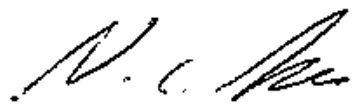


# A vision for inspirational and outstanding further education in the heart of West London

## HCUC Strategic Development Plan 2018-2021



“HCUC will give us greater resilience and greater scope to invest and increase our capacity to innovate and to respond effectively to regional and local needs.”

A handwritten signature in black ink, appearing to read 'N. C. Davies'.

Nick Davies  
Chair of Governors

A handwritten signature in black ink, appearing to read 'Laraine Smith'.

Laraine Smith  
Group Principal & CEO

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**£311.3 million**

TOTAL INCOME ADDED  
IN THE REGION

**9,085**

TOTAL JOBS SUPPORTED  
IN THE REGION

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**14.3%**

RATE OF RETURN TO  
STUDENTS

**18.4%**

RATE OF RETURN TO  
TAXPAYERS

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### **Reference documents – Available on Request**

#### Needs Analysis and Benchmarks

- HCUC – college comparison report (CEO, 2018)
- Demographic data report (Annual report by CEO)
- Report on HCUC’s economic and social value (commissioned report by EMSI, 2018)
- Competitor Analysis (RCU, 2016/17 data)
- Skills Gaps data for London (UKCES 2015)
- Skills Demand Analysis – Technical report and Summary (WLA 2016)

#### National, regional and local priorities – summary documents

- Industrial Strategy – International Brochure (Govt 2017)
- Sector Deals (Govt 2017 and 2018)
- Social Mobility Action Plan (DfE, 2017)
- Careers Strategy (DfE, 2018)
- Transforming Children and Young People’s Mental Health Provision Green Paper (DfE and DfHSC 2017)
- T Level Action Plan (DfE, 2017)
- The Mayor’s Economic Development Strategy for London – (GLA 2017)
- Mayor of London’s Skills For Londoners - A Skills and Adult Education Strategy for London – June 2018
- Improving Outcomes for West London Annual Report (WLA 2016)

## Introduction

HCUC brings together Harrow and Uxbridge Colleges to form a new merged group that will serve a diverse community of learners and employers with campuses in Harrow, Hayes and Uxbridge and a new division West Met Skills bringing together employer services for apprenticeships, training for the unemployed and wider partnership engagement. It builds on the educational character, values and strengths of each college whilst providing further education, not only in the two boroughs but also beyond into London and more specifically in west London, to the benefit of students, employers and the wider community.

### **Harrow College**

Harrow College offers full-time and part-time Education and Training to over 5000 students across different specialisms aligned to national, regional, sub-regional and local priorities. Its vocational provision is across fourteen subject sector areas from pre-entry level up to level 4/5. The College has a good reputation for providing programmes for high needs learners (learners with learning difficulties and disabilities - LLDD) and English as a Second Language for which it is the main provider in Harrow.

The College has also secured a stronger position in most subject sector areas including Science and Information Technology over the last three years, with improvements in student success and progression, whilst simultaneously embarking on infrastructure improvements for Business, discrete LLDD and most recently Health & Social Care.

At the last inspection in April 2016 Ofsted rated the College as 'Requires Improvement' with 'Good' grades for Adults and High Needs Learners provision. Over the last 2 years the College has improved its achievement rates by 8% to 85% for 16-18 year olds.

A range of employers work closely with the College, including Lenovo and Amazon, and the College provides apprenticeships for a growing but still small number of employers, with students studying at the College benefiting from a range of other opportunities with a large number of employers including work experience and work-related activities.

The London Area Review acknowledged that 76% of the College's estate was in categories C and D – and therefore improving the College estate remains a key strategic aim.

Although in recent years the College has been able to create a financial reserve, it needs to secure a sustainable financial position as part of HCUC which includes reducing its staff costs to 65% or less.

### **Local Context**

Harrow College has a good reputation in the borough. A key local external stakeholder and partner is Harrow local authority and the College contribute to key borough objectives regarding regeneration, education and training, which includes development of two construction skills centres in the borough. However, the College faces strong competition both from schools and other FE colleges, particularly for 16-18 year old students in the borough and more widely in west London, with only 33% of young people in Harrow coming to the College. There are two other colleges in Harrow and most secondary high schools/academies have sixth form provision.

## **Uxbridge College**

Uxbridge College offers a diverse range of vocational and academic programmes for young people and adults, attracting an intake of 10,000 students studying full and part time, apprenticeships, higher education, skills training for employers and professional development. Vocational provision is focused on work related education and courses are offered from entry level to level 4/5. Education and training takes place across fourteen sector subject areas with particular expertise in Science Technology Engineering and Maths and an innovative digital curriculum. The College also offers a high quality and broad A Level provision through its sixth form style Academy.

Three quarters of students attend the main Uxbridge campus, benefiting from specialist industry standard workshops with teaching by qualified industry experts. The Hayes Campus near Heathrow is the focus for a more community-based curriculum including Computing & Information Technology, Hospitality related service industries, and Childcare as well as extensive pre-vocational courses in English for Speakers of Other Languages and programmes for unemployed adults. The College's Business Studios is also located at the Hayes campus, supported by Hillingdon Council and the Hillingdon Chamber of Commerce.

The recognition of quality that resulted in Uxbridge College's Ofsted Outstanding Grade in 2008 remains integral to the functioning of the College and the 2015/16 Self Assessment Report continues to rate the College as 'Outstanding', evidenced in high success rates, high quality teaching, learning and assessment and a comprehensive focus on employability opportunities that enrich future career choices.

The College's work with employers is a significant part of its provision and works closely with key strategic partners. It is the largest West London College provider of apprentices, engaging with 400 businesses that employ around 900 apprentices over the course of each year, with progression to higher level skills as appropriate. Local employers provide work experience and recruitment opportunities for Uxbridge College students as well.

The College negotiates skills and employment agreements with Hillingdon Council and large inward investors as part of Section 106 agreements including funding to develop the construction curriculum to meet the skills needs identified through local regeneration programmes. Other employers sponsor projects relevant to their sectors.

The College has maintained an 'outstanding' rating for its finances year-on-year, generating appropriate surpluses in line with budget predictions. This sound financial management has enabled the College to invest £30million its estate and related capital projects since 2010, resulting in top quality and industry standard teaching spaces and new builds to accommodate an expanding curriculum.

## **Local Context**

Uxbridge College is the only FE college in Hillingdon and has a strong reputation within the community for high quality and breadth of provision. In response to local need the College has recently expanded its provision for high needs (learners with learning difficulties and disabilities), for example 50% of the full time 16-18 year-old students that choose to study in Hillingdon attend Uxbridge College. Nevertheless, there is strong competition from local schools and neighbouring colleges in west London.

This background introduction provides the starting point for the work that we do across HCUC and for the role that we play within the wider community.

Both Colleges' previous Strategic Plans for 2014-17 shared an ambition to be outstanding and to be financially sustainable, although starting points were different. This Strategic Plan aspires to achieve the same outcomes across all campuses and provision and by recognising starting points will ensure resources are effectively deployed to reach the same outcomes.

There continues to be a sharp focus on improving quality standards, specifically teaching, learning and assessment and more recently an increased focus on safeguarding and *Prevent*. Over the 2018-21 period, HCUC will continue to provide a 'local offer' to Harrow and Hillingdon Boroughs – a broad and comprehensive curriculum and training opportunities as well as develop its apprenticeship, HE and specialist provision to support wider national, regional and sub-regional priorities. However, the plan will be doing this within the context of reduced public funding in real terms, a plethora of different educational institutions (free schools, academies, UTC etc.) impacting on post-16 education and for the foreseeable future uncertainty about arrangements and implementation of future funding heightened by BREXIT as well as devolution of ESFA adult funding to London.

Both the current and the preceding governments place a high value on citizens playing their full part in the economic life of the country. This is central to government thinking and informs the priorities for publicly funded provision in colleges and other providers in the further education and skills sector. For this reason it is imperative that HCUC aligns itself very closely with the Post-16 Skills Plan and Industrial Strategy (2017) and the GLA's London Skills Strategy (May 2018) as well as local economic regeneration plans and West London Alliance Economic Strategy. Delivering against these plans involves closer work with employers and within communities to ensure individual learners are economically active and can reach their potential through their chosen career paths as well as help employers by focussing on occupations and the skills they need to drive improvements in productivity and wealth for their businesses.

#### **External Challenges**

- Responding appropriately to the breadth and the depth of curriculum and quality changes that we know will be extensive and substantial.
- Delivering our publicly funded work within a funding environment that is likely to be constrained for the foreseeable future represents a challenge.
- Positioning the work of the HCUC appropriately within an increasingly competitive and deregulated education and skills landscape focussed on employer needs.

#### **Internal Challenges**

- Becoming outstanding across HCUC for teaching, learning and assessment.
- Post-merger alignment e.g. processes.
- Delivering outstanding corporate services.
- Rapid development of West Met Skills.

## EXECUTIVE SUMMARY

The vision for HCUC is to play a critical role in helping to ensure the economic success and social cohesion and mobility in west London and more broadly in London. The aim is to develop an outstanding further education provision as a core component of the infrastructure of west London that:

- 1.1 Maximises the volume of high quality education and training, and the opportunities for success of students and communities in the local area;
- 1.2 Develops and maintains high quality teaching, learning, assessment and support that leads to outstanding success;
- 1.3 Responds to employers' and residents' needs for skills – to become a/the preferred provider in specialist areas;
- 1.4 Maintains and develops an effective and robust strategic partnership with individual local authorities, the West London Alliance and Greater London Authority, local schools, Higher Education institutions and other organisations (3<sup>rd</sup> sector, independent training providers etc.).

To achieve this:

- 1.5 The joining of resources is critical to ensuring the delivery of long-term sustainable and cohesive further education provision for west London. This will be particularly important given the current high level of downward pressure on college income nationally as it will:
  - Enable our communities to realise their ambitions, and local businesses to continue to access a well-trained and qualified talent pool for their future success;
  - Allow the further development of provision at all levels, but particularly at higher levels in the London Economic Action Partnership (LEAP)<sup>1</sup> priority areas, and add value to our engagement with employers;
  - Facilitate the sharing of best practice to improve the already strong quality base, ensuring high quality provision across the two areas;
  - Facilitate the achievement of a more robust financial position to safeguard the future sustainability of further education provision in west London, building on the strong financial profiles of the colleges;
  - Facilitate creation of shared corporate services;
  - Enable the improvement and development of college estate critical to meeting the aims of the new college group.
- 1.6 Continuity of the 'local offer' in each borough will be a key principle with the aim to:
  - Increase opportunities for student progression;
  - Meet the needs of all local employers;
  - Maintain a robust and effective strategic partnership with the local authority;
  - Share best practice between staff to expand high quality education and training.
- 1.7 A robust local offer in each Local Authority area will be enhanced by clear, accessible specialist pathways. Existing specialisms will be maintained and enhanced whilst new areas of expertise are developed to reflect the colleges' expertise in particular sectors (e.g. STEM) and meet regional and local skills needs.

The following page sets out a summary of HCUC's economic impact and benefits to stakeholders based on learners who left the Colleges in 2016/17. This analysis will provide HCUC with valuable information to support bids and demonstrate the value of HCUC to the communities it serves.

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<sup>1</sup> London Economic Action Partnership (LEAP) the Local Enterprise Panel in London rebranded under new mayor

### The Economic Impact and Return on Investment of Education for HCUC - based on learners in 2016/17

HCUC commissioned EMSI to analyse its economic impact on the business community and the benefits that its colleges generate in return for the investments made by its key stakeholder groups - learners, taxpayers, and society. The region HCUC serves is defined as north west London and consists of Harrow, Brent, Barnet, Ealing and Hillingdon.

#### Key conclusions found that HCUC:

- Enriches the lives of learners;
- Increases learners' lifetime income;
- Generates government revenue;
- Reduces the demand for social services;
- Contributes to the growth of the economy.

<p>Operations Spending Impact</p> <p>College payroll and other spending + ripple effects</p> <p><b>£46.1 million</b></p> <p>ADDED REGIONAL INCOME</p> <p>or</p> <p><b>1,346</b></p> <p>JOBS SUPPORTED IN THE REGION</p>	<p>Learner Spending Impact</p> <p>Relocated learner spending + ripple effects</p> <p><b>£20.2 million</b></p> <p>ADDED REGIONAL INCOME</p> <p>or</p> <p><b>590</b></p> <p>JOBS SUPPORTED IN THE REGION</p>	<p>Learner Productivity Impact</p> <p>Higher alumni earnings and increased business profit + ripple effects</p> <p><b>£244.9 million</b></p> <p>ADDED REGIONAL INCOME</p> <p>or</p> <p><b>7,149</b></p> <p>JOBS SUPPORTED IN THE REGION</p>
<p><i>All results measured in income, not sales. Results are net of counterfactual scenarios.</i></p>		
<p>Learner Perspective</p> <p><b>£531.9 million</b></p> <p><b>Benefit:</b> Higher future earnings</p> <p><b>£124.3 million</b></p> <p><b>Cost:</b> Tuition, supplies, opportunity cost</p>	<p>Taxpayer Perspective</p> <p><b>£261.3 million</b></p> <p><b>Benefit:</b> Future tax revenue, government savings</p> <p><b>£46.6 million</b></p> <p><b>Cost:</b> Taxpayer funding</p>	<p>Social Perspective</p> <p><b>£1.5 billion</b></p> <p><b>Benefit:</b> Future earnings, tax revenue, private savings</p> <p><b>£252.5 million</b></p> <p><b>Cost:</b> Learner and all college costs</p>
<p><b>4.3</b></p> <p>BENEFIT/COST RATIO</p>	<p><b>5.6</b></p> <p>BENEFIT/COST RATIO</p>	<p><b>5.8</b></p> <p>BENEFIT/COST RATIO</p>
<p><b>14.3%</b></p> <p>RATE OF RETURN</p>	<p><b>18.4%</b></p> <p>RATE OF RETURN</p>	<p><b>18.9%</b></p> <p>RATE OF RETURN</p>
<p><i>Future benefits are discounted to the present.</i></p>		



## SECTION 1: Our Values, Mission Statement and Public Value Statement

### Mission Statement

We create choice, opportunities and success. Your future is our priority.

### Public Value Statement

Our aim is to meet the education & training needs of learners, employers and the wider community, raising skills levels, contributing to economic growth and maximising individual potential.

### Our Values



- Outstanding quality and responsiveness

- Challenge, encourage, support and praise students and staff to strive for excellence in everything they do
- Be the first choice for students, staff, parents and employers



- Shape lives and build futures

- Meet the needs of all students as they progress
- Ensure that respect and tolerance underpins staff and student engagement within the wider college community
- Maximise opportunities for all staff and students



- Forward thinking

- Create a culture of aspiration, creativity and innovation
- Maintain learning at the heart of what we do
- Promote and engage students and staff in the world of work



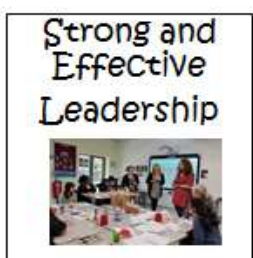
- Create a sustainable future and environment

- Adapt to meet the changing needs of students, employers and communities we serve
- Maintain and future proof our strong financial health
- Promote environmental sustainability throughout the college



- 'Be the best you can be'

- Unlock student potential – including preparing learners for the skills of the future
- High expectations of leadership, staff, students, parents and external stakeholders.



- Professional and accountable with integrity

- Ensure success through inspiring and engaged leadership
- Listen, respect and value contributions from internal and external stakeholders
- Create leaders and professionals for the future (students and staff)

## SECTION 2: Strategic Aims and Objectives

This strategy has been developed under four core strategic aims, each with its own strategic objectives. The rationale for our strategic aims and objectives is explained in this section, while in Section 3 more specific target areas are identified which will guide the development and delivery of the full range of HCUC services, as set out in our annually refreshed operational plans and in the Corporate Goals agreed on an annual basis with HCUC governors and monitored in-year at Corporation meetings.

### Strategic Aims:

1. To be recognised for high quality teaching, learning, assessment and support that leads to outstanding success.
2. Maximise the volume of high quality education and training, and the opportunities for success of students, employers and communities in the local areas we serve and beyond.
3. To maintain a strong financial profile in order to ensure a secure future for HCUC.
4. To continue to work with our partners to promote a strong economy and sustainable community development.

Strategic Aims	Strategic Objectives
SA1:  To be recognised for high quality teaching, learning, assessment and support that leads to outstanding success	To provide a high quality Teaching, Learning & Assessment experience that leads to both outstanding learner attainment and progression opportunities.
	1.1 Ensure student pass, retention and achievement levels remain high by comparison to national averages, other national publicly accountable KPIs and by comparison with our competitors. <i>(Evaluate by e.g. SSA, programme type, HE, WBL, age, gender, ethnicity, targeted groups)</i>
	1.2 Deliver teaching and learning and assessment strategies that engage and extend learners to achieve their full potential. E-learning and employability features as an enabling tool in pursuing this strategic objective. <i>(CPD, developmental process, Ofsted and other external validation)</i>
	1.3 Maximise the attainment level of individual learners, and for groups of learners with reference to our diversity profile. <i>(Attendance, value added, distance travelled, employability skills, Prevent, safeguarding, enrichment and support for targeted groups, development of attributes and behaviours)</i>
	1.4 Ensure the learner voice is central to teaching, learning and assessment and related support activities.
	1.5 Ensure HCUC's workforce is equipped with the skill levels required to support the delivery of the highest quality teaching, learning and assessment across HCUC's broad curriculum portfolio and within associated College support services. Staff engagement to ensure a full commitment to HCUC's aims remains a priority.
	1.6 Embed HCUC vision, values and associated behaviours (e.g. part of appraisals).
	To ensure our learners have access to a high quality, safe and secure learning environment
	1.7 Ensure that projects for extending and refurbishing HCUC's accommodation are managed successfully.
	1.8 Maintain and upgrade HCUC's estate to ensure our facilities and accommodation remain fit-for-the-future and support the college's aims to create areas of vocational specialism and increase the proportion of good and outstanding teaching, learning and assessment practices.
1.9 Maintain HCUC's ongoing commitment to promoting sustainability.	
1.10 Adhere to health and safety and safeguarding practices that ensure the safety, security and well-being of our students and staff.	

Strategic Aims	Strategic Objectives
<p>SA2:</p> <p>Maximise the volume of high quality education and training, and the opportunities for success of students, employers and communities in the local areas we serve and beyond</p>	<p>To prioritise learner progression and employability in the design and delivery of our curriculum</p>
	<p>2.1 Further develop our skills based curriculum strategy and employer engagement activities. <i>(Programmes of Study: quality work experience in targeted areas, work-based activities, branded assignments/units and West Met Skills activities)</i></p> <p>2.2 Oversee successful integration of curriculum and quality reforms.</p> <p>2.3 Effective delivery of learner’s Study Programmes will cover specific areas (e.g. centrally organised support programmes, tutorials, e-learning, support for learners).</p>
	<p>Respond to employer skills needs to positively impact on employers, students and communities we serve</p>
	<p>2.4 Maintain a broad based and comprehensive 16 to 19 provision and appropriate adult provision (the ‘local offer’) whilst further developing areas of specialism.</p>
	<p>2.5 Increase the focus on HCUC’s vocationally based progression routes and higher education to meet local, regional and national needs.</p>
	<p>2.6 Review and revise our curriculum offer with positive learner progression and destinations as the main priority (specific curriculum development itemised e.g. STEM, SEND etc.).</p>
<p>SA3:</p> <p>To maintain a strong financial profile in order to ensure a secure future for HCUC</p>	<p>3.1 Achieve or exceed 16-18 learner target numbers (mainstream and apprenticeships).</p> <p>3.2 Achieve adult education contract.</p> <p>3.3 Achieve successful roll-out of HCUC’s HE Strategy including targets for recruitment and income.</p> <p>3.4 Achieve all other public and commercial recruitment targets and/or contract values including Levy.</p> <p>3.5 Achieve the key financial performance indicators that enable HCUC to maintain outstanding financial health.</p> <p>3.6 To investigate, where agreed, mergers, federations and partnerships.</p>
<p>SA4:</p> <p>To continue to work with our partners to promote a strong economy and sustainable community development</p>	<p>4.1 Secure successful projects and partnerships that engage and empower young people and adults in our local and regional communities in education and training e.g. CEIAG activities.</p> <p>4.2 Build relationships with employers to support local and regional economic prosperity.</p> <p>4.3 Increase HCUC’s contribution and influence to the regional skills agenda through partnership and collaboration.</p>

### SECTION 3: Responding to National, Regional and Local Context and Priorities

#### National: The Industrial Strategy (2017)

There are five foundations to the strategy out of which or alongside the government has established a number of strategies and actions:

- Sector Deals - 2017
- Institute of Technologies - 2017
- Technical ‘T’ Levels Action Plan - 2017
- Social Mobility Strategy - 2017
- Careers Strategy - December 2017

HCUC is already engaging with a number of these strategies.



#### Places and People

HCUC has a continued commitment to support and engage with its local communities and stakeholders. It already supports local regeneration and education strategies e.g. construction provision; training for the unemployed; and apprenticeships. Also, HCUC hopes to be part of the 2<sup>nd</sup> round of T level pilots from September 2019 in four areas and is already piloting new RQF courses in Science. HCUC will develop and offer qualifications from the 15 technical routes as they are available and if they address regional and local needs. Part of this work will be to ensure HCUC continues to recruit staff with relevant sector experience and ensure existing staff skills' are up-to-date.

In the Industrial Strategy there is clear support for universities and how they can further work with employers to innovate and increase productivity. However, although we do not know the outcome of the post-18 review, it is clear that the government is keen to consider how the FE sector can respond to employer needs where there appears to be specific sector gaps at levels 4 and 5, in particular. This is an area HCUC has an opportunity to maintain and potentially grow its higher education (HE) provision. There has been significant change in HE driven by a number of changes including the move to student loans, removal of the student number control, squeeze on international recruitment and now registration to the Office of Students. One outcome from these changes has been the draw of potential students away from FE colleges to universities and other HE providers. Therefore, HCUC will seek out opportunities to consolidate its HE provision in ways that meets the needs of employers.

One such opportunity has been to apply to become an Institute of Technology for engineering and technologies. This opportunity will further consolidate HCUC's strategic relationship with Brunel University London (Brunel) as well as its relationships with Heathrow and Fujitsu. If HCUC is not successful at Stage 2, it will still look to develop these relationships through other work. See *Regional and Local context and priorities*.

## **Ideas and Business Environment**

The government has set out a range of support, mainly financial, in the Industrial Strategy under Ideas and Business Environment. For example, its first set of Sector Deals in Construction, Life Sciences, Artificial Intelligence (AI) and Automotive Sectors are now in place. All refer to the need for targeted training, for example, science and maths at level 3 (Construction, Life Sciences), introduction to AI prior to degree level, and the need for lifelong learning to enable young people and adults to move into different careers to provide employers with the workforce they need. STEM subjects are a significant and successful part of HCUC's curriculum portfolio with specialisms at particular campuses and HCUC intends to continue this curriculum focus. Apprenticeships will remain a key driver and area for growth for the government. HCUC as a leading apprenticeship provider in west London will continue to develop its employer unit - West Met Skills, to deliver apprenticeships for SMEs as well as Levy apprenticeships and work through the complexities of the different funding and income arrangements.

The importance of technological changes over the coming years cannot be underestimated. HCUC will look to respond to these with regard to its estate, IT infrastructure, staff development and delivery of relevant IT skills as part of students' core skills development.

## **Careers Strategy, Social Mobility and Mental Health**

The Careers strategy is trying to address the issue of variable quality. It will bring together the education, business, and public sectors, to provide careers advice and employer encounters that are dynamic and genuinely link to the modern workplace. HCUC will pursue the requirement by schools to allow providers of technical education, the opportunity to talk to their pupils about courses and career paths. It will also continue to demonstrate how it meets the Gatsby Career benchmarks that Ofsted will look to see from September 2018. HCUC has invested in direct employer engagement with students and staff and will continue to do so to also respond to the government's Social Mobility Action Plan. Both Harrow and Uxbridge have local career and support teams that offer advice and guidance to 16-18 year olds and adult students as well as direct training through West Met Skills.

The government set out in its Green Paper entitled 'Transforming Children and Young People's Mental Health Provision' two key recommendations for colleges:

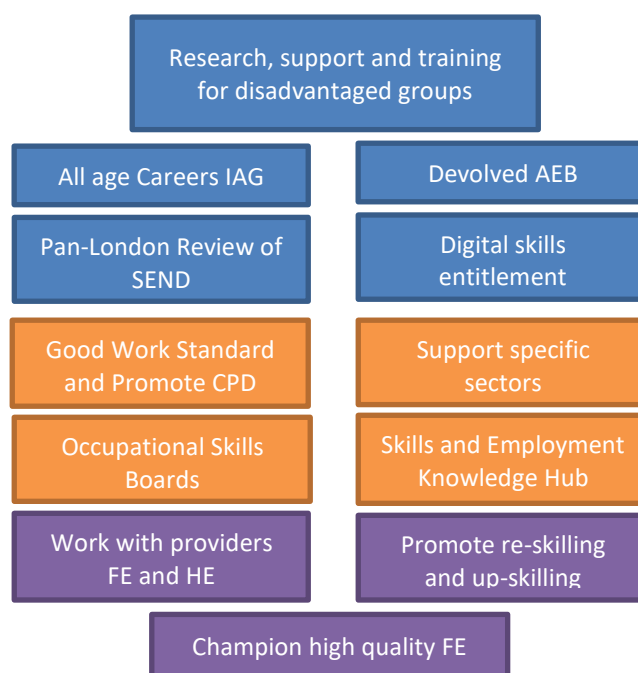
- The government has still to report back on its funding to train Designated Senior Mental Health leads in schools and colleges;
- The creation of local Mental Health Support teams including clusters of schools and colleges.

The final paper has yet to be published. Mental wellbeing is promoted at HCUC and this needs to have a continued focus ensuring appropriate CPD for staff. HCUC will review its current support in line with the final recommendations, with implementation also taking account of any changes in Ofsted's Common Inspection Framework.

## Regional and Local Context and Priorities

The Mayor of London’s ‘Skills for Londoners’ strategy (June 2018) has 3 priorities which are set out below.

1. Empower all Londoners to access the education and skills to participate in society and progress in education and in work;
2. Meet the needs of London’s economy and employers, now and in the future; and
3. Deliver a strategic city-wide technical skills and adult education offer.



This strategy responds to the Industrial Strategy as well as to the specific needs of London’s communities and stakeholders, as well as considers the potential impact of BREXIT and from the GLA’s point of view the opportunities presented by the devolution of the FE ESFA adult funding in September 2019. The latter directly impacts on HCUC and all other FE colleges in London. It is currently unclear how colleges can apply to run adult provision but what is known is that GLA has committed not to destabilise existing providers with ESFA adult funding in its first year. This change will represent a significant risk for HCUC going forward until there is further clarity regarding how things will work. However, it is clear that the GLA will use the funding to support its objectives to raise the skill levels of different groups such as those with ESOL, learners with disabilities and difficulties, unemployed, low paid adults which HCUC has provided successful education and training for currently and clearly links to the government’s Social Mobility Action Plan and Careers Strategy.

Sector development is predominately in STEM, Life Sciences and Digital and Creative industries. HCUC has successfully applied to become registered under the Mayor’s Construction Academy. This gives HCUC a quality kite mark as a preferred construction provider and access to apply for capital funding. In the future it may also give HCUC the opportunity to apply to become a Hub for other providers to be linked to. However, this needs to be considered carefully alongside other potential commitments, for example, the Institute of Technology.

HCUC has already benefited from GLA funding through its Capital funding to improve its estate in Harrow and will look for further capital funding (see Estate Strategy) linked to the GLA’s aim to champion high quality FE provision and its industry sector developments.

## West London Alliance (WLA)

**The West London Vision for Growth** is WLA’s vision to ‘realise a thriving and prosperous part of a premier world city, with highly profitable businesses investing in West London, successful residents and resilient communities’.

West London Vision for Growth	Opportunity Areas Job Growth Potential (52,000 to 2022)	
<b>Key Priorities:</b> <ul style="list-style-type: none"> <li>• ↑ Partnership with employers</li> <li>• ↑ small business start-up</li> <li>• Remove the skills gap</li> <li>• Upskill low-paid</li> <li>• ↑ NEETs into work</li> <li>• Improve outcomes for employment programmes for residents</li> <li>• 74,000 new homes</li> <li>• Create thriving town centres</li> <li>• Crossrail going through West Drayton and Hayes.</li> </ul>	Heathrow	12,000
	Old Oak Common & Park Royal	65,000
	Harrow & Wealdstone	3,000
	Wembley	11,000
	Colindale and Burnt Oak	2,000
	Brent Cross	20,000
	Southall	3,000

HCUC’s curriculum portfolio is aligned to meeting the priorities within west London and its host boroughs Harrow and Hillingdon. West Met Skills works with local Job Centres to provide training for the unemployed. HCUC will continue to offer ESOL and LLDD provision, accessible in each borough alongside excellent Foundation learning with progression routes to further vocational education and training.

HCUC is well placed to build on its existing strong employer relationships to contribute significantly to these key priorities across west London because of its good transport links. It has very good coverage of west London as its main recruitment area spans both boroughs as well as Brent, Barnet, Ealing and Hounslow bordering on Heathrow. It is, therefore, well placed to contribute to delivering the training needs at Heathrow and developments such as Crossrail/HS2, Old Oak & Park Royal Development and other borough opportunity areas (e.g. Brent Cross, Wembley, Harrow and Wealdstone).

Currently, income from student loans, international and full-cost (employer) courses represent 8% of HCUC’s income. Although HCUC will look to increase these income streams it recognises that there are external factors that have significantly impinged upon growth, such as the fluctuations to funded qualifications for adults (co-funded and student loans) as well as UK Border Agency criteria regarding international student recruitment by FE colleges. BREXIT also adds another level of uncertainty regarding people’s ability to pay for training in the future. It will be important for HCUC to ensure it consolidates its 16-18 programmes of study in the 15 technical routes and has a clear offer to 19-24 year olds as well as adults who want to upskill or retrain.

## Harrow and Hillingdon

In both boroughs there is a demographic decline in young people coming through post-16 unlike other boroughs in west London. This is set to rise again from 2020. In Harrow this is even more challenging as Harrow College, despite improved student achievement and a good reputation, is still competing with another FE college in the borough as well as school sixth forms who alongside St Dominic's are the main providers of A levels in the borough. Although there are six forms in Hillingdon, Uxbridge College has retained its reputation because of its outstanding Ofsted grade and continued high performance. HCUC is committed to provide a 'local offer' in each borough to meet local needs and contribute to local authority success measures but this will be shaped by recruitment, level of funding and where appropriate specialisation, for example, in STEM subjects, health & care and potentially in creative industries and further development in construction.

### Harrow Local Authority - Regeneration Strategy 2014-2026

Through regeneration the Council aims to make a difference for:

- **Communities** by providing new homes and jobs, vibrant town centres and an enhanced transport infrastructure and energy network;
- **Business** by providing new commercial workspace, support to access markets, advice and finance;
- **Vulnerable** residents by providing access to opportunities, reducing fuel poverty and designing out crime;
- **Families** by providing new family homes, expanded schools and renewing our estates.

### Success measured across 5 Areas



### Hillingdon Local Authority - Hillingdon Partners' Nine Priorities – December 2015

- Work together to maintain and improve the quality of Hillingdon as a place;
- Help people to lead healthier and more independent lives;
- Invest in early intervention and prevention;
- Increase access to Employment, Apprenticeships and Skills;
- Invest in Hillingdon's Town Centres;
- Reduce anti-social behavior;
- Promote and increase residents' involvement in sports, leisure, cultural and learning activities;
- Build a strong and resilient community;
- Provide secondary school places for Hillingdon children.



*Putting our residents first*

West Met Skills works with both Harrow and Hillingdon local authorities and is charged with taking forward new initiatives such as construction 'Hard Hat' training at Hillingdon, training for creative industries SMEs at Harrow and running business incubation at Hayes, for example. Across west London, West Met Skills works with over 450 employers for apprenticeships and despite the changes in funding for apprenticeships HCUC remains the largest FE apprenticeship provider in west London.



## **SECTION 4: Quality and Workforce development**

### **Quality:**

Across HCUC, there are dedicated staff and physical resources in 14 SSAs, with the vast majority of provision at good or better quality (see latest Self Assessment Reports and success rates trend data for 16-18s and 19+ SSA Tier 1 & Tier 2 levels). HCUC is committed to sharing practice across its two 'colleges', and the following set of priorities are in place to raise HCUC's good and outstanding teaching, learning and assessment (TL&A) profile.

### **Priorities:**

- To create a quality and teaching unit overseen by the Colleges' Vice Principals and HCUC's Head of Quality to implement the annual quality calendar;
- Develop and conduct robust internal self-assessment processes based on objective and relevant quantitative and qualitative evidence, that take full account of Ofsted CIF guidance and that are informed by annual external quality validation and audit of TL&A;
- Ensure that staff engage in cross college and curriculum specific TLA AFIs that emerge from self-assessment, and share responsibility for solutions to improvement;
- Ensure academic and academic support staff Appraisal objectives are directly linked to the achievement of the Colleges' Quality objectives;
- Ensure there are opportunities each year for joint CPD for targeted areas, and opportunities to develop using evidence based practice, promoting best outstanding practice across HCUC;
- Develop an e-learning strategy that will support and enhance the delivery of teaching, learning and assessment;
- Review and increase staff engagement with their industrial updating;
- Heighten professionalism and develop high levels of commitment among teaching and support staff to ensure HCUC's performance and that of its learners are among the best in the sector.

*Annual operational plans will convey the above priorities.*

### **Workforce Development**

Since merger a considerable amount of work has been done to harmonise staffing roles across HCUC, where appropriate, and we will ensure roles continue to be fit for purpose. HCUC will develop a HR strategy which will include the following priorities:

### **Priorities**

- Promote HCUC values and associated behaviours and embed in college processes e.g. appraisal;
- Further development of HCUC's corporate services teams with a focus on using technology to provide an effective and efficient service for students and staff;
- Consolidate the use of iTrent and develop and implement the appraisal module to support managers and staff;
- Continue to support and increase staff engagement in their own industrial updating.

*Annual operational plans will convey the above priorities.*

## **SECTION 5: Estate Strategy**

**The strategic vision for HCUC** will be to continue to take incremental steps towards the modernization and development of our premises, as resources allow. The broader purpose for this dynamic approach to estate and facilities development will enable HCUC to:

- Provide learning environments which enhance the quality of the learning experience and promote achievement;
- Respond to the challenges and opportunities presented by curriculum reforms e.g. T levels;
- Contribute to the delivery of Hillingdon's and Harrow local authorities educational and regeneration priorities;
- Respond to emerging national, regional and local targets and priorities;
- Maintain and build on previous track record of success prior to merger.

### **Background**

Prior to the merger with Harrow College, the most recent time that Uxbridge Governors discussed the Property Strategy for Uxbridge College in depth was at the Governors' Training and Planning Day in April 2016. At that time, UC Governors decided that Uxbridge College should pause in relation to any significant estate development plans for a number of reasons including:

- The London Area Review process wave of meetings had just started, and the outcome of this might impact on existing plans;
- UC had completed the major proportion of its estate modernisation plans, and a pause seemed timely;
- As a result of the modernisation undertaken largely between 2010 and 2015, the footprint of Uxbridge College had been adapted and extended sufficiently to cope with the demand being experienced at that point;
- No grant funding was available for capital works at that time, as the LEP allocations were 'on hold';
- Any new build would have needed to be loan and reserve funded, which Governors thought was higher risk than for previous new builds because of the pressure on annual Agency funding allocations and the general uncertainty that had been introduced by the Area Review process.

For Harrow College, campus modernisation featured as a strategic priority for a number of years. There has been a degree of new build or refurbished accommodation at both Harrow Weald and Harrow-on-the-Hill, but there remains a significant amount of modernisation to complete confirmed in the London Area Review completed in November 2016.

### **Enabling Work at Harrow campuses**

Currently Harrow has two main campuses and 2 small units for construction which cost nearly £250k to lease and maintain each year. It is proposed to move construction onto the Harrow Weald site by September 2019. This will require other provision to be relocated at Harrow Weald and Harrow-on-the-Hill. In addition, planning permission is being sought for plans to upgrade Armstrong, improve DDA access and estate circulation at Harrow-on-the-Hill. Therefore, if HCUC is successful in its future grant application to the GLA's capital fund it will be able to respond swiftly to carry out work in this 3 year plan.

### **Footprint of the future**

Apart from the need to move further ahead with the modernisation of Harrow, there are other capital investment issues HCUC needs to address. These include the need to maximise room utilisation at HCUC's main campuses as part of our efficiency measures, the estate implications if our IoT application is successful at Stage 2 to create a discrete space in 2020/21, the capital equipment requirements of HCUC (including the need for significant IT investment at Harrow), localised space pressures, particularly at the Uxbridge campus and potential LLDD growth across HCUC.