accord will work closely with all City schools.
- The Accord Colleges will
- work closely with all schools in the City to facilitate progression, particularly from relevant 14-16 courses such as Young Apprenticeships and specialised diplomas at L1 and L2
- work collaboratively with the planned Skills Centres in the east and the west of the City
- collaborate to make best use of existing and new accommodation at each College
- work closely with the Sussex Learning Network to ensure that progression opportunities are available locally

2. Level One provision: a new curriculum for NEET students

- Subject to adequate funding, the Accord Colleges will collaborate on provision of a new BTEC Explorer Qualification level one, with courses starting in September 2008. Students will choose their main provider (as proposed in the FE White Paper) and will move between the Colleges (including Plumpton College) to experience tasters of different vocational areas (for example in Art, Business, Construction, Catering, Hair and Beauty, Health & Social Care, ICT, Media, Motor Vehicle, Performing Arts, Retail, Sport, Outdoor Education, Tourism).
- This will be an Entry to Further Education programme and will be clearly differentiated from Entry to Employment courses.
- Teaching staff across all Colleges will collaborate on the planning of curriculum delivery outside the specialist learning area. This will include generic learning (functional skills, personal skills, employability skills and learning and thinking skills), a workshop programme (on time management, personal awareness and motivation, managing money, research skills, preparation for working life) and a residential programme (mapped to Working with Others and Problem Solving)
- In order to meet the needs of the Children and Young People's Plan, the programme will have three different start points through the year.
- The Accord Colleges will work closely with ACE and other appropriate agencies to reach those young people for whom such a level one programme would be appropriate
- The Accord Colleges will issue a joint prospectus for L1, planning sufficient coverage to enable progression.

3. Enrichment and Every Child Matters

- The Accord Colleges will collaborate on enrichment activities to meet the needs of the Every Child Matters agenda in the Brighton & Hove Children & Young People's Plan.
- While there are areas where the Colleges will collaborate in terms of provision, eg running joint activities on the environment, the local community, the voluntary sector etc, there are also areas where each College will need their own excellent, specialist facilities, such as sporting facilities to encourage young people in each College to pursue a healthy lifestyle and to enable young people to enjoy team competition across area D; or performance facilities to encourage participation in the arts so that all young people across area D have the opportunities to 'Enjoy and Achieve'.

4. SLDD and LLDD

- The Accord Colleges will work together and with key partners, particularly The Downsview Link College, to ensure there is sufficient 16-19 provision in Area D for learners with learning difficulties and disabilities and to meet the objectives identified in the LLDD StAR.

5. Progression to Level 4

- The Accord Colleges will work closely with the Sussex Learning Network to ensure that progression opportunities are available locally
- Where there are gaps the Accord Colleges will work with local HE institutions to develop Foundation degrees

Summary

The integrated education case for Area D presented above addresses the following priorities from the Area D StAR Sept 2005

Participation:

- Reduce the number of young people that are not in education, training or employment (NEET)
 - Build pathways to apprenticeships that are available to learners pre-16, building on the success of the Increased Flexibility programme, Entry to Employment and Programme-Led Apprenticeships
 - Strengthen progression opportunities from L3 and 4 and onto Higher Education
- **Leadership, planning and quality assurance:**
 - Work towards alignment of learning strategies, plans and projects to avoid duplication and therefore maximise the resources available to learners
 - Plan and co-ordinate the offer across the area, addressing duplication, curriculum gaps and progression routes to the benefit of all learners but with targeted priority groups.
- **Benefits for young people:**
 - More young people staying in learning and more highly qualified with improved long term choices and career opportunities, passing this benefit on to the local economy
 - Reduction in the number of young people not in education, employment or training
 - An increase in vocational learning opportunities for young people, including specifically targeted provision in identified areas of need, equipping young people in Brighton & Hove with the skills they need to successfully enter the workforce
 - Improved progression to apprenticeships

In addition, this integrated education plan addresses the relevant aspects of the 14-19 Implementation Plan (2005), the Brighton & Hove Children & Young People's Plan (2006) and the FE White Paper (2006).