CITY OF YORK COUNCIL

Notice of a public meeting of
Decision Session - Executive Member for Culture, Leisure & Tourism

To:	Councillor Reid (Executive Member)
Date:	Monday, 23 October 2017
Time:	4.30 pm
Venue:	The Thornton Room - Ground Floor, West Offices (G039)

A G E N D A

Notice to Members – Post Decision Calling In:

Members are reminded that, should they wish to call in any item* on this agenda, notice must be given to Democratic Services by **4:00 pm** on **Wednesday, 25 October 2017.**

*With the exception of matters that have been subject of a previous call in, require Full Council approval or are urgent which are not subject to the call-in provisions. Any called in items will be considered by the Customer and Corporate Services Scrutiny Management Committee.

Written representations in respect of items on this agenda should be submitted to Democratic Services by **5.00 pm** on **Thursday, 19 October 2017.**

1. **Declarations of Interest**
   At this point in the meeting, the Executive Member is asked to declare:
   - any personal interests not included on the Register of Interests;

- any prejudicial interests;
- any disclosable pecuniary interests

which they may have in respect of business on this agenda.

2. **Minutes** (Pages 1 - 4)

To approve and sign the minutes of the Decision Session held on 25 September 2017.

3. **Public Participation**

At this point in the meeting, members of the public who have registered to speak can do so. The deadline for registering is **5.00pm** on **Friday, 20 October 2017.** Members of the public can speak on agenda items or matters within the Executive Member's remit.

To register to speak please contact the Democracy Officer for the meeting, on the details at the foot of the agenda.

Filming, Recording or Webcasting Meetings

Please note that, subject to available resources, this meeting will be filmed and webcast, or recorded, including any registered public speakers who have given their permission. The broadcast can be viewed at http://www.york.gov.uk/webcasts or, if recorded, this will be uploaded onto the Council's website following the meeting.

Residents are welcome to photograph, film or record Councillors and Officers at all meetings open to the press and public. This includes the use of social media reporting, i.e. tweeting. Anyone wishing to film, record or take photos at any public meeting should contact the Democracy Officer (contact details are at the foot of this agenda) in advance of the meeting.

The Council's protocol on Webcasting, Filming & Recording of Meetings ensures that these practices are carried out in a manner both respectful to the conduct of the meeting and all those present. It can be viewed at

https://www.york.gov.uk/downloads/file/11406/protocol_for_webcasting_filming_and_recording_of_council_meetings_20160809

4. Equality Objectives   (Pages 5 - 12)

This report asks the Executive Member to consider and approve a set of updated equality objectives for the Council.

5. York Learning Services Self-Assessment   (Pages 13 - 46)

This report presents a high level summary of York Learning's Self Assessment Report (SAR) for the academic year 2016/17 and asks the Executive Member to make comments and recommendations for the production and publication of the final SAR in November.

6. Cold Calling Controlled Zones   (Pages 47 - 52)

This report sets out a plan to introduce and administer new Cold Calling Controlled Zones in the city, and to review existing zones on a more sustainable basis.

7. Urgent Business

Any other business which the Executive Member considers urgent under the Local Government Act 1972.

Democratic Services
Contact Details:
Telephone – (01904) 551088
Email – democratic.services@york.gov.uk

For more information about any of the following please contact the Democracy Officer responsible for servicing this meeting Democratic Services

- Registering to speak
- Written Representations
- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

(Urdu) یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔

☎ (01904) 551550

Agenda Item 2

City of York Council	Committee Minutes

MEETING	Decision Session - Executive Member For Culture, Leisure & Tourism
DATE	25 September 2017
PRESENT	Councillor Reid

38. Declarations Of Interest

At this point in the meeting, the Executive Member was asked to declare any personal interests not included on the Register of Interests, any prejudicial interests or any disclosable pecuniary interests which they had in the business on the agenda. No additional interests were declared.

39. Minutes

Resolved: That the minutes of the Decision Session held on 18 April 2017 be approved as a correct record and then signed by the Executive Member.

40. Public Participation

It was reported that there had been no registrations to speak at the meeting under the Council's Public Participation Scheme.

41. York Learning Strategic/Service Plan 2017/18

The Executive Member considered a report presenting York Learning's strategic and business plan for the academic year commencing in September 2017 which formed a key part of the governance arrangements for the service. The Head of York Learning was in attendance to provide an update and answer questions.

It was noted that the plan had been signed off by the Children, Education & Communities Policy & Scrutiny Committee on 19 September 2017 and that the performance targets 2017/18 were still subject to change; they would be presented to the same Committee in due course. It was also explained that the increase of the turnover for the 2017/18 academic year was attributed to the bigger number of students eligible for the high needs support grants as well as introduction of Level 3 and Level 4 loan-funded provision that proved popular among learners.

In response to the Executive Member's question, the reasons for the low apprenticeship success rates were clarified:
- a small number of apprenticeships available which implied higher statistical drop-out percentage;
- York provision that was focused on health, social care and childcare courses attracting people with low qualifications, for which the outcomes and retention rates were low nationally;
- the requirement to achieve English, Maths and ICT qualifications alongside a vocational qualification.

The Executive Member was appreciative of the work undertaken, particularly in the areas of job fairs and collaboration with East Riding and it was

Resolved: That the York Learning Strategic Service plan 2017/18 be considered by the Executive Member and approved subject to any suggested changes.

Reason: To provide sound governance for York Learning Services.

42. Future Management Of Allotments: Next Steps

The report seeking approval to transfer the management of council-run allotments to York Allotments Charitable Incorporated Organisation (CIO) was presented to the Executive Member. The Operations Manager for Public Realm (Strategy and Contracts) attended the meeting and explained that all the recommendations presented by the Economy & Place Scrutiny Committee during its pre-decision calling-in session on 11 September 2017 had been implemented. It was noted that one

letter from the tenant had been received and that the answer to their queries had also been provided.

The Executive Member queried whether the Lowfield School development groups would be part of the York Allotments CIO. It was clarified that this arrangement could be discussed with the Trustees.

The Executive Member thanked the Officer for their work, particularly on securing the continued free allotment provision for schools and it was

Resolved:　　　　　　That the transfer of management of the council-run allotments to York Allotments Charitable Incorporated Organisation (York Allotments CIO) be agreed, subject to the condition listed below.

Condition 1
The Officers shall provide an update report to the Executive Member after their first Annual General Meeting (AGM) and bi-annually thereafter.

Reason:　　　　　　To harness the talents and energies of the community and to move the service onto more sustainable management arrangement.

Councillor Ann Reid, Executive Member
[The meeting started at 4.30pm and finished at 4.50pm].

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Decision Session - Executive Member for   23 October 2017
Culture, Leisure and Tourism

Report of the Assistant Director (Communities & Equalities)

Equality Objectives

Summary

1. This paper proposes updated equality objectives for the council.

Recommendations

2. The Executive Member is asked to agree the equality objectives set out in the annex to this report.

Background

3. The Council is required by the Equality Act 2010 to publish:

   - Equality objectives at least every four years

   - Relevant information which demonstrates compliance with the Equality Duty at least annually.

   Updated objectives are now required.

4. In January 2015 a peer assessment was carried out by the Local Government Association (LGA) under the Equality Framework for Local Government (EFLG) which concluded that the City of York Council satisfied the criteria for the 'Excellent' level within the framework.

5. Since that time, the Council has continued its equality journey, working with the city's Fairness and Equalities Board to put in place the "Fairer York Strategy". This strategy represents our vision for an equal, inclusive and welcoming city, setting out what the city wants to achieve and how we can demonstrate the progress we are making. Key priorities to further equality within the city are established to ensure that everyone can enjoy the excellent quality of life our city offers. The strategy brings together key inequalities across a range of areas including jobs, skills, education, health and life circumstances, setting out the improvements we would like to see and expanding on the successful work already done to tackle inequality in the city.

6. The Fairer York strategy supports wider work in the city which has recently seen York declaring itself a "Human Rights City", as well as achieving City of Sanctuary status. It also sits alongside service-led work to address inequality notably the Council's Local Area Team model which is a multi-agency approach bringing partners together in a local area to address the needs of children and families, to prevent the escalation of needs, and to reduce inequality of outcomes for our communities across York.

The LGA Equality Framework

7. The LGA equality framework has five areas of performance:

   - Knowing your communities
   - Leadership, partnership and organisational commitment
   - Involving your communities
   - Responsive services and customer care
   - A skilled and committed workforce

8. The feedback report provided by the assessment team highlighted the council's strengths under each heading as well as those areas requiring further development. The development areas identified form the basis of the revised equality objectives proposed here.

Area of performance	Proposed Equality Objective
Knowing your communities	Better understand our diverse communities and their needs
Involving your communities	Strengthen community participation and influence in the decision making process
Responsive services and customer care	Improve customer experience to respond to people's different needs
A skilled and committed workforce	Strengthen our position as an equal opportunities employer and service provider
Leadership, partnership and organisational commitment	Strengthen the Council's leadership role in developing and sharing good practice

Consultation

9. The objectives proposed have been developed following

consultation with the city's Fairness and Equalities Board.

Options

10. It is open to the Executive Member to agree the objectives or put forward amendments to them.

Analysis

11. Further detail on the proposed objectives is attached at the annex. The objectives will help to ensure that the council plays its part in delivering on York's Equality Strategy: 'A Fairer York' and achieving its vision of an equal, inclusive and welcoming city where everyone can reach their own individual potential, can access opportunities and realise their aspirations, and are not limited because of who they are or where they live.

Future Reporting

12. The Council's 'Fairer York' scorecard will be further developed over time to reflect the new equality objectives. Reports on performance against the objectives will be brought back to the Executive Member.

Council Plan

13. The equality objectives further the Council Plan priority of being a council that listens to residents and its aims of celebrating and championing the diversity of our population and encouraging everyone to play an active role in the city.

Implications

14. There are no Finance, Human Resources, Legal, Crime and Disorder, Information Technology, Property or Other implications arising from this report.

Risk Management

15. In compliance with the Council's risk management strategy the main risks that have been identified in this report are those which could lead to the inability to meet business objectives (Strategic) leading to non-compliance with legislation (Legal & Regulatory), damage to the Council's image and reputation and failure to meet stakeholders' expectations (Governance). Measured in terms of impact and likelihood, the risk score has been assessed as "Medium" meaning that regular active monitoring is required.

Annex: Equality Objectives

Author:	Chief Officer responsible for the report:			
Charlie Croft Jan Kilmartin	Jon Stonehouse Corporate Director of Children, Education and Communities			
	Report Approved:	✔	Date:	9/10/17
Wards Affected:			All	✔

Equality Objectives 2017:

1) **Better understand our diverse communities and their needs**
2) **Strengthen community participation and influence in decision-making**

Key Actions	Supporting Actions	Lead	Outputs / Outcomes
Develop a community profile for the city, addressing data and intelligence gaps by involving people in the 'communities of identity' and marginalised groups. Develop the *Community Voices* approach, in partnership with York CVS, to: • Work with our partner organisations / forums so we can collectively engage the people we all support to bring them together to get to know one another, learn more about their experiences, and stimulate ideas • Allow our communities to set their own agenda rather than telling them what to talk about • Bring a focus on the important topics and create opportunities to inform, engage and consult with	**Gather and share community intelligence** through the work of teams such as Communities and Equalities and the newly formed Local Area Teams. Continue to develop **Ward Profiles.** A refreshed **Engagement Strategy** with effective engagement tools so that communities are encouraged and able to participate in local decisions. **Talkabout panel** to be developed so that the feedback reflects the views of the city's diverse population including people in the 'communities of identity' and marginalised groups. Use the **Better Decision Making Tool** (BDMT) to capture our engagement with communities and to be mindful of the extent this represents the voice of people from the 'communities of identity' and marginalised groups. The BDMT is	Corporate Management Team Assistant Directors, Heads of Service Executive members	York has a community profile in the form of a 'living' document. **Our Surveys – Talkabout Panel** understand more about the communities who are participating in consultations and local decisions, so we know where there is more work to do. The consistency and quality of assessments resulting from the BDMT indicates that the process is embedded as part of decision making

partners, city leaders and a wider forum of people on one or more topics • Create a supportive and positive environment, helping grow ideas into something real and enabling people to use their voice • Enable 'Community Voice Volunteers' to contribute to and influence the work of York's various strategic decision-making boards and to reflect back the views of Communities of Interest groups on topics of importance. • Work within a Human Rights framework reflecting York City of Human Rights declaration • Feedback to the Council's Executive and other statutory organisations in the city	embedded within the Council's project planning methodology **'All About Projects'.** **Service plans** will demonstrate community involvement. The BDMT will be used for all Executive decisions and will be integrated into service plans. **Training across the organisation** to help managers and staff better understand the profile and needs of communities and strengthen their understanding of equalities and human rights. **Co-ordination** of Leading Together, SEE and other workforce groups across the council to engage them in delivery against the objectives.		across service areas. All service plans have an associated BDM tool assessment. A high level of staff awareness and skills related to community engagement, equalities and human rights.

3) Strengthen our position as an equal opportunities employer and service provider
4) Improve customer experience to advance equality and respond to people's different needs

Key Actions	Supporting Actions	Lead	Outputs / Outcomes
Refresh HR policies and procedures and procurement procedures so our commitment to equalities and human rights is embedded in the way we recruit, and do business. **Take** positive "**proportionate**" steps to help remove the hurdles faced by sections of the community that are under-represented in the council workforce. **Address gaps in equality data** - have clear communication with staff about why we are asking for equality data and how it will be used. **Ensure that our face to face and phone based resources** focus on those customers with personal and more complex needs.	Use the **Better Decision-Making Tool** on HR policies to identify the impact on the 'communities of identity'. Ensure that: Our digital infrastructure supports digital inclusion activity to support residents and businesses in accessing online resources and services. Free wifi supports access to services Our Communication Team and Strategic Intelligence Hub aid our engagement with, and understanding of, our residents and our data including a single view of customers**.**		Policies and procedures embed best practice and have clear commitment to advance equalities and human rights. Workforce profile (HR Digest) shows positive impact of policies and procedure. Data monitoring and evaluation is included in service plans.

5) Strengthen the Council's leadership role in developing and sharing good practice			
Key Actions	**Supporting Actions**	**Lead**	**Outputs / Outcomes**
Strengthen the Council's approach to achieving **social value** through procurement.	Placing an appropriate action in the **Procurement Strategy Action Plan**.	Director of Customer and Corporate Services	Commissioned and procured services improve the economic, social and environmental well-being of the area.
Develop and share best practice in the area of equalities and human rights	Re-shape the Fairness and Equalities board as a Human Rights Board which will be a forum to develop and share best practice in the area of equalities and human rights.		The Council and partner organisations have a growing understanding of best practice in equalities and human rights and increasingly use these approaches.

Executive Member Decision Session -   23 October 2017
Culture, Leisure and Tourism

Report of the Assistant Director (Communities and Equalities)

York Learning – Self Assessment Report 2016/17

Summary

1. This report presents a high level summary of York Learning's Self Assessment Report (SAR) for the academic year 16/17. It presents the high level findings for its annual Self Assessment Report which are drawn from a number of contributory reports. The full report will be published in November 2017 and made available to Ofsted.

2. The services SAR leads to a number of Quality Improvement Plans (QIP) which are dynamic documents used to monitor and record quality improvement actions at a service level. These are still in a draft form and are not available for this meeting.

3. This report forms part of the service's governance arrangements which are crucially important for the service in demonstrating to Ofsted that it has secure and robust governance arrangements in place.

Recommendations

4. The Executive Member is asked to:

    *   Consider the findings of the services self assessment report and make comments and recommendations for the production and publication of the final report.

    Reason: To help monitor the service and ensure robust governance arrangements.

Background

5. York Learning is a council service which delivers a range of learning programmes to support people into employment, to improve their skills and to support their personal development. The service is funded almost exclusively from external contract funding and fee income. For the academic year 2017/18 this will be £2.8m, an increase of about £180k on the previous year. Most of this increase has been in funding to support 19-25 year olds with high needs support and provision funded by Advanced Learner Loans.

6. This report presents a digest of the services Self Assessment Report, primarily the high level information and judgements. A number of more detailed curriculum level report underpin this and are used to develop a detailed improvement plan for each area of the service.

7. Annex 2, 3 and 4 include performance data for the service, respectively classroom based accredited programmes, apprenticeships and community learning. Data is organised in Sector Subject Areas (SSA) with overall service information included at the end of each section.

8. It should be noted that there are some areas of concern with the services performance, that may lead to some intervention by the Education and Skills Funding Agency. This is because of performance dropping below national Minimum Standards. This is within Apprenticeships which has seen a decrease in achievement for 16/17. This has been reported elsewhere to the executive member and commented upon by Scrutiny committee. The service is already engaged in improvement actions to reverse this decline.

Options

9. This report is for information and there are no options to consider.

Corporate Objectives

10. York Learning plan is set within the context of the council plan but also responds to a number of sub regional, regional and national policy objectives.

Implications

11. **Finance:** The service is fully funded via external contracts and grants.

12. The report has no Human Resources, Equalities, Legal, Crime and Disorder, Information Technology, Property or other implications.

Risk Management

13. This report is for information and there are no risks to consider.

Annexes

1. Annex 1 - Self Assessment - High Level Summary Report
2. Annex 2 – Accredited Classroom Learning Data
3. Annex 3 – Apprenticeship Data
4. Annex 4 - Community Learning Data
5. Annex 5 – Minimum Standards

Contact Details

Author:	**Chief Officer Responsible for the report:**
Alistair Gourlay Head of York Learning	Charlie Croft Assistant Director (Communities & Equalities)

Report Approved ☑ **Date**

Wards Affected: **All** ☑

For further information please contact the author of the report

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Annex 1

York Learning Self Assessment Report for Academic Year 16/17
High Level Summary

The service continues to see some growth in 16-18 foundation programmes, in High Needs Support Learners and in Advance Learner Loans funding. The growth seems set to continue into 2017/18 academic year and is part of a planned growth with significant benefits for young people and significant cost savings to the local authority.

The service continues to seek opportunities to diversify funding to ensure that it is not over-reliant on any one funding stream. This has led to a number of new contracts during 16/17, including two programmes to support those people who have been out of the workforce for some time. All new contracts come with significant audit and compliance requirements many of which are difficult to fulfil. Whilst the benefits of these contracts for learners are significant, the staffing requirements in order to comply can lead to disproportionate amount of time spent managing the contracts.

The service's Community Learning offer including Health and Leisure Learning, attracted the largest number of students for some years, with just over 4000 students and some 5228 enrolments. Just over 420 courses were run through the year, consisting of one day workshops, short 4 weeks courses and longer programmes over 11/12 weeks.

2016/17 was once again marked by a number of successful community arts programmes; Santa's Socks, a project to make and distribute Christmas stockings filled with sweets to disadvantaged families; an arts programme called Pollination, part of a digital making and design project, Telling the Bees, delivered in partnership with Explore York and Universities of York, Sheffield and Lancaster, which will be completed in for exhibit in November 2017 at York Explore; and finally the annual "Inspirations Art Exhibition" at York Explore, which had a private view for the first time this year, with artists and their families attending the opening.

GCSE English and maths has been highly successful, with over 86 people recruited and some 83.7% achieving the qualification. In maths 71% and 55% in English achieved a level 4 or above (grade C or above). Demand for GCSE has increased significantly over the last few years almost outstripping supply.

Achievement rates across the service have increased in all classroom based courses for 2016/17, which is pleasing after a slight drop in 2015/16. Overall achievement rates for 19+ learners have increased to 82.1% from 78% in 15/16. Most pleasing of all has been the increase in achievement rates for 16-18 year olds, up from 36.1% in 14/15 to 72.9% in 16/17. This followed a radical redesign of the programme and a significant focus on improving outcomes.

However the service is reporting a decline in achievement rates in Apprenticeship provision, both at intermediate and advanced level. Plans are in place to mitigate this in 2017/18 and progress will be reported at regular intervals.

Finally one of the key strengths of the service; the responsive nature of provision, was highlighted by the quick and professional response to supporting Syrian refugees

Annex 1

coming into the city. This work is continuing into 17/18. This included both adults and young people and supporting their English Language Learning.

Annex 1

Effectiveness of Leadership & Management

Grade: 2

Strengths:

1. Good continued development of new approaches and provision to support and engage new learners

2. Outstanding development of community based city wide Arts programmes

3. Outstanding development of full-time HNS programmes in a variety of settings to support some of the most vulnerable young people in the city

4. Good progression routes across a number of programme areas including particularly counselling and modern foreign languages

5. Good links with other services for 16-18 and functional skills provision ensuring good referrals and information about learners and support is provided in a timely manner

Areas for Improvement:

1. Whilst there continues to be improvements in the accuracy and timelessness of data, systems remain inefficient and ineffective in providing timely and useful data to managers without significant and disproportionate time and effort

2. Whilst there are a variety of mechanisms for tracking learner progress, these are unwieldy and inefficient and do not provide timely and easily accessible information

3. Compliance requirements and paperwork for some contracts mean managers are struggling to fulfil contract requirements

4. Managers carry out far too many routine admin tasks which are time consuming

Annex 1

Quality of Teaching, Learning and Assessment

Grade: 2

Strength:

1. Good adjustments made to course content and materials to ensure that learners achieve and thrive

2. Good strategies used to support learners to achieve in a number of areas

3. Good differentiation in teaching to support learners to achieve

4. Good support and strategies for learners taking accreditation gives them confidence to achieve

5. In HNS learning, support, one to one teaching and good programme planning enables learners to thrive and succeed

Areas for Improvement:

1. The use of technology and the availability of equipment is still patchy, meaning good practice cannot be shared across the service

2. Inconsistent use of technology even where facilities and equipment are available

3. In too many classes attendance and retention information is not available in a timely manner meaning managers cannot identify and intervene in a timely manner.

Annex 1

Personal Development, Behaviour and Welfare of Learners

Grade: 2

Strengths:

1. Good integration of learners from varying backgrounds cultures and ages is well managed by tutors ensuring positive appreciation of different cultures and backgrounds

2. Learners regularly report that attending classes helps them to maintain and improve their confidence, health and well being

3. The caring aspect of the services culture is evident in the way learners are supported and their individual circumstances understood

Areas for Improvement:

1. The service is struggling to support individuals who are referred who have complex mental health issues

2. There is insufficient focus on the Prevent duty and the promotion of British values in lessons

3. There is insufficient evidence in some programmes of the perceived benefits of courses for learners

4. There is a lack of a consistent way to measure health and well being benefits of attending courses other than via feedback questionnaires

Annex 1

Outcomes for Learners

Grade:2

Strengths:

1. Good improvement in overall success rates for 19+, an increase of just under 4% from 78.3% in15/16 to 82.1%

2. Good achievement in GCSE English 87% and maths with over 82.5% and 71% and 55% at level 4 or above (grade c or above)

3. Outstanding achievement in counselling certificate programmes with at 91.6%

4. Good achievement in 16-18 full time programme with 30% improvement in 16/17 compared with 15/16

5. Good achievement at Award and Certificate level at 87.5% and 86.9%

6. Good retention on community learning programmes with a 2% improvement frp, 2015/16 to 96.5%

Areas for Improvement:

1. English Functional skills achievement for level 1 at 60.9% and level 2 at 62% requires improvement

2. Intermediate Apprenticeship requires improvement (59.1%) in all vocational areas with the exception of Business Admin (71.4%)

3. Advanced apprenticeships are inadequate (40.7%) with the exception of Business Admin (80%) and Marketing (66.7%)

4. Achievement at Diploma level requires improvement at 59.6%

5. Unrealistic expectations about learner achievement lead to learners being inappropriately placed on some programmes leading to poor achievement

Annex 1

Overall Effectiveness

Grade: 2
Strengths:

1. Good growth of 19+ full time HNS provision responding to the development of a local offer allowing more young people to access educational provision in the local area

2. Good improvement in achievement in classroom based programmes for 16-18 and 19+ learners

3. Good support for vulnerable learners in a range of programmes ensuring good outcomes for learners

4. Outstanding growth and diversity of income ensures vibrancy and development of many areas across the service

5. Some outstanding achievement in areas where learners are disadvantaged

6. Good development of the services general programme offer ensures a vibrant, imaginative programme which is well received by learners

Areas for Improvement:

1. Achievement in functional skills maths and English at level 1 and 2

2. Whilst apprenticeship provision continues to be affected by legacy issues and learners on hold, achievement is inadequate and timeliness needs to be improved.

3. Number of reported incidents of failures of the booking system, results in a lack of confidence in booking courses online.

4. Systems and processes to input, record and provide data are inadequate and time consuming, with much duplication, leading to inefficiency and lack of useful data for managers

5. Too much time is spent by managers and support staff in developing and implementing systems to track and monitor learners as a result of poor MIS infrastructure

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Annex 2 – Accredited Classroom Learning Data

16-18 Education and Training

SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
1.3 Health & Social Care	Achieved	6	8	5	7	7	5
	Leavers	14	15	6	15	14	6
	Achievement	42.9%	53.3%	83.3%	46.7%	50.0%	83.3%
TOTAL	**Achieved**	**6**	**8**	**5**	**7**	**7**	**5**
	Leavers	**14**	**15**	**6**	**15**	**14**	**6**
	Achievement	**42.9%**	**53.3%**	**83.3%**	**46.7%**	**50.0%**	**83.3%**

SSA 2 Science and Mathematics		OVERALL			TIMELY		
		2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
2.2 Mathematics and Statistics	Achieved	-	3	3	-	2	3
	Leavers	-	5	3	-	5	3
	Achievement	-	60.0%	100.0%	-	40.0%	100.0%
TOTAL	**Achieved**	**-**	**3**	**3**	**-**	**2**	**3**
	Leavers	**-**	**5**	**3**	**-**	**5**	**3**
	Achievement	**-**	**60.0%**	**100.0%**	**-**	**40.0%**	**100.0%**

SSA 4 Engineering and Manufacturing Technologies		OVERALL			TIMELY		
		2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
4.3 Transportation Operations and Maintenance	Achieved	-	1	3	-	1	3
	Leavers	-	1	3	-	1	3
	Achievement	-	100.0%	100.0%	-	100.0%	100.0%
TOTAL	**Achieved**	**-**	**1**	**3**	**-**	**1**	**3**
	Leavers	**-**	**1**	**3**	**-**	**1**	**3**
	Achievement	**-**	**100.0%**	**100.0%**	**-**	**100.0%**	**100.0%**

Annex 2 – Accredited Classroom Learning Data

SSA 7 Retail and Commercial Enterprise		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
7.4 Hospitality and Catering	Achieved	-	-	1	-	-	1
	Leavers	-	-	2	-	-	2
	Achievement	-	-	50.0%	-	-	50.0%
TOTAL	**Achieved**	**-**	**-**	**1**	**-**	**-**	**1**
	Leavers	**-**	**-**	**2**	**-**	**-**	**2**
	Achievement	**-**	**-**	**50.0%**	**-**	**-**	**50.0%**

SSA 8 Sport, Leisure and Recreation		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
8.1 Sport, Leisure and Recreation	Achieved	-	2	1	-	2	1
	Leavers	-	2	2	-	2	2
	Achievement	-	100.0%	50.0%	-	100.0%	50.0%
TOTAL	**Achieved**	**-**	**2**	**1**	**-**	**2**	**1**
	Leavers	**-**	**2**	**2**	**-**	**2**	**2**
	Achievement	**-**	**100.0%**	**50.0%**	**-**	**100.0%**	**50.0%**

Annex 2 – Accredited Classroom Learning Data

SSA 9 Performing Arts		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
9.1 Performing Arts	Achieved	-	2	-	-	2	-
	Leavers	-	2	-	-	2	-
	Achievement	-	100.0%	-	-	100.0%	-
9.2 Crafts, Creative Arts and Design	Achieved	-	3	2	-	3	2
	Leavers	-	3	3	-	3	3
	Achievement	-	100.0%	66.7%	-	100.0%	66.7%
9.3 Media and Communication	Achieved	-	-	2	-	-	2
	Leavers	-	-	2	-	-	2
	Achievement	-	-	100.0%	-	-	100.0%
TOTAL	**Achieved**	**-**	**5**	**4**	**-**	**5**	**4**
	Leavers	**-**	**5**	**5**	**-**	**5**	**5**
	Achievement	**-**	**100.0%**	**80.0%**	**-**	**100.0%**	**80.0%**

SSA12 Languages, Literature and Culture		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
12.1 Languages, Literature and Culture of the British Isles	Achieved	2	7	4	2	6	4
	Leavers	2	7	4	2	7	4
	Achievement	100.0%	100.0%	100.0%	100.0%	85.7%	100.0%
TOTAL	**Achieved**	**2**	**7**	**4**	**2**	**6**	**4**
	Leavers	**2**	**7**	**4**	**2**	**7**	**4**
	Achievement	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**85.7%**	**100.0%**

Annex 2 – Accredited Classroom Learning Data

SSA14 Preparation for Life and Work		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
14.1 Foundations for Learning and Life	Achieved	32	34	45	32	31	44
	Leavers	93	89	65	95	87	69
	Achievement	34.4%	38.2%	69.2%	33.7%	35.6%	63.8%
14.2 Preparation for Work	Achieved	13	22	12	12	18	12
	Leavers	38	43	17	38	40	17
	Achievement	34.2%	51.2%	70.6%	31.6%	45.0%	70.6%
TOTAL	**Achieved**	**45**	**56**	**57**	**44**	**49**	**56**
	Leavers	**131**	**132**	**82**	**130**	**127**	**86**
	Achievement	**34.4%**	**42.4%**	**69.5%**	**33.8%**	**38.6%**	**65.1%**

GRAND TOTALS		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
TOTAL	Achieved	53	82	78	53	72	77
	Leavers	147	167	107	150	161	111
	Achievement	36.1%	49.1%	72.9%	35.3%	44.7%	69.4%

Annex 2 – Accredited Classroom Learning Data

19+ Education and Training

SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
1.3 Health & Social Care	Achieved	49	60	57	41	51	56
	Leavers	67	77	66	71	70	78
	Achievement	73.1%	77.9%	86.4%	57.7%	72.9%	71.8%
1.5 Child Development and Well Being	Achieved	36	18	11	37	16	9
	Leavers	38	19	15	39	21	14
	Achievement	94.7%	94.7%	73.3%	94.9%	76.2%	64.3%
TOTAL	**Achieved**	**85**	**78**	**68**	**75**	**67**	**65**
	Leavers	**105**	**96**	**81**	**110**	**91**	**92**
	Achievement	**81.0%**	**81.3%**	**84.0%**	**68.2%**	**73.6%**	**70.7%**

SSA 2 Science and Mathematics		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2.2 Mathematics and Statistics	Achieved	22	27	48	22	27	48
	Leavers	35	34	58	35	34	58
	Achievement	62.9%	79.4%	82.8%	62.9%	79.4%	82.8%
TOTAL	**Achieved**	**22**	**27**	**48**	**22**	**27**	**48**
	Leavers	**35**	**34**	**58**	**35**	**34**	**58**
	Achievement	**62.9%**	**79.4%**	**82.8%**	**62.9%**	**79.4%**	**82.8%**

Annex 2 – Accredited Classroom Learning Data

SSA 4 Engineering and Manufacturing Technologies		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
4.3 Transportation Operations and Maintenance	Achieved	-	1	-	-	1	-
	Leavers	-	1	-	-	1	-
	Achievement	-	100.0%	-	-	100.0%	-
TOTAL	**Achieved**	**-**	**1**	**-**	**-**	**1**	**-**
	Leavers	**-**	**1**	**-**	**-**	**1**	**-**
	Achievement	**-**	**100.0%**	**-**	**-**	**100.0%**	**-**

SSA 6 Information and Communication Technology		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
6.2 ICT for Users	Achieved	240	103	96	233	98	88
	Leavers	267	116	100	272	113	102
	Achievement	89.9%	88.8%	96.0%	85.7%	86.7%	86.3%
TOTAL	**Achieved**	**240**	**103**	**96**	**233**	**98**	**88**
	Leavers	**267**	**116**	**100**	**272**	**113**	**102**
	Achievement	**89.9%**	**88.8%**	**96.0%**	**85.7%**	**86.7%**	**86.3%**

Annex 2 – Accredited Classroom Learning Data

SSA 7 Retail and Commercial Enterprise		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
7.3 Retail and Commercial Enterprise	Achieved	-	6	9	-	5	4
	Leavers	-	7	10	-	8	10
	Achievement	-	85.7%	90.0%	-	62.5%	40.0%
7.4 Hospitality and Catering	Achieved	-	-	4	-	-	4
	Leavers	-	-	4	-	-	4
	Achievement	-	-	100.0%	-	-	100.0%
TOTAL	**Achieved**	**-**	**6**	**13**	**-**	**5**	**8**
	Leavers	**-**	**7**	**14**	**-**	**8**	**14**
	Achievement	**-**	**85.7%**	**92.9%**	**-**	**62.5%**	**57.1%**

SSA 8 Leisure, Travel and Tourism		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
8.1 Sport, Leisure and Recreation	Achieved	-	9	12	-	9	12
	Leavers	-	9	12	-	9	12
	Achievement	-	100.0%	100.0%	-	100.0%	100.0%
TOTAL	**Achieved**	**-**	**9**	**12**	**-**	**9**	**12**
	Leavers	**-**	**9**	**12**	**-**	**9**	**12**
	Achievement	**-**	**100.0%**	**100.0%**	**-**	**100.0%**	**100.0%**

Annex 2 – Accredited Classroom Learning Data

SSA 9 Arts, Media and Publishing		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
9.1 Performing Arts	Achieved	-	10	5	-	10	5
	Leavers	-	10	5	-	10	5
	Achievement	-	100.0%	100.0%	-	100.0%	100.0%
9.2 Crafts, Creative Arts and Design	Achieved	1	13	10	1	13	10
	Leavers	1	13	10	1	13	10
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
9.3 Media and Communication	Achieved	-	-	5	-	-	5
	Leavers	-	-	5	-	-	5
	Achievement	-	-	100.0%	-	-	100.0%
TOTAL	**Achieved**	**1**	**23**	**20**	**1**	**23**	**20**
	Leavers	**1**	**23**	**20**	**1**	**23**	**20**
	Achievement	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

SSA 12 Languages, Literature and Culture		OVERALL			TIMELY		
		2014-15	2015-16		2014-15	2015-16	2016-17
12.1 Languages, Literature and Culture of the British Isles	Achieved	21	20	24	21	20	24
	Leavers	26	30	28	26	30	28
	Achievement	80.8%	66.7%	85.7%	80.8%	66.7%	85.7%
TOTAL	**Achieved**	**21**	**20**	**24**	**21**	**20**	**24**
	Leavers	**26**	**30**	**28**	**26**	**30**	**28**
	Achievement	**80.8%**	**66.7%**	**85.7%**	**80.8%**	**66.7%**	**85.7%**

Annex 2 – Accredited Classroom Learning Data

SSA 13 Education and Training		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
13.2 Direct Learning Support	Achieved	-	2	12	-	2	12
	Leavers	-	2	13	-	2	13
	Achievement	-	100.0%	92.3%	-	100.0%	92.3%
TOTAL	**Achieved**	**-**	**2**	**12**	**-**	**2**	**12**
	Leavers	**-**	**2**	**13**	**-**	**2**	**13**
	Achievement	**-**	**100.0%**	**92.3%**	**-**	**100.0%**	**92.3%**

SSA 14 Preparation for Life and Work		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
14.1 Foundations for Learning and Life	Achieved	329	242	255	329	240	253
	Leavers	429	337	346	431	336	345
	Achievement	76.7%	71.8%	73.5%	76.3%	71.4%	73.3%
14.2 Preparation for Work	Achieved	14	9	1	14	9	1
	Leavers	17	9	2	16	9	2
	Achievement	82.4%	100.0%	50.0%	87.5%	100.0%	50.0%
TOTAL	**Achieved**	**343**	**251**	**256**	**343**	**249**	**254**
	Leavers	**446**	**346**	**348**	**447**	**345**	**347**
	Achievement	**76.9%**	**72.5%**	**73.6%**	**76.7%**	**72.2%**	**73.2%**

Annex 2 – Accredited Classroom Learning Data

SSA 15 Business, Administration, Finance and Law		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
15.1 Accounting and Finance	Achieved	10	8	28	10	8	28
	Leavers	15	10	29	15	10	30
	Achievement	66.7%	80.0%	96.6%	66.7%	80.0%	93.3%
15.2 Administration	Achieved	-	1	5	-	1	4
	Leavers	-	2	5	-	2	5
	Achievement	-	50.0%	100.0%	-	50.0%	80.0%
15.3 Business Management	Achieved	-	-	1	-	-	1
	Leavers	-	-	1	-	-	1
	Achievement	-	-	100.0%	-	-	100.0%
TOTAL	**Achieved**	**10**	**9**	**34**	**10**	**9**	**33**
	Leavers	**15**	**12**	**35**	**15**	**12**	**36**
	Achievement	**66.7%**	**75.0%**	**97.1%**	**66.7%**	**75.0%**	**91.7%**

GRAND TOTALS		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
TOTAL	Achieved	722	529	583	705	510	564
	Leavers	895	676	710	906	668	722
	Achievement	80.7%	78.3%	82.1%	77.8%	76.3%	78.1%

Annex 3 – Apprenticeship Data

Apprenticeships

GRAND TOTALS		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
TOTAL	Achieved	65	76	35	45	53	30
	Leavers	100	110	68	115	96	63
	Achievement	65.0%	69.1%	51.5%	39.1%	55.2%	47.6%

SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Health and Social Care Intermediate Level	Achieved	12	4	2	4	3	1
	Leavers	14	11	6	8	13	4
	Achievement	85.7%	36.4%	33.3%	50.0%	23.1%	25.0%
Health and Social Care Advanced Level	Achieved	9	17	7	1	8	4
	Leavers	22	18	16	31	13	17
	Achievement	40.9%	94.4%	43.8%	3.2%	61.5%	23.5%
Health and Social Care Subtotal	**Achieved**	**21**	**21**	**9**	**5**	**11**	**5**
	Leavers	**36**	**29**	**22**	**39**	**26**	**21**
	Achievement	**58.3%**	**72.4%**	**40.9%**	**12.8%**	**42.3%**	**23.8%**
Children and Young People's Workforce Intermediate Level	Achieved	4	6	5	4	5	5
	Leavers	5	7	6	5	7	6
	Achievement	80.0%	85.7%	83.3%	80.0%	71.4%	83.3%
Children and Young People's Workforce Advanced Level	Achieved	14	15	5	10	9	4
	Leavers	24	28	9	27	23	8
	Achievement	58.3%	53.6%	55.6%	37.0%	39.1%	50.0%
Children and Young People's Workforce Subtotal	**Achieved**	**18**	**21**	**10**	**14**	**14**	**9**
	Leavers	**29**	**35**	**15**	**32**	**30**	**14**
	Achievement	**62.1%**	**60.0%**	**66.7%**	**43.8%**	**46.7%**	**64.3%**
Youth Work	Achieved	-	0	-	-	0	-
	Leavers	-	1	-	-	1	-
	Achievement	-	0%	-	-	0%	-
TOTAL	**Achieved**	**39**	**42**	**19**	**19**	**25**	**14**
	Leavers	**65**	**65**	**37**	**71**	**57**	**35**
	Achievement	**60.0%**	**64.6%**	**51.4%**	**26.8%**	**43.9%**	**40.0%**

SSA 6 Information and Communication Technology		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
IT Application Specialist	Achieved	-	2	-	-	2	-
	Leavers	-	2	-	-	2	-
	Achievement	-	100.0%	-	-	100.0%	-
TOTAL	**Achieved**	**-**	**2**	**-**	**-**	**2**	**-**
	Leavers	**-**	**2**	**-**	**-**	**2**	**-**
	Achievement	**-**	**100.0%**	**-**	**-**	**100.0%**	**-**

Annex 3 – Apprenticeship Data

SSA 8 Sport, Leisure and Recreation		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Playwork Intermediate Level	Achieved	-	-	0	-	-	0
	Leavers	-	-	1	-	-	1
	Achievement	-	-	0.0%	-	-	0.0%
Playwork Advanced Level	Achieved	-	-	1	-	-	1
	Leavers	-	-	2	-	-	2
	Achievement	-	-	50.0%	-	-	50.0%
TOTAL	**Achieved**	**-**	**-**	**1**	**-**	**-**	**1**
	Leavers	**-**	**-**	**3**	**-**	**-**	**3**
	Achievement	**-**	**-**	**33.3%**	**-**	**-**	**33.3%**

SSA 13 Education and Training		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Supporting Teaching and Learning in Schools Intermediate Level	Achieved	-	-	1	-	-	1
	Leavers	-	-	2	-	-	2
	Achievement	-	-	50.0%	-	-	50.0%
Supporting Teaching and Learning in Schools Advanced Level	Achieved	-	0	1	-	0	1
	Leavers	-	3	1	-	3	1
	Achievement	-	0.0%	100.0%	-	0.0%	100.0%
TOTAL	**Achieved**	**-**	**0**	**2**	**-**	**0**	**2**
	Leavers	**-**	**3**	**3**	**-**	**3**	**3**
	Achievement	**-**	**0.0%**	**66.7%**	**-**	**0.0%**	**66.7%**

Annex 3 – Apprenticeship Data

SSA 15 Business, Administration, Finance and Law		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Team Leading	Achieved	1	-	-	1	-	-
	Leavers	1	-	-	1	-	-
	Achievement	100.0%	-	-	100.0%	-	-
Customer Service Intermediate Level	Achieved	5	1	-	5	1	-
	Leavers	5	1	-	5	1	-
	Achievement	100.0%	100.0%	-	100.0%	100.0%	-
Customer Service Advanced Level	Achieved	0	1	1	0	-	1
	Leavers	1	1	3	2	-	4
	Achievement	0.0%	100.0%	33.3%	0.0%	-	25.0%
Customer Service Subtotal	**Achieved**	**6**	**2**	**1**	**6**	**1**	**1**
	Leavers	**7**	**2**	**3**	**8**	**1**	**4**
	Achievement	**85.7%**	**100.0%**	**33.3%**	**75.0%**	**100.0%**	**25.0%**
Business and Administration Intermediate Level	Achieved	10	15	5	10	13	5
	Leavers	15	15	7	17	13	6
	Achievement	66.7%	100.0%	71.4%	58.8%	100.0%	83.3%
Business and Administration Advanced Level	Achieved	3	3	4	3	3	4
	Leavers	3	5	5	3	4	5
	Achievement	100.0%	60.0%	80.0%	100.0%	75.0%	80.0%
Business and Administration Subtotal	**Achieved**	**13**	**18**	**9**	**13**	**16**	**9**
	Leavers	**18**	**20**	**12**	**20**	**17**	**11**
	Achievement	**72.2%**	**90.0%**	**75.0%**	**65.0%**	**94.1%**	**81.8%**
Management Advanced Level	Achieved	7	12	1	7	9	1
	Leavers	10	18	6	16	16	2
	Achievement	70.0%	66.7%	16.7%	43.8%	56.3%	50.0%
Management Higher Level	Achieved	-	-	0	-	-	0
	Leavers	-	-	2	-	-	2
	Achievement	-	-	0.0%	-	-	0.0%
Management Subtotal	**Achieved**	**7**	**12**	**1**	**7**	**9**	**1**
	Leavers	**10**	**18**	**8**	**16**	**16**	**4**
	Achievement	**70.0%**	**66.7%**	**12.5%**	**43.8%**	**56.3%**	**25.0%**
Marketing Advanced Level	Achieved	-	-	2	-	-	2
	Leavers	-	-	2	-	-	3
	Achievement	-	-	100.0%	-	-	66.7%
TOTAL	**Achieved**	**26**	**32**	**13**	**26**	**26**	**13**
	Leavers	**35**	**40**	**25**	**44**	**34**	**22**
	Achievement	**74.3%**	**80.0%**	**52.0%**	**59.1%**	**76.5%**	**59.1%**

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Annex 4 - Community Learning Data

Community Learning

GRAND TOTALS		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
TOTAL	Achieved	4911	4911	5046	4911	4905	5041
	Leavers	5205	5200	5228	5205	5202	5225
	Achievement	94.4%	94.4%	96.5%	94.4%	94.3%	96.5%

SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
1.3 Health & Social Care	Achieved	27	30	50	27	30	50
	Leavers	35	30	50	35	30	50
	Achievement	77.1%	100.0%	100.0%	77.1%	100.0%	100.0%
TOTAL	**Achieved**	**27**	**30**	**50**	**27**	**30**	**50**
	Leavers	**35**	**30**	**50**	**35**	**30**	**50**
	Achievement	**77.1%**	**100.0%**	**100.0%**	**77.1%**	**100.0%**	**100.0%**

SSA 2 Science and Mathematics		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2.2 Mathematics and Statistics	Achieved	-	92	129	-	92	129
	Leavers	-	107	137	-	107	137
	Achievement	-	86.0%	94.2%	-	86.0%	94.2%
TOTAL	**Achieved**	**-**	**92**	**129**	**-**	**92**	**129**
	Leavers	**-**	**107**	**137**	**-**	**107**	**137**
	Achievement	**-**	**86.0%**	**94.2%**	**-**	**86.0%**	**94.2%**

Annex 4 - Community Learning Data

SSA 3 Agriculture, Horticulture and Animal Care		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
3.2 Horticulture and Forestry	Achieved	232	186	148	232	186	148
	Leavers	237	190	151	237	190	151
	Achievement	97.9%	97.9%	98.0%	97.9%	97.9%	98.0%
TOTAL	**Achieved**	**232**	**186**	**148**	**232**	**186**	**148**
	Leavers	**237**	**190**	**151**	**237**	**190**	**151**
	Achievement	**97.9%**	**97.9%**	**98.0%**	**97.9%**	**97.9%**	**98.0%**

SSA 4 Engineering and Manufacturing Technologies		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
4.3 Transportation Operations and Maintenance	Achieved	91	73	59	91	73	59
	Leavers	91	73	59	91	73	59
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TOTAL	**Achieved**	**91**	**73**	**59**	**91**	**73**	**59**
	Leavers	**91**	**73**	**59**	**91**	**73**	**59**
	Achievement	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Annex 4 - Community Learning Data

SSA 6 Information and Communication Technology		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
6.1 ICT Practitioners	Achieved	3	3	6	3	3	3
	Leavers	3	3	6	3	3	7
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	42.9%
6.2 ICT for Users	Achieved	403	340	239	403	335	237
	Leavers	421	348	241	422	347	241
	Achievement	95.7%	97.7%	99.2%	95.5%	96.5%	98.3%
TOTAL	**Achieved**	**406**	**343**	**245**	**406**	**338**	**240**
	Leavers	**424**	**351**	**247**	**425**	**350**	**248**
	Achievement	**95.8%**	**97.7%**	**99.2%**	**95.5%**	**96.6%**	**96.8%**

SSA 7 Retail and Commercial Enterprise		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
7.4 Hospitality and Catering	Achieved	151	178	173	151	178	173
	Leavers	161	188	174	161	188	174
	Achievement	93.8%	94.7%	99.4%	93.8%	94.7%	99.4%
TOTAL	**Achieved**	**151**	**178**	**173**	**151**	**178**	**173**
	Leavers	**161**	**188**	**174**	**161**	**188**	**174**
	Achievement	**93.8%**	**94.7%**	**99.4%**	**93.8%**	**94.7%**	**99.4%**

Annex 4 - Community Learning Data

SSA 8 Sport, Leisure and Recreation		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
8.1 Sport, Leisure and Recreation	Achieved	882	1056	1135	882	1056	1135
	Leavers	921	1129	1198	921	1133	1194
	Achievement	95.8%	93.5%	94.7%	95.8%	93.2%	95.1%
TOTAL	**Achieved**	**882**	**1056**	**1135**	**882**	**1056**	**1135**
	Leavers	**921**	**1129**	**1198**	**921**	**1133**	**1194**
	Achievement	**95.8%**	**93.5%**	**94.7%**	**95.8%**	**93.2%**	**95.1%**

SSA 9 Performing Arts		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
9.1 Performing Arts	Achieved	426	542	613	426	542	613
	Leavers	461	567	625	461	567	625
	Achievement	92.4%	95.6%	98.1%	92.4%	95.6%	98.1%
9.2 Crafts, Creative Arts and Design	Achieved	1251	1361	1486	1251	1360	1486
	Leavers	1300	1419	1519	1301	1418	1519
	Achievement	96.2%	95.9%	97.8%	96.2%	95.9%	97.8%
9.3 Media and Communication	Achieved	-	32	69	-	32	69
	Leavers	-	34	69	-	34	69
	Achievement	-	94.1%	100.0%	-	94.1%	100.0%
TOTAL	**Achieved**	**1677**	**1935**	**2168**	**1677**	**1934**	**2168**
	Leavers	**1761**	**2020**	**2213**	**1762**	**2019**	**2213**
	Achievement	**95.2%**	**95.8%**	**98.0%**	**95.2%**	**95.8%**	**98.0%**

Annex 4 - Community Learning Data

SSA 10 History, Philosophy and Theology		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
10.1 History	Achieved	31	-	25	31	-	25
	Leavers	34	-	27	34	-	27
	Achievement	91.2%	-	92.6%	91.2%	-	92.6%
TOTAL	**Achieved**	**31**	**-**	**25**	**31**	**-**	**25**
	Leavers	**34**	**-**	**27**	**34**	**-**	**27**
	Achievement	**91.2%**	**-**	**92.6%**	**91.2%**	**-**	**92.6%**

SSA12 Languages, Literature and Culture		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
12.1 Languages, Literature and Culture of the British Isles	Achieved	268	208	119	268	208	119
	Leavers	317	230	149	317	230	149
	Achievement	84.5%	90.4%	79.9%	84.5%	90.4%	79.9%
12.2 Other Languages, Literature and Culture	Achieved	853	622	739	853	622	739
	Leavers	915	681	766	915	681	766
	Achievement	93.2%	91.3%	96.5%	93.2%	91.3%	96.5%
TOTAL	**Achieved**	**1121**	**830**	**858**	**1121**	**830**	**858**
	Leavers	**1232**	**911**	**915**	**1232**	**911**	**915**
	Achievement	**91.0%**	**91.1%**	**93.8%**	**91.0%**	**91.1%**	**93.8%**

Annex 4 - Community Learning Data

SSA14 Preparation for Life and Work		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
14.1 Foundations for Learning and Life	Achieved	203	150	56	203	150	56
	Leavers	215	157	57	215	157	57
	Achievement	94.4%	95.5%	98.2%	94.4%	95.5%	98.2%
14.2 Preparation for Work	Achieved	90	34	-	90	34	-
	Leavers	94	40	-	94	40	-
	Achievement	95.7%	85.0%	-	95.7%	85.0%	-
TOTAL	**Achieved**	**293**	**184**	**56**	**293**	**184**	**56**
	Leavers	**309**	**197**	**57**	**309**	**197**	**57**
	Achievement	**94.8%**	**93.4%**	**98.2%**	**94.8%**	**93.4%**	**98.2%**

SSA 15 Business, Administration, Finance and Law		OVERALL			TIMELY		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
15.1 Accounting and Finance	Achieved	-	4	-	-	4	-
	Leavers	-	4	-	-	4	-
	Achievement	-	100.0%	-	-	100.0%	-
TOTAL	**Achieved**	**-**	**4**	**-**	**-**	**4**	**-**
	Leavers	**-**	**4**	**-**	**-**	**4**	**-**
	Achievement	**-**	**100.0%**	**-**	**-**	**100.0%**	**-**

Minimum Standards Headline Summary   **2016-17**

Qualifying aims

Annex 5 – Minimum Standards

Education/Training	Threshold	Leavers	Achievers	Achieved	Leavers Below Threshold	% of Leavers Below Threshold	Possible Leavers	Possible Achievers	Possible Achievement
Award	80%	48	44	91.7%	1	0.1%	48	41	85.4%
Certificate	80%	106	95	89.6%	14	1.9%	106	92	86.8%
Diploma	70%	57	34	59.6%	35	4.8%	57	26	45.6%
GCSE Maths and English	75%	86	72	83.7%			86	72	83.7%
Other (Reg)	70%	4	2	50.0%	3	0.4%	4	2	50.0%
Other (Non Reg)	85%	99	99	100.0%			99	99	100.0%
QCF Unit	85%	49	48	98.0%	5	0.7%	49	46	93.9%
Basic Skills Maths English	63%	263	176	66.9%	148	20.3%	263	175	66.5%
ESOL	70%	18	15	83.3%			18	15	83.3%
		730	585	80.1%	206	28.2%	730	568	77.8%

Apprenticeship	Threshold	Leavers	Achievers	Achieved	Leavers Below Threshold	% of Leavers Below Threshold	Possible Leavers	Possible Achievers	Possible Achievement
Intermediate Level Apprenticeship	62%	22	13	59.1%	9	11.5%	22	12	54.5%
Advanced Level Apprenticeship	62%	54	22	40.7%	45	57.7%	54	19	35.2%
Higher Apprenticeship - level 5	62%	2			2	2.6%	2		
		78	35	44.9%	56	71.8%	78	31	39.7%

Success rates for Education & Training Learning aims are compared to the MS threshold for the qualification type.
Apprenticeships are compared by Framework group to the threshold. Only Qualifying Aims within each funding stream are included
When the group total is below the threshold, all the learners in the group are counted as 'Below Threshold'.

City Of York Council   Page   1

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**Decision Session – Executive Member for
Culture, Leisure and Tourism**

23 October 2017

Report of the Corporate Director of Economy and Place

Cold Calling Controlled Zones

Summary

1. Cold Calling Controlled Zones (zones) are an effective tool in reducing the number of traders cold calling at people's homes attempting to sell all manner of products from dish cloths to double glazing, roof repairs to resurfacing driveways. There are currently 216 zones, covering some 8000 houses in the City. These were all implemented by City of York Council's trading standards officers between 2007 and 2014 at the request of residents.

2. This paper sets out a plan to introduce and administer new zones in the city, as well as review existing zones on a more sustainable basis.

Recommendations

3. That the Executive Member approves a plan to create a 'pay as you go' product to enable interested communities (potentially through ward committees) to introduce, administer and review zones whilst officers continue to explore other funding options. The paper also recommends a change in the rules so that it is easier to introduce a zone where the overwhelming majority of residents are in support of their introduction.

Background

4. A survey conducted by Trading Standards Institute (2003) found that over 95% of people did not welcome people cold calling at their door. Whilst this survey is now approaching 15 years old, officers do not sense any change of feeling. As a general principle, it remains lawful to cold call, although the law has tightened in some respects such that it is now an offence for a salesperson to refuse to leave when asked to do so.

5. The zones not only reduce the number of cold callers. Surveys show that they are an effective tool in empowering consumers as they reduce the fear of doorstep crime i.e. people being pressured and/or misled into buying products in their homes. In a 2008 survey of residents in York's zones, 66% of people said they were less concerned about doorstep crime since the zone had been introduced.

6. In a zone, the residents collectively agree not to deal with traders who call uninvited at their door to sell products. There is a sign on a lamppost at each end of the zone (typically a street, or series of streets) and stickers for each householder to display in their door/window to inform cold calling salespeople that they are not welcome. They are effective as they give residents a particular reason to turn such traders away. Residents can report anyone cold calling in the zone to Trading Standards Officers who will write to the business and ask them not to do so in future – a record of which is maintained and can help support action against particular problem traders.

7. As mentioned above, there is an offence of failing to leave a property when asked under the Consumer Protection from Unfair Trading Regulations 2008, and there is counsel opinion suggesting that failing to leave a zone when asked (even by virtue of the sign) could amount to an offence - although there have been very few cases to test this in court. Furthermore, if a trader commits a trading standards offence, the fact that it occurs in a zone can add weight to the evidence of unfair trading and/or be an aggravating factor when it comes to sentencing. Clearly however, the whole purpose of the zones is to help prevent people being pressured or misled into buying products in the first place.

8. There is no statutory duty on the council to introduce zones, and as a result of service pressures, the decision was taken to stop introducing new zones in 2015 through the budget setting process. Officers did however commit to continuing to deal with complaints about any cold calling in existing zones i.e. writing to the trader and advising that the residents do not deal with cold callers in the area.

9. There continues to be a demand for new zones, and the existing zones need to be reviewed to ensure that they remain valid. The earliest zones are now 10 years old and it is likely that many of the residents in these zones today may not have be the same as those who signed up in the first place. The success of the zones relies on people being ready, willing and able to turn unwanted salespeople away and as cold calling is not in itself illegal it should only be introduced where it is proportionate to do so i.e. where the residents collectively agree to this.

10. In respect of 'resident agreement', zones are currently only brought in where more than 50% of people expressly agree (through a survey form) to its introduction and *no residents oppose* the zone. This is because the success of the zone depends upon residents turning cold callers away. However, the rule that *no residents oppose* the zone can be frustrating – particularly where an overwhelming majority of residents are in support of its introduction.

Consultation

11. A talkabout survey of residents in 2016 identified that 'taking action to prevent rogue trading' was considered the most important 'trading standards specific' concern for City of York Council. The 255 respondents gave an average score was 4.16 out of 5 in terms of its importance. The zones are a tool to help prevent rogue trading.

Options

12. (a) Seek funding of an officer for this role from available funding streams. A part time officer – costing in the region of £25k per annum - is required to deal with the zones. Funding for a full time officer would provide additional resource to help tackle other kinds of scams including by cold calling by telephone, email (phishing) and mail.

(b) Create a 'pay as you go' product to enable interested communities (potentially through ward committees) to introduce, administer and review zones. The charge, to be determined, would be on a 'cost recovery basis'. An initial charge would cover dealing with the request, preparation and conducting a survey residents, collecting and review of results. It is estimated that this charge would be around **£450**. Assuming the zone goes ahead, there would be an additional charge for installing signage on lampposts and providing material about the zone (estimated to be around **£200**). There would be an annual maintenance charge covering advice to residents, letters to traders etc (typically 1.5 hours of officer time – estimated to be around **£90** per year). Similarly there would be nothing to prevent 'packages' being made available to deter other kinds of scam in due course. As can be seen, the zones are fairly resource intensive, assistance from volunteers in the zones (or elsewhere) would reduce the amount of time/cost enabling and the resulting saving would be passed on. The figures above are estimated on a zone of up to 50 households.

(c) Give the community access to the materials needed to create their own zones through the CYC website.

(d) Retain the existing position with no new zones introduced (please note that the review of the existing zones outlined in paragraph 15 below will still take place).

13. In cases (a) – (c) there is an option to abolish the rule that *no residents oppose the zone,* and introduce a rule that 'fewer than 5% of households within the proposed zone object' to its creation. This figure is consistent with the Trading Standards survey data for people who do not welcome cold callers (described in paragraph 4 above). So for example, in a proposed zone of 50 houses, at least 25 would have to positively agree to the zone being introduced (evidenced through a survey) and there must be no more than two households objecting. For the avoidance of doubt, the percentage of objectors is taken against the whole zone (including those who did not respond), not just those responding.

14. It is of course possible for the Executive Member to recommend an alternative rule, or keep the existing rule.

15. Finally, a review of existing zones will take place – free of charge – providing assistance from volunteers within the zones is forthcoming. If no assistance is forthcoming, or there is found to be no support for the zone it will be discontinued.

Analysis

16. Option A is the most desirable, and although officers have informally discussed a number of potential funding streams with their administrators there appears to be no realistic opportunity of funding through this method – at least in the short term. This is however an avenue that can continue to be explored.

17. Option B enables new zones to be introduced on a 'pay as you go' basis and as the fee will be set on a 'cost recovery' basis there will be no additional cost to the council. It will enable the service to obtain additional resource to carry out the work (or backfill officers undertaking the task). This will provide a short term solution, and communities may even be able to approach their local ward committee for assistance (subject to available funds and ward priorities). This option is recommended, with the suggestion that officers continue to explore option A.

18. Option C would consist of guidelines for residents wanting to create a zone being made available on the council's website. Whilst this would be no cost to the council, a lack of officer involvement could mean that zones are introduced in an uncontrolled way where residents are not ready, willing and able to deal with unwanted cold callers. This could devalue the brand and the effectiveness of the zone not just in that location, but in other places too.

19. Option D will mean that residents no longer receive the benefits of being within a cold calling controlled zone.

20. The introduction of the new 'fewer than 5% of the households in the proposed zone object' rule will make it easier to introduce zones where the majority of residents are in favour.

Council Plan

21. The food service plan contributes to the corporate council priorities in the Council Plan as follows:

   - A prosperous city for all.

   - A focus on frontline services

   - A council that listens to residents

Implications

22. **Financial** - The proposals enable the introduction of zones at no additional cost to the council.

23. **Human Resources (HR)** - There are no HR implications.

24. **One Planet Council / Equalities** – A One Planet York 'Better Decision Making' assessment accompanies this report.

25. **Legal –** Cold Calling Controlled Zones are not legally binding. There are no legal implications to the council arising from this report.

26. **Crime and Disorder** – Cold Calling Controlled Zones help reduce the fear of crime.

27. **Information Technology (IT)** – There are no IT implications.

28. **Property** – There are no property implications.

29. **Other** – There are no other implications.

Risk Management

30. The risks associated with the various options are described in the report.

Contact Details

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Report Approved $\boxed{\sqrt{}}$ **Date**

Specialist Implications Officer(s) List information for all

N/A

Wards Affected: List wards or tick box to indicate all   **All** $\boxed{\checkmark}$

For further information please contact the author of the report

Annexes - none

List of Abbreviations Used in this Report

Zones – Cold Calling Controlled Zone