



Forster
Community College
Inspiring Learning and Supporting
Communities to Prosper

Social Impact Report

April 2016

Forster Community College Limited
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Contents

About Forster Community College

- Mission
- What Makes us Unique
- Charitable Objects
- Values
- Bradford District

Meet our Learners

Activities and Results

Social and Economic Impact

- Learner feedback
- Measuring Economic Impact
- Case Studies

Ofsted

About Forster Community College

Mission

Forster Community College was established 34 years ago, our mission:

“

Inspiring Learning and Supporting Communities to Prosper

”

We provide skills, education and vocational training to those furthest from the labour market. Our learners are often described as ‘hard to reach’, experiencing multiple barriers to education and employment including poverty and social exclusion, many of whom are 16-24 year olds. Ofsted commented that:

“Learners, of whom almost all are at high risk of social and economic exclusion and have multiple substantial barriers to participate in learning, improve their personal, social and employability skills significantly. The College enhances their capacity to take control of their lives and improve their life chances and that of their children and dependents.”

What makes us unique?

As you enter the building our mission is blazoned upon the wall along with the words:

“

Welcome to our safe, friendly & caring learning community.

”

These words were taken from the overwhelming themes in feedback from our customers. When asked why they chose Forster Community College the reply comes “You are not like the larger Colleges” and we “feel treated like a person not a number”.

We provide a safe and supportive environment where learners are listened to and respected, where they can improve their life chances and are given the opportunity to overcome inequality and social exclusion by gaining skills and real work experience – ultimately leading to sustainable employment in sectors where there is demand across Bradford and the wider Leeds City Region.

The safety and care customers feel is, in part, due to our size and feeling of community - of welcoming. The size of the organisation allows the College to support learners in ways larger Colleges are unable to achieve; simple things like reception staff recognising your face

when you come in each morning, makes all the difference to the comfort customers can feel here.

The College has delivered multiple government contracts over the past 34 years and has remained committed to providing Education and Vocational Training which meets the demand for skills. We are based in Bradford city centre where we deliver Apprenticeships, Traineeships, Further Education, Mentoring Support and Community Learning in seven subject areas, funded by the Skills Funding Agency and other contracts for services. Much of the provision is preparation for life and work, below level 2, including Maths, English and ICT skills. Alongside delivering life changing vocational training for adults, the College delivers our Apprenticeships and Traineeships programmes working alongside employers to provide opportunities for our customers to gain sustainable employment and improve both their and their families' lives.

Charitable Objects

Charitable Objects	
The relief of poverty, in particular by the provision of training and education to the community, industry and commerce.	The advancement of education / training and the provision, in the interests of social welfare, of facilities for recreation and other leisure time occupation with the object of improving the conditions of life.

Values

Our values sustain an atmosphere of openness, accountability and respect throughout the organisation to promote confidence of the public, stakeholders, staff, charity regulators and funding bodies.

1. Heart: We believe passionately in our work and in the people we support, with learners at the centre of all that we do.
2. Honesty: We are open and honest in our service delivery and act with pride and integrity at all times.
3. Enjoyment: We put fun into learning and celebrate achievement and success

Bradford District

Bradford District is the fourth largest Metropolitan District in England with an estimated population of 526,400. Whilst the outlook for Bradford District is generally positive it is still amongst the most deprived in the Leeds City Region and nationally. 73% of the College's learners during 2014-15 academic year lived in disadvantaged areas, many of whom came to the College with poor literacy, numeracy and language skills - a feature of almost a quarter of Bradford's population. 15% of enrolments during 2014-15 academic year were in either English or Maths.

The population of Bradford is ethnically diverse. Whilst the largest proportion of the district's population (63.9%) identifies themselves as White British, the District has the largest proportion of people of Pakistani ethnic origin (20.3%) in England. During 2014-15 academic year just under half of College Learners identified themselves as White British and 22.4 % of Pakistani ethnic origin.

Bradford Council identifies unemployment as a "Significant Issue" in its Core Strategy as Bradford's unemployment rate remaining significantly higher than those for the wider Leeds City Region and England. 81% of Learners who accessed learning at FCC during 2014-15 were unemployed at the start of their learning.

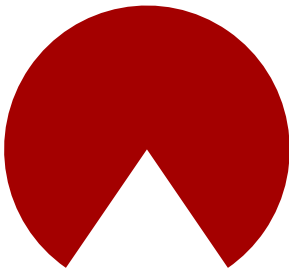
Meet our learners



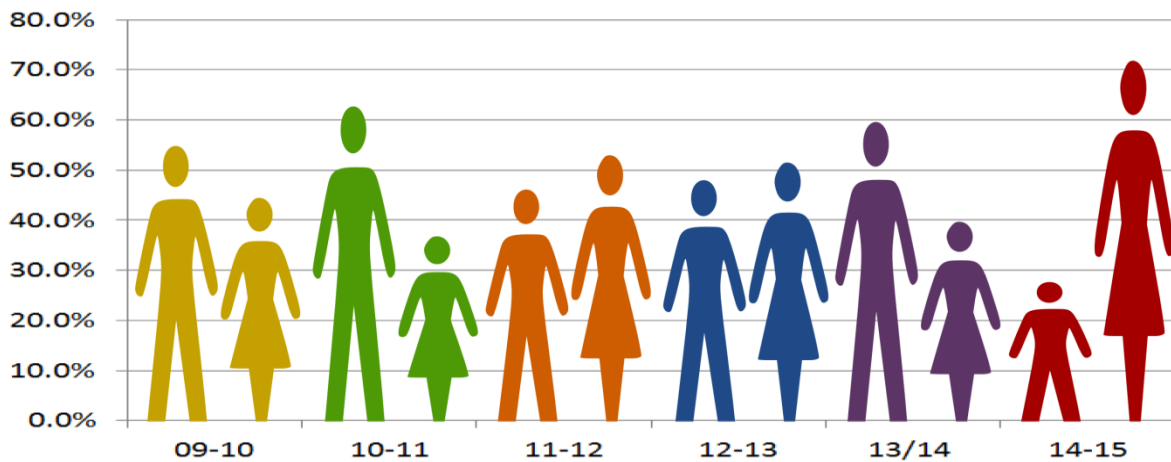
73.2% of learners live in areas of deprivation.



Half of all learners identified themselves as belonging to an ethnic minority. On average over previous 5 years this has been one **third**.



80.8 % of learners were unemployed at the start of their learning journey.



Over the past 6 years the mix of female and male learners has fluctuated with the College never disproportionately attracting either gender more than the other for more than one year.

Activities and Results

Vocational Education and Training

During the last year the College delivered training to more than 1000 learners with 848 completing nationally accredited qualifications funded by the Skills Funding Agency or by means of an Advanced Learning Loan.

Courses were delivered in Health and Social Care, Catering, Retail, Education and Training as well as vital underpinning skills in English, Maths and ICT. One seventh of all qualifications delivered were either Maths or English.

Courses ranged from entry level provision to level 3 professional qualifications.



93.6% of learners aged 19 or over achieved their learning aims which remains above the national average success rate for the third year running.



72.7% of Apprenticeships achieved their qualifications; again this is above national average.



The College focuses on improving employability and learners' skills and confidence to progress towards employment and further education. 94 learners have successfully secured employment with the majority of remaining learners either progressing to further education or volunteering opportunities.

Supporting Young People into Employment

The College works locally alongside a range of providers as part of the Talent Match Project which aims to tackle youth unemployment in 21 areas of England.



95 young people have been supported by the College through the project.



14 have already secured employment.



75 have progressed into further education.

Real Work Training Pilot

The College created a real work training environment where learners, who may be experiencing multiple barriers to employment, could develop practical work skills in a non-simulated employment environment. The College set up Forster's Bistro and Deli in the City Centre of Bradford. The restaurant, situated at the award winning City Park, catered for the general public including lunch service, evening meals, pre-theatre dining, bar, live music events, corporate events, weddings and outside catering.



307 learners and young people benefited directly from experiences at the Bistro.

Social and Economic Impact

The College uses multiple strategies to collect feedback from its Learners, as well as engaging with national initiatives led by funding and regulatory bodies. This feedback informs us of improvements and impact we have had on the lives of our customers' and the lives of their dependants. A selection of comments and statistics has been included in this report.

"I have got a job in a care home. The impact it will have on my life will be amazing. The fact that I will be earning money will have a great impact on my whole life. Things like affording new clothes and taking my daughter out." College Learner December 2015

"I cannot thank the College enough, without the support of the College and the experience I gained in Hospitality and Catering I would not have gained employment. I am excited about my future and my new job." College Learner, May 2014

"When I first enrolled at Forster Community College I was quite nervous, as I didn't know what to expect. The ladies in reception were lovely, kind and welcoming. My Tutor, Margaret, is great and very encouraging. I'm loving my course and my placement. I would recommend this College to all my friends." College Learner, December 2013

"I have just successfully gained employment. I feel this role is a massive stepping stone into a career around services which I feel very passionate about. I can see all the hard work I put into my course paying off. This is more than a job, it is a gift, thank you." College Learner, December 2015

98% reported that teaching & learning experience met their needs and expectations.

98% reported they felt committed to their learning and proud of what they were achieving.

97% reported improved confidence.

97% reported that they either felt they understood the next step on their learning journey or that they were being supported to explore the options.

87% reported that they felt that they were becoming more employable.

"I enjoyed the course at the College, it boosted my confidence and helped me to get a job." College Learner, May 2014

“I have become really confident in myself by attending this college. I have learned lots in English and maths and want to continue doing my courses at this College. I have made good friends and all the staff are really friendly and helpful. If I was to do a level 2 in English I will gain a qualification and have a better chance of finding a job in the customer service area.” College Learner, February 2016

“The opportunity the College has given me has changed my life. I am very proud of the College. I am also working in a nursery as a volunteer as part of my course. I have made a huge difference to my life after I started the course at Forster Community college, Thank you very much.” College Learner, February 2016

This small sample of learner feedback captures the essence of feedback from our customers. All feedback, criticism or praise, is valued and used to drive forward service improvements and understand the impact we have upon the lives of our customers and their families.

Measuring Economic Impact

The work undertaken by the College has a direct impact upon the economy. One very simple way to measure this is to evaluate the savings made by the public purse as individual enter employment, leaving benefit supported unemployment. Other impacts upon the economy include the innate value there is in a skilled individual available for work.

In the tables below the Government’s Unit Cost Database (V.I.4) has been used to estimate the economic and social value of our activities. This unit cost database brings together more than 600 cost estimates in a single place, most of which are national costs derived from government reports and academic studies. The costs cover crime, education & skills, employment & economy, fire, health, housing and social services. The derivation of the costs and the calculations underpinning them have been quality assured by New Economy in co-operation with HM Government. The database can be accessed by searching for “Unit Cost Database” on <http://neweconomymanchester.com/> Ideally we would use more local information, however it is not currently available so best estimates have been used to inform judgements.

Learning Outcomes

During the last 12 months the College has successfully helped 189 individuals achieve a NVQ level 2 qualification and 64 to achieve level 3 (or equivalent), allowing them to either seek further education or employment at a higher skill level. It has also supported 6 apprenticeships to completion and further employment. The value to the economy of this is calculated to be £164,937.00 per year.

The following tables below provide a breakdown of the values by category. The number of outcomes is based upon the previous 12 months (April 2015 – April 2016).

Outcome Category	Cost / saving detail	Number of Outcomes	Economic Value	Total Economic Value
Education & Skill	NVQ Level 2 Qualification - annual fiscal and economic benefits	189	£483	£91,287

Outcome Category	Cost / saving detail	Number of Outcomes	Economic Value	Total Economic Value
Education & Skill	NVQ Level 3 Qualification - annual fiscal and economic benefits	64	£1,003	£64,192

Outcome Category	Cost / saving detail	Number of Outcomes	Economic Value	Total Economic Value
Education & Skill	Apprenticeship Level 2 Qualification - annual fiscal and economic benefits	4	£1,316	£5,264

Outcome Category	Cost / saving detail	Number of Outcomes	Economic Value	Total Economic Value
Education & Skill	Apprenticeship Level 3 Qualification - annual fiscal and economic benefits	2	£2,097	£4,194

Employment Outcomes

The following data was collected from a partial sample of learners from August 2014 to July 2015. The sample represents 26% of learners who undertook a learning aim during the period being analysed. Due to the nature of our learners, collecting actual destination data presents specific challenges. This work is continuing and these figures will be updated from time to time. Improvements are being made to the collection process to ensure more is understood about where learners progress to. For the purposes of identifying numbers scaling up to represent the full sample could be a viable approach however for the purpose of this report the data has *not* been scaled up - no value has been assigned to unknown progressions.

During the 2014-15 academic year the College supported learners, 80.8% of whom were unemployed at the start of their learning journey, to achieve nationally recognised qualifications. To date 76 individuals have reported employment outcomes a saving to the public purse of £693,086.00 per year and valued as having a total economic value of £1,004,192.00 per year.

Outcome Category	Cost / saving detail	Number of Outcomes	Economic Value	Total Economic Value
Employment & Economy	Job Seeker's Allowance: Fiscal and economic benefit from a workless claimant entering work	49	£14,790	£724,710

Outcome Category	Cost / saving detail	Number of Outcomes	Economic Value	Total Economic Value
Employment & Economy	Employment and Support Allowance / Incapacity Benefit: Fiscal and economic benefit from a workless claimant entering work	8	£13,236	£105,888

Outcome Category	Cost / saving detail	Number of Outcomes	Economic Value	Total Economic Value
Employment & Economy	Income Support: Fiscal and economic benefit from a workless claimant entering work	19	£9,136	£173,584

Volunteer time

The Cabinet Office and DWP published the working paper: *Wellbeing and civil society estimating the value of volunteering using subjective wellbeing data*. This paper establishes that the value of a FTE volunteer at £13,500 per year. Using this information and best estimates of time given by volunteers supported by the College, we have calculated the following fiscal values:

Time given by staff (unpaid overtime), volunteers and trustees at FCC: 2,800 hours - £20,700 approx.

Time given by learners in voluntary capacity as part of their learning: 85,000 hours - £630,000 approx.

Source link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/221227/WPI12.pdf

CASE STUDY

Sumayyah; in her own words...

As a young adult I came from school with no qualifications and very low in confidence. I made the step to look into maybe doing my maths and English. I didn't have enough confidence to go into a big college and was looking for somewhere I might feel comfortable. I came across Forster Community College and went in to speak with reception. On arrival they welcomed me with open arms and gave me all the information I needed to start maths and English. I started my classes in a group of around 10 which was nice. All the students were from all different backgrounds, different ages and lacking confidence. As the weeks went on, with a good tutor teaching us, I began to become more confident – we all did. Not only was I learning new skills but I was learning how to communicate, learning about other people who I might not have previously spoke to and building relationships. The tutors at Forster Community College really want their students to achieve all aspects while we are there studying. Completing my English gave me the confidence to look for work. My tutor supported me with my CV and gave me advice and feedback. She never forgot when I had my first interview coming up. I was really nervous but she continued to support me which was a massive help. I got the job which was amazing and I continued to study at Forster Community College going on to the next level of English and completing my level 3 in Health and Social Care. I have left Foster Community College with an amazing mentor and fantastic friendships. I now like to see myself as a leader helping people who are not very confident – helping them to grow just as the College did for me.

If it was not for Forster Community College I would not be where I am today. Amazing people doing amazing things for people who really need it the most; giving us a chance to become better people.



CASE STUDY

Kim

Kim came to Forster Community College in July 2014 as a quiet 18 year old. She started a Study Programme to improve her Functional skills, study food preparation and cooking and prepare her for work.

Kim had volunteered at The Light Food Bank where she helped prepare meals which gave her valuable work experience and gave her the push she needed to further her studies.



Kim worked hard to achieve and, despite several setbacks with poor attendance, we were able to re-engage Kim and help her to deal with the personal issues which were preventing her from achieving her goals. She earned a reputation as a good team player and was

. always willing to help her peers. Kim successfully led a team of learners who produced handmade items which were sold to raise funds.

As a part of the programme she worked in Forster's pop-up bistro, within the College and for Forster's Bistro and Deli in one of their pop-ups; preparing hot and cold food, pastries and cakes. Kim discovered a passion for baking and produced some spectacular cakes and pastries which won praise from many of the customers.

Kim finished her Study Programme in May 2015 and progressed to a Catering Traineeship within the College to support her into work. Kim continued to make good progress; she achieved her Level 2 English, City & Guilds Level 1 Food preparation and cooking and Level 2 food safety.

Kim said "the staff at Forster Community College is so friendly, they help you out with anything you need, and you can always talk to the staff. They help you progress with whatever course you want to pursue'

Kim started work in September 2015 at Subway as a sandwich artist which she has really enjoyed and has since then been offered promotion to Team Leader.

CASE STUDY

Ifsah

Ifsah joined Forster Community College in September 2015 as a Trainee having previously gained level 1 English and Entry level 3 Maths and Level 1 childcare.

Ifsah left school with low GCSE grades and went on to attend Shipley College where, after completing several different CERTA Units, and improving her maths & English she made the decision that a career in Childcare was her goal.

When she started at FCC she was very quiet and withdrawn but settled in quickly and she was the first in her group to find a work placement. The placement is at a local nursery school where she has worked hard to demonstrate that she is prepared to work and how committed she is to a career in Childcare.

Ifsah became focused on an apprenticeship very quickly and whilst she looked at other nurseries she was reluctant to apply as she always wanted to work at Lilycroft; she was comfortable with the staff and enjoyed her time there. She was always encouraged to have a plan B and applied for apprenticeships elsewhere but without success.

During her Traineeship Ifsah attended College and successfully completed her Level 2 English, Level 2 Maths and worked on Level 2 Childcare vocational employment preparation training.

Ifsah's hard work and dedication has paid off. The Nursery offered Ifsah an Apprenticeship starting this September. She is so pleased and rightly proud of her achievements, as are we at the College.

CASE STUDY

Aaron

Aaron joined College on the Talent Match Programme and soon advanced onto a Retail Traineeship. Whilst on the Traineeship he studied English, Maths and customer service gaining valuable knowledge in all of these subjects.

Alongside his studies he completed work experience at the Vintage Rebel Retail Shop in the City Centre which enabled him to gain an insight into a professional retail environment and helped him to improve his interpersonal skills and confidence immensely. He also completed work placement at

Saltaire Canteen which helped him hone his customer service skills. Near the end of his traineeship, Aaron secured multiple interviews via the Talent Match Job Creation scheme and was successful almost straight away. He now works for an arts organisation in the Bradford district. The Talent Match programme continues to support Aaron on his employment journey.



Ofsted

In February 2014 the College was inspected by Ofsted receiving a grading of “Good” on the 4 point scale: Inadequate, Requires Improvement, Good, and Outstanding. For the full report please visit our website or the Ofsted homepage.

Key Extracts from Ofsted Report February 2014

“Learners, of whom almost all are at high risk of social and economic exclusion and have multiple substantial barriers to participate in learning, and improve their personal, social and employability skills significantly. The College enhances their capacity to take control of their lives and improve their life chances and that of their children and dependents.”

“Learners enjoy attending the College and their sessions greatly. A strong feature of the College is the way learners have developed the right attitude to support each other, work well together, and recognise the life-changing progress that they are making.”

“Advice and guidance about personal issues are very effective. Many learners are very positive about the support and encouragement from staff that has helped them to acquire essential skills and confidence to improve their lives and employment prospects.”

“The College uses its extensive knowledge of Bradford and the disadvantaged individuals in the boroughs to develop courses. It has shaped the curriculum successfully to develop learners’ vocational skills in sectors with an increasing employment opportunity. For example, the development of a well-resourced Bistro and Deli restaurant in Bradford City Centre provides good opportunities for work experience for an increasing number of learners.”