

# Report of the Strategic Director to the meeting of the Children's Services Overview and Scrutiny Committee to be held on 15<sup>th</sup> December 2015.

---

**AN**

**Subject:**

**The impact of Industrial Centres of Excellence to date**

**Summary statement:**

Industrial Centres of Excellence (ICE) were one of the measures in the Get Bradford Working paper that was approved by Bradford Council's Executive committee on 22 June 2012. ICE were proposed as a model to enable employers in Bradford to take more of a leadership role in the design and delivery of 14 to 19 learning. Get Bradford Working set out a requirement for £1.5million to initiate the ICE programme, which will be used to develop ICE addressing priority economic sectors.

---

Michael Jameson  
Strategic Director for Children's  
Services

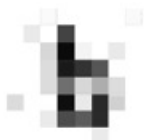
Report Contact: Philip Hunter, Interim  
Head of Education, Employment and  
Enterprise Team

Phone: (01274) 385680

E-mail: [phil.hunter@bradford.gov.uk](mailto:phil.hunter@bradford.gov.uk)

**Portfolio:**  
**Education, Skills & Culture**

**Overview & Scrutiny Area:**  
**Children & Young People's Services**



Suzan Hemingway, Assistant Director Corporate Services (City Solicitor)

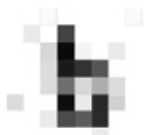


## 1. SUMMARY

- 1.1 The implementation of Get Bradford Working (GBW), an Employment Investment Programme for the District, was initially approved at Bradford Council's Executive Committee on 22 June 2012.
- 1.2 Get Bradford Working is made up of six elements, specifically this report details developments of one of these, Industrial Centres of Excellence (ICE).
- 1.3 ICE are a Bradford model to enable employers to take more of a leadership role in the design and delivery of 14 to 19 learning, to ensure that our young people have skills and qualifications that employers value when they leave the education system.
- 1.4 £1.5million of GBW funding was allocated as seed money for the development of ICE to cover sectors that we know will be critical in the future Bradford economy. These sectors are:
- Construction and the Built Environment
  - Advanced Manufacturing
  - Engineering
  - Creative and Digital Industries
  - Environmental Technologies
  - Business and Financial Services
  - Retail
- 1.5 As there is significant synergy between the relevant skills for those sectors Advanced Manufacturing, Engineering and Creative and Digital will delivered as one ICE, similarly Business, Finance and Retail will also be one ICE.

## 2. BACKGROUND

- 2.1 Industrial Centres of Excellence (ICE) are a key programme that will contribute significantly to the delivery of the 14-19 strategy, "Skills for Lifelong Learning, Decent Work and Fulfilling Lives' and the Employment and Skills Strategy."
- 2.2 ICE are discrete Centres within existing schools or colleges (they are not formal standalone institutions and so do not therefore have their own DfE number). Ultimately, the target is that each centre will have at least 300 14-19 year olds accessing their provision.
- 2.3 The Centres have their own management Board which has responsibility for matters such as curriculum, quality assurance and the finance of the Centre delegated from school governing bodies or college corporations.



2006-2007  
Improving Rural Services  
Empowering Communities



INVESTOR IN PEOPLE

Suzan Hemingway, Assistant Director Corporate Services (City Solicitor)



City of  
**BRADFORD**  
METROPOLITAN DISTRICT COUNCIL

- 2.3 The Boards typically, though not prescriptively, comprise at least five lead business partners (the ICE is designed so that the business rather than the individual is the Board member), at least two 14-19 education and training providers (schools or colleges) and at least one Higher Education partner. This enables employers to help provide vision, leadership and commitment through direct investment and support, and to shape the ethos, key policies and practices in the Centre. Further businesses are involved at a more operational level as 'associate partners' delivering key elements of the ICE curriculum.
- 2.4 The ICE model therefore enables employers to take an increased leadership role in the design and delivery of 14 to 19 learning in their sector and to articulate and stimulate the demand for skills. Each ICE will aim to address the future strategic workforce needs of local businesses through learning, training and work experience that provides outstanding preparation for entry into employment in our priority sectors, either directly through Apprenticeships or indirectly via higher education. The ICE are therefore a key strand of the Bradford Pathways programme and the first manifestation of the Pathways approach, but specifically focused on the 14-19 phase.
- 2.5 The curriculum will integrate real-life business-led project activities that foster team working, problem-solving and creative skills as part and parcel of developing technical knowledge and expertise.

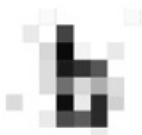
### 3. Report issues

- 3.1 The phased opening of the ICE means that they are at different stages of their development and consequently have differing levels of data available relating to the performance of the young people accessing ICE provision. However in two Centres (the Centre of Excellence for Business and the Centre of Excellence for Advanced Manufacturing) the first cohorts to go through a full two year programme in an ICE have completed their studies.

The data from these cohorts and current position of each ICE is described below.

#### 3.2.1 Centre of Excellence for Business

- The Board members are Shipley College, Titus Salt School, Carlton Bolling College, the University of Bradford Management School, Yorkshire Water, Provident Financial Group, Incommunities, UKAR, Adviser Plus, Morrison's, Westfield and Beaumont Robinson
- The Board is Chaired by Michael Wall from Beaumont Robinson
- This Centre also focusses on the financial and retail sectors and has a retail-focussed hub at Carlton Bolling College
- This was the first centre to open (in September 2013).
- The Board set targets for student retention, success rates and grades all of which were exceeded in 2014/15
- The overall success rate was 89% compared to 73% for the equivalent cohort in 2012/13



Suzan Hemingway, Assistant Director Corporate Services (City Solicitor)



- Of the completers who had been at the ICE on the roll of Shipley College, 42% progressed into Higher Education, 25% progressed into full-time employment, and 21% continued in Further Education
- The Year 12 students at Shipley College are currently averaging a grade of 2.48 (where 1 = Pass, 2 = Merit, 3 = Distinction) which is a significant increase on the actual attainment for 2014/15 (2.05) which itself was a clear increase on 2012/13's equivalent – pre-ICE- cohort (1.61)
- Titus Salt's groups accessing the ICE are operating at an average of 2.9, i.e. the equivalent of marginally under a Distinction for all students.

### 3.2.2 Centre of Excellence for Advanced Manufacturing and Engineering

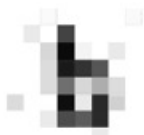
- The Board members are Oakbank School, Leeds City College, the Airedale Partnership, Airedale Springs, Principle Healthcare, Advanced Actuators, Byworth Boilers, Keighley Laboratories, Gesipa, Hewitt Topham and Metalcraft UK
- The Chair for this ICE is Robert Baldwin of Byworth Boilers,
- Leeds City College have relocated the 'FabLab' to Keighley campus to increase access to this for ICE students alongside the ICE itself and their StAR Centre to create a more comprehensive capital offer
- A cohort of Oakbank students has completed the GCSE Engineering course through the ICE. Attainment of A\*-C for this group was 59% compared to national average of 40%
- The Keighley Training Consortium has agreed to sponsor an ICE Apprentice of the Year Award, with three cash equivalent prizes (to be used on tools, for the next five years
- This is the first year this ICE has had a post-16 offer, and there are 30 young people accessing this in 2015/16, of which 20 are Apprentices.

### 3.2.3 Centre of Excellence for the Built Environment

- The Board members are Bradford College, Carlton Bolling College, Tong High School, Arnold Laver, Rex Proctor and Partners, Moortown Construction, Wates, Laing O'Rourke, CITB and Incommunities
- Andrew Laver from Arnold Laver chairs this Board
- Year one activity has included 18 site visits to enhance learning within curriculum pathways, ten business-led masterclasses and summer school provision to enable students to progress straight from a CSkills qualification to a Level 2 Trade qualification (previously they had to enter at Level 1)
- Partners have worked together to create a house renovation programme to commence in the new year, which will create a real life learning environment working alongside businesses to renovate housing creating a sustainable income stream for the ICE
- College provision is being enhanced by using advanced technology facilities developed with businesses including CAD software packages and drones

### 3.2.4 Centre of Excellence for Environmental Technologies

- The Board members are Buttershaw Business and Enterprise College (BBEC),



Suzan Hemingway, Assistant Director Corporate Services (City Solicitor)



- the University of Bradford (Life Sciences), Yorkshire Water, AWM, Shot Blast Media and NG Bailey.
- Frank Clayton from NG Bailey chairs the Board.
  - The main site for the ICE is the University's STEM Centre and there are now 104 BBEC students from Years 9 to 13 accessing ICE provision there, including supporting A Level STEM subjects and other Level 3 qualifications
  - The Board is currently recruiting further 14-19 educational providers to join as partners
  - CE:ET also featured as a case study in a UK Commission for Employment and Skills report looking at collaboration between employers and Higher Education

#### 4. Options

The 'Career Cluster Framework' approach of the Bradford Pathways framework is being implemented across all the ICEs. This approach provides defined pathways for young people to explore careers, take a career interest and develop it into job potential. There are multiple broad career clusters which are in turn broken down into specific pathways. Young people will be able to learn about the range of careers within each pathway and choose a programme of study to learn the skills, attitude, behaviour and knowledge for academic and career success.

The programme of study will be tied to local economic needs, specific partnerships, and a sequence of courses that will provide a pathway for young people to move seamlessly from secondary to post-secondary education and on into work. The programme of study is also the foundation for each young person's Individual Learning Plan, which is a portfolio of student accomplishment in preparation for post-secondary education or the workforce.

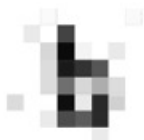
In terms of longer term financial sustainability of the ICE, there are a number of funding channels in place or being explored:

- use of the revenue funding generated by the learner's home institution to purchase ICE provision;
- sponsorship and other ad hoc contributions from employer partners;
- potential for more regular contributions from employer partners;
- that the ICE effectively acts as a recruitment partner to employers and they pay for this appropriately; and
- the house renovation programme outlined at 3.2.3 and other income generation schemes for services that could be traded relevant to the specialism of the ICE.

#### 5. Contribution to Corporate Priorities

##### 5.1 Improving Educational Attainment: .

A key aim of the ICEs is to make education and training provision exciting and innovative for the young people in them to increase their engagement, motivation and ultimately attainment.



As is highlighted in sections 3.2.1 to 3.2.2 the ICE approach is having a demonstrable impact on the outcomes of young people.

## 5.2 Support for the District's economy, jobs, skills and city centre regeneration:

One of the core functions of the ICE is to develop the education and training system to deliver qualifications that are relevant to the current and future needs of the local and global economy through partnership with employers from across the District.

It is still too early to assess a long term impact, and there is still a lot of work to be done, including involving more employers, and finding more work experience opportunities. However, as a result of the ICEs opening, all of the young people on programme have a much greater understanding of what employers in Bradford expect of them.

## 6. Recommendations

That members note the content of this report and welcome the progress made with the development of the ICE programme toward both improving the skills and employability of the young people in the District and increasing the role of Bradford businesses in education and training.

That members support the ICE Boards in their efforts to promote a wide range of career options to all our young people, irrespective of traditional recruitment patterns.

That members promote the ICE programme and its success within their resident, employer and education networks

## 7. Background Documents

[Centre of Excellence for Business](#)

[Centre of Excellence for Environmental Technologies](#)

[Centre of Excellence for the Built Environment](#)

[Centre of Excellence for Advanced Manufacturing and Engineering](#)

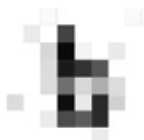
[Bradford Pathways](#)

## 8. Not for Publication documents

None

## 9. Appendices

None



2006-2007  
Improving Rural Services  
Empowering Communities



INVESTOR IN PEOPLE

Suzan Hemingway, Assistant Director Corporate Services (City Solicitor)

