

# Strategic Planning 2022-25

PUBLISHED  
9 January 2023

# Contents

	<i>Page</i>
1. Strategic Planning 2022-25	3
2. Commissioned EMSI economic value analysis (final reports - April '22)	15
3. 1-5 year headline summary of key developments under each of the 5 main Strategic Objectives - (this extends activity beyond 2025 to 2026/7 academic year)	25
4. HCUC's Digital Strategy	31
5. Development Planning: Curriculum Intent (from April GB T&P for reference)	35

Governing Body - Training & Planning

November 2022

---

STRATEGIC PLAN 2022-25  
CONSULTATION AND DEVELOPMENT

*as discussed by Governors & NEAs at GB Training & Planning (April 2022)  
and referenced at GB Corporation (October 2022)*

---

**BACKGROUND**

Governors and NEAs were asked to note the further iteration of the Strategic Development planning document, following previous input from discussion with RuTC colleagues and from inputs at the previous T&P session.

The **overview rationale** at the beginning addresses some key aspects that were debated, namely the bedrock elements to ensure future success and stability, as well as the key developments that sets the College apart from other providers and required for it to realise its ambitions as a leading and innovative GFE & HE provider, in response to Government and local government policy steers.

Colleagues are reminded that Governors' T&P sessions and follow up SLT planning activity have refined the **Strategic aims & objectives**. The rationale for merger with RuTC remains as was, although all are aware of the delays and associated re-assurances linked to a final decision and date for the intended merger.

The current plan will serve to steer the College through alignment work, formulate Corporate Goals and drive immediate decision making in next academic year. Wider stakeholder dialogue will, however, benefit from knowledge of a firmer position in relation to the proposed merger, linked to the Phase 2 capital build and associated conditions.

Important inclusions are also contained within **Appendices** –

2. Commissioned EMSI economic value analysis (*final reports – April '22*)
3. 1-5 year headline summary of key developments under each of the 5 main Strategic Objectives – this extends activity beyond 2025 to 2026/27
4. HCUC's Digital Strategy (*draft*)
5. Development Planning - Curriculum Intent (*paper presented to GB T&P in April '22 by way of reminder*)

**Strategic Plan 2022-25**

The College's Strategic plan 2018-21 has been reviewed and the revised 2022-25 plan being developed. The proposed merger with RuTC which had an initial target date of July 2021, remains a key aspect going forward and the plan requires a consolidation of this work, before it can be finalised.

Review of the Strategic plan 2018-21 was undertaken in 2020 by staff and Governors. Strategic plan 2022-25 discussions have taken place in 2021/22 and involved SLT, have formed part of merger workstream considerations and focused JSG sessions. In addition, Governors T&P (October 21/April 22) discussed and provided recommendations for further refinements.

The changing economic and educational landscape, particularly affected by the pandemic and no doubt, also Brexit, has meant the normally stable local market information that would feed strategic thinking, is more volatile. Nevertheless, of late, local west London LMI is providing useful pandemic impacted indicators to help develop strategy for ourselves and partners in the region. Furthermore, the College has recently commissioned analysis as to the economic value being provided by the College, taking into account the recently changing landscape. It will provide indicators as to how well aligned the College's provision is in terms of local and regional job prospects and, ultimately, the quality of our learner outcomes. A similar exercise was undertaken at the outset of the HCUC merger and so when available (March '22) this will provide a helpful baseline for comparison going forward. [*Refer Appendix 2*]

As with the 2018-21 Strategic plan that has seen the College successfully navigate the challenges of HCUC merger, the strategic plan 2022-25 seeks to ensure fundamental activities that secure the financial health and the high quality of learner performance, remain the priority. Such fundamentals are likely to be a central part of any GFE college's strategy, admittedly, but are nevertheless vital to have as a central focus and will naturally relate to HCUC more specifically when examined at the more detailed KPI level.

The nature of FE funding and the relatively lower rates (*compared to schools & universities*) that these command, mean that room for margins are always tight. Maintaining sound financial health that allows longevity of provision, responsiveness and investment in staff and learner resources, whilst still contributing meaningfully to Government agenda and local needs, requires skilful construction of the college offer. By necessity this needs to be sufficiently wide ranging. The nature of FE funding suggests there is a risk in GFE offer being overly monoculture and too narrowly focused. In this respect, HCUC have proved that it is possible to offer general GFE provision and sustain this at consistently high quality – i.e. across subject sectors and levels and mode & type of study.

The effectiveness of this model has allowed the College to be flexible as environments change, provide wide range of access points for diverse sets of learners and meaningful progression pathways to sought after careers, and in doing so thereby maintain and maximising funding opportunities. Furthermore, such variety of access points has meant, more often than not, attracting the right learner onto the right course, suitable to their aspirations, ability, potential and eventual success. The bed-rock has been and needs to continue to be its 16-19 provision, but now with an expectation of growing adult provision. Critical, in achieving all of this, is the need for the College to maintain its reputation for high end learner performance. HCUC has achieved a very favourable Ofsted report from its recent Inspection (Feb '22), which is now in the public domain and associated marketing has followed.

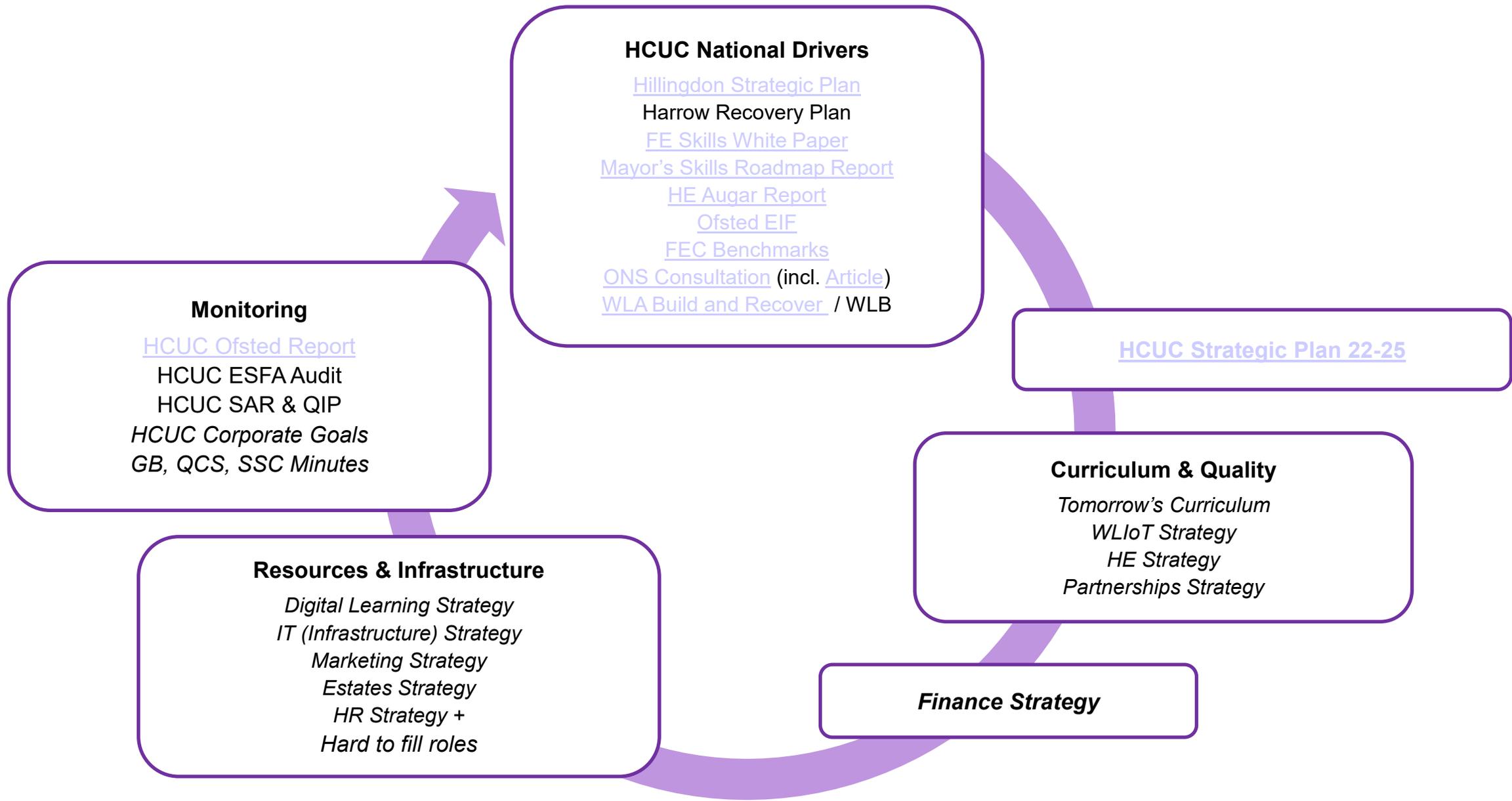
All that said, there is need for the College's offer to stand out from competition and be seen to offer high quality and leading provision. Thus, there is a premium for the college to be recognised as a flagship for key elements of its provision. It will be important therefore for the College to promote and deliver recognisably and acknowledged high quality provision in identified areas. There has been success in HCUC being recognised in leading on mainstream initiatives - WLIoT and T-levels and establishing strong and long held reputation in subject areas that include the highly valued STEM and A-levels, juxtaposed with creative and performing arts industries, the latter of which have strong industry connect in the West London region. With the nature of skills demands articulated by Government, there will also be the need to be bolder in venturing into emerging priority fields in order that leading edge can be visibly maintained. Examples of this being: Green skills, Health Science and the variety of Digital industries. All of this will rely on cohesive and cutting edge Marketing activity to ensure the College is seen as a leading light within the busy competitive education and training environment.

The most significant elements for the College to ensure it gets right are primarily associated with the experience of its learners, the way they are nurtured and developed, which in turn sits with the quality of the staffing, their specialisms and their inputs, in addition to the estate and facilities and the expertise by which the world of the workplace and the digital futures can be integrated into programme delivery. The strength of external partnerships and the intelligent involvement of employers and industry as integral parts of programme design and delivery will be crucial. Thus innovative HR strategy, estates strategy linked to digital learning strategy as well as a mature employer engagement strategy will be the key drivers for ensuring the College sets a clear pathway for a successful future.

Diversification of funding streams has always been part of the College's strategy for maintaining sound finances. It is with this in mind that the College needs to remain agile and responsive and, indeed, increase its vigilance and capability in order to benefit from the increased variety of project funding, capital funding and funding that promotes collaborative initiatives, which in turn points to a premium for establishing and nurturing meaningful educational partnerships and relationships with industry and employers, in the more collaborative environment that is being generated.

Thus, the five strategic aims that act as key pillars for the College's 2022-25 strategy, serve to both secure the bedrock provision and approach that has seen the College successfully navigate thus far and are ignored at our peril – largely defined within Strategic aims 1, 2 and 3 and importantly, the stretch, innovation and agility that will be needed to meet the expected and changing demands within the economic recovery landscape and educational reform, to maintain the College as a key leader within the GFE sector - largely housed within Strategic aims 4 & 5. In keeping with the College's development planning processes this year, the strategic objectives are also presented in terms of key headline activity over a 1-5 year planning period [*refer Appendix 3*]

As a final footnote, the College intends to continue operating in a prudent, considered and transparent manner, whilst pursuing its ambitions. It is mindful and respectful of the (FEC) advice sent to colleges that were described and contained within the '10 Cs - characteristics of successful colleges'. Governors and the senior team, including, jointly, as part of proposed merger discussions, have reviewed College operations positively against the '10 Cs' checklist [*refer Appendix 4*] and this will continue to serve as a means of gauging effective operations, going forward.



## HCUC - Relationship of Strategic Documents

## College Strategy

HCUC Strategy 2018-2021 saw the College navigate HC-UC merger successfully. The next iteration of the Strategic plan is due and is intended to cover 2022-2025. With the proposed merger between HCUC and RuTC, the plan takes on a new significance.

The Public Consultation document (produced as a necessary part of the merger consultation process) serves as a useful starting point from which to draw the key essence of the draft strategy for the newly merged College. For ease, we will refer to the proposed merged college as 'HRUC'.

The strategy is being shaped by views from the joint Governing bodies, as well as from students and staff at both Colleges and also drawing from discussions and commentary from other partners and interested stakeholders.

HCUC and RuTC are colleges that have been long established with strong local tradition. The vision and key aims and ambitions of HRUC are those that seek to combine the best aspects of both institutions, in order to ensure highly responsive and relevant provision for its learners, being cognisant of the critical policy drivers, resulting in recognisably high performance to further strengthen the three local colleges' and the College group reputation in the region. The larger group structure is envisaged to stabilise and strengthen finances to ensure continued investment in the quality of the staff, service structures and facilities, which in turn are fundamentals in ensuring the College can work effectively in partnerships and so that the highest level of learning experience and learner outcomes continue to be realised.

The merger will create a natural geographical 'arc' of campus location and provision within West London which will enable a connectivity and therefore an extension of provision within the area without resulting in unhelpful internal overlap of provision, whilst still allowing the colleges to draw from their traditionally wide base of learner cohorts within London and the surrounding counties.

The Public Consultation document \* sets out the case for merger and establishes the key factors that will drive the merged College's strategy in these coming years.

The partnership sets out to be collaborative and inclusive. The merger will further extend the current colleges' influence and impact as a driving force for education and training within the local and regional area. This is envisaged to see its benefits in its diverse and inclusive learner cohorts, its partnership with employers and its workforce supply to local and regional industry and thereby in its wider contribution to the regional and national economy, necessitated by changes resulting from the pandemic and Brexit as well as the evolving nature of future job markets and changing skill-sets, being brought about by digitisation and automation described within Industry 4.0.

The merger proposal highlights some central strategic aims:

- To be recognised for its high performance – in terms of both outstanding learner experience and outcomes as well as for financial health;
- To be at the forefront in its FE and HE provision of Digital and technical education and skills, with notable strengths in the STEM area, and with the WL IoT as a focal point for partnership working and higher technical qualification provision;
- To promote diversity and inclusivity in its operations, not only in terms of the educational provision and types of learners, but also in its workforce and demonstrably, by its leadership and governance activities;
- To be a pro-active catalyst in its partnership work and educational provision, to ensure effective contribution to identified local and regional skills needs;
- To be a favoured choice for diverse learner cohorts within the immediate region bounded by West, South and Central London, but also stretching beyond these boundaries;
- To effectively organise and utilise the collective talents and resources of the colleges to develop its provision and operations to be better and stronger and thereby able to realise the ambitions and successful futures of its learners and partnerships.

The benefits from merger that we intend to ensure are forthcoming:

➤ **Benefits for learners**

- By putting learners first, everything we do through this merger continues to start and finish with learners. Learner engagement remains paramount and the learner voice will inform College actions and allow us to enhance provision and their learning experience.
- Whilst maintaining a local focus & provision, merger will assist in creating a wider & more diverse range of learning opportunities through new progression pathways such as technical or professional programmes,
- A curriculum and partnership focus that will assist in the development of career enhancing, essential employability skills that incorporate English & maths, digital literacy, collaboration and enterprise.
- Provision of well-supported smooth transition into employment or higher education.
- The establishment of a strong and financially sound organisation will allow investment in high-quality teaching and learning helping to provide an excellent learning experience - through ongoing investment in curriculum innovation, employer enhanced curriculum delivery and high-quality learning environments.

➤ **Benefits for staff**

- Enhanced job security
- The opportunity to collaborate with a wider network of colleagues and share best practice
- A greater range of development opportunities
- Access to a wider network of corporate services expertise, dedicated specialist functions and sector-leading business solutions

● **Benefits for employers, stakeholders and local communities**

- Wider engagement in the development of London's talent pipeline
- Opportunities to develop strategic partnerships in key technical areas to support identified skills development
- Co-creation of flexible curriculum provision / design that meets industry needs  
Unemployment solutions, workforce upskilling & career change
- Single point of contact for an effective, high-quality Apprenticeship service
- A commitment to local educational, economic and social priorities
- Enhanced opportunities for work-force upskilling & re-training

**Strategy 2022-2025**

The key pillars upon which HRUC strategy and appropriate aims/objectives will be built are proposed as follows:

**1. High performance:**

- Demonstrably recognisable strong sector reputation and demonstrable high learner satisfaction, delivering the highest quality of learning experience & learner outcomes
- Renowned for strong support of learners to fulfil high end ambition, achievement and successful progression that results in strong learner attributes - the characteristics that define learners that progress and emerge from HRUC. Attributes, recognisable not only by employers, higher education and other stakeholders, but also that are attractive and identifiable with prospective applicants
- Recognised as a leading GFE provider regionally and nationally for identified provision, to incl. STEM, HE in FE ( primarily through the WLIoT) and A levels
- Maintained and consistent high sector ranking, utilising appropriate benchmarks, Quality audits and kite-marks to gauge comparative performance – with due attention to expectations of key agencies – including DfE, ESFA, Ofsted, QAA, OfS, Matrix and Gatsby standards.

**2. Resources:**

- Strengthened and sustainable Outstanding Finances – to allow sustained investment in resources, infra-structure and estate to support the prime purpose of the College’s operations and ambitions
- Digital infra-structure strategy and mobilisation plan: focused on generic and sector specific skills development to support the STEM, Digital and technological ambitions, whilst also ensuring the generic digital work-skills development of learners and staff alike
- Estate strategy – equipped for specialist purpose, with appropriate industry standards and a significant focus on technological and digital environments
- Annual and future-proof long-term planning to ensure estate and resources are innovative and current, with a flexibility to meet future demands and with the ability to deliver to Govt expectations e.g. as set out in the current FE White paper
- Wider utilisation of the estate to promote usage and familiarity with local industry and communities
- Economies of scale – contractual and procurement drivers.

**3. People:**

- Effective recruitment and investment for a highly professional and flexible workforce, with appropriate reward and recognition
- Effective and relevant people development & training, CPD and working practices; with a focus on well-being
- Innovative partnerships with employers and higher education to secure hard to reach subject specialisms and higher technical expertise, for co-creation, co-design and co-delivery of programmes
- Effective communications, internally and externally; at leadership, management and through all staff levels to ensure effective customer service and clarity of message
- Ensuring College group and local college focus are consistent and drive in the same direction; appreciation of local college culture and utilisation of best practices to ensure a shared vision and common values drive staff efforts.
- Professional, skilled and flexible staff workforce – appreciation of local college culture and strengths but with a clearly understood group mission, direction and common values.

**4. Curriculum:**

- That delivers for the future – delivers relevant and meaningful qualifications, knowledge and skills to the various targeted learner cohorts; maintaining an appropriate balance of academic, vocational and technical modes, with relevant employer engagement.
- That focuses on confidence building, mental well-being and resilience to address the ongoing impact of the pandemic, lockdown and learning gaps to ensure successful progression and achievement
- Value diversity and inclusiveness – wide ranging access points for learners, with clear progression pathways aligned to meaningful career options; develop high end specialist provision for SEND/LLD
- Effective pedagogy, including modular and blended modes of delivery to meet expectations and demand
- 16-18; HNS/LLDD; 19+; WBL; Apprenticeships & Skills, HE; Tutorial & personal development
- Comprehensive review of the curriculum offered across all three colleges, with a view to ensuring the best synergy and complement of provision; a continual examination of effectiveness and value of the offer to ensure the best from all three colleges continues to drive the portfolio and its modes of delivery
- Promotion and expansion of the WL IoT as a key hub for delivery of higher technical qualifications in the West London region; central focus on STEM and technology, taking opportunities for engagement in innovative curriculum relating to Sustainability and ‘green skills’
- Wider HE strategy to be a specific priority to fully capitalise on the opportunities set out in the FE White paper
- Navigate the Level 3 reforms and position the College to excel in its mix of academic, vocational and technical provision offered
- Exhibiting a sound understanding & connectivity with current and future drivers, to ensure HRUC learners are equipped flexibly with workforce & study skills for future higher level education & employment.
- All curriculum areas to establish significant employer engagement with appropriate advisory forums, relevant to local, regional and wherever possible national priorities, that shape and ensure meaning to the offer; creating opportunities for collaboration, promoting co-innovation, and co-design of suitable curriculum to meet identified local skills and workforce needs.

**5. Effective Partnerships:**

- encourage a collaborative approach that assists in delivering significant contribution to UK/London economic recovery – within a post-Brexit landscape, addressing the pandemic impact and in line with drivers set out within the recent (Skills for jobs) White paper
- proactive and highly responsive project based delivery, as a prime focus for targeted Government/local government funding
- Marketing strategy that navigates internal and external drivers to deliver appropriate corporate image and effective reach and impact to identified target audiences; maximises benefit and impact of media and marketing platforms
- Constructive reporting, dialogue and interactions with educational, quality and compliance agencies as appropriate – Funding agencies (ESFA/GLA); DfE; Local authorities; Ofsted; OfS; ICO.
- Constructive dialogue and exchange of information with local and regional stakeholders including – local MPs; Local authorities; Sector representatives such as AOC; JISC; Collaborative partnerships such as WL Principal group; WL HE/FE group; WL Business; WL Alliance; Capital WL.
- Establish appropriate and effective structures and communication forums to connect with industry and employers; College Business Centres – acting as a hub for local skills improvement and engagement as well as Information & Guidance to directly address employability skills and impactful activity relating to employment, with specific support for small businesses and promote better community engagement
- Employers to be at the heart of College planning and provision, working in collaboration, including co-innovation, co-design of suitable curriculum to meet identified local skills and workforce needs; ensuring good representation of large employers, SMEs and a specific target of micro-businesses and with a need to identify appropriate niches.
- Agility and responsiveness in meeting local skills demands; be a central partner and driver in local skills improvement planning; innovate modular curriculum delivery to promote relevant programmes that are accessible to adults in and out of employment – e.g. skills Bootcamps

The strategy draws from significant policy drivers, included amongst these –

- *The most recent and pertinent drivers are drawn from the following.*
  - Improving understanding of the demand for and supply of skills in the West London labour market (Report on behalf of the Institute for Employment Studies by Rocket Science, 2021)
  - Build and Recover An Economic Recovery Strategy for West London (WLA, 2020)
  - Skills for jobs: lifelong learning for opportunity and growth (Govt, 2021)
  - Local Skills Report (GLA, 2020)
  - London Recovery Programme Overview paper (GLA, 2020)
  - Education and Training at Levels 4 & 5 in London (GLA, 2020) Research Project
  - L3 Reforms – consultation and Commonslibrary.parliament.uk/L3-quals-reform-whats-happening-to-btecs/
  - OfS QAA Consultation:
    - QAA Member overview: OFS Consultation on Teaching Excellence Framework
    - QAA Member overview: OFS Consultation on new approach to regulating student outcomes
  - Levelling up and accountabilities - Govt green paper
  
- *The following , from relatively recent publications and still relevant and influencing strategic direction*
  - Labour market statistics by local borough (NOMIS 2019-2021 data\*)
  - Skills Shortages, (ONS Employer Skills Survey (2019)
  - Sector Deals (Govt, 2018-20)
  - The Mayor's Economic Development Strategy for London (GLA, 2018)
  - Mayor of London's Skills For Londoners - A Skills and Adult Education Strategy for London (GLA, 2018)
  
- *The remainder have helped to also shape current strategic thinking and worthy of reference.*
  - Competitor Analysis incl. market share, broken down by sector all types of learners (RCU, '19/20 data\*)
  - Industrial Strategy – International Brochure (Govt 2017)
  - 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)

*\*Live links not included as these refer to live detailed data reporting (for reference only)*

Strategic Aims	Strategic Objectives
<p>SA1: To be recognised for high quality teaching, learning, assessment and support that leads to outstanding learner attainment and progression opportunities</p>	<p>To provide a high quality Teaching, Learning &amp; Assessment experience that leads to both outstanding learner attainment and progression opportunities.</p> <ol style="list-style-type: none"> <li>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></li> <li>1.2 Deliver teaching and learning and assessment strategies that engage and extend learners to achieve their full potential. Digital-learning and employability features as an enabling tool in pursuing this strategic objective. <i>(CPD, developmental process, Ofsted and other external validation)</i></li> <li>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></li> <li>1.4 Ensure the learner voice is central to teaching, learning and assessment and related support activities.</li> <li>1.5 Demonstrate the College’s high quality of Teaching, Learning &amp; Assessment through recognisable benchmarks and audit as well as qualitative and metric driven high satisfaction learner feedback – Achieve QAA TEF status for HE provision</li> </ol>
<p>SA2: To maintain a strong financial profile in order to effectively resource provision and ensure a secure future for HCUC</p>	<p>To deliver a strong annual and projected financial profile that confirms ongoing financial stability</p> <ol style="list-style-type: none"> <li>2.1 Achieve or exceed 16-18 learner target numbers (mainstream and apprenticeships).</li> <li>2.2 Achieve adult education contract.</li> <li>2.3 Achieve successful roll-out of HCUC’s HE Strategy including targets for recruitment and income</li> <li>2.4 Achieve all other public and commercial recruitment targets and/or contract values including Levy.</li> <li>2.5 Achieve the key financial performance indicators that enable HCUC to maintain outstanding financial health.</li> <li>2.6 Monitor opportunities and actively secure Capital funding to drive investment in the estate</li> <li>2.7 To develop, where agreed, mergers, federations and partnerships</li> <li>2.8 Adopt investment strategies that maximise returns on the College’s reserves</li> </ol> <p>To ensure our learners have access to a high quality, safe and secure learning environment that is fit for the future</p> <ol style="list-style-type: none"> <li>2.9 Ensure that all projects for extending and refurbishing HCUC’s accommodation are managed successfully.</li> <li>2.10 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 and technical specialism and increase the proportion of good and outstanding teaching, learning and assessment practices.</li> <li>2.11 Establish a Digital Strategy that ensures the College’s provision &amp; facilities are fit for the future</li> <li>2.12 Actively promote the sustainability agenda and position the College for meeting Net zero commitments.</li> <li>2.13 Adhere to health and safety and safeguarding practices that ensure the safety, security and well-being of our students and staff.</li> </ol>

Strategic Aims	Strategic Objectives
<p>SA3: To recruit, nurture and equip a professional staff workforce that is able to deliver the College's strategic agenda</p>	<p>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.</p> <ol style="list-style-type: none"> <li>3.1 Utilise effective recruitment, reward and recognition activity to attract and retain a highly professional and flexible workforce</li> <li>3.2 Explore innovative method, including partnerships with employers and higher education, to secure hard to reach subject specialisms and higher technical expertise.</li> <li>3.3 Active engagement of staff to ensure a full commitment to HCUC's aims remains a priority; embedding HCUC vision , values and associated behaviours (e.g. as part of appraisals).</li> <li>3.4 Promotion of a professional work ethic and an environment where group and local college focus are consistent and drive in the same direction, with an appreciation of local college culture and utilisation and sharing of best practices</li> <li>3.5 Effective and relevant CPD, people development and training, with a specific focus on staff well-being.</li> <li>3.6 Promote effective communications, internally and externally at leadership, management and through all staff levels to ensure high quality customer service, clarity of message and a responsive approach to feedback</li> </ol>
<p>SA4: Deliver a comprehensive and high quality programme of education &amp; training that meets the needs of and delivers success to its learners, 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> <ol style="list-style-type: none"> <li>4.1 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></li> <li>4.2 Oversee successful integration of curriculum and quality reforms.</li> </ol> <p>Effective delivery of learner's Study Programmes will cover specific areas: (e.g. centrally organised support programmes, tutorials, e-learning, support for learners).</p> <ul style="list-style-type: none"> <li>• That delivers for the future – delivers relevant and meaningful qualifications, knowledge and skills to the various targeted learner cohorts, maintaining an appropriate balance of academic, vocational and technical modes, with relevant employer engagement.</li> <li>• That focuses on confidence building, mental well-being, and resilience to address the effects of the pandemic, lockdown and learning gaps to ensure successful progression and achievement</li> <li>• Value diversity and inclusiveness – wide ranging access points for learners, with clear progression pathways aligned to meaningful career options; develop high end specialist provision for SEND/LLD</li> <li>• Effective pedagogy, incl. modular and blended modes of delivery to meet expectations &amp; demand</li> <li>• Covers: 16-18; HNS/LLDD; 19+; WBL; Apprenticeships &amp; Skills, HE; Tutorial &amp; personal development</li> <li>• Comprehensive review of the curriculum offered across all three colleges, with a view to ensuring the best synergy and complement of provision; a continual examination of effectiveness and value of the offer to ensure the best from all three colleges continues to drive the portfolio and its modes of delivery</li> <li>• Careful navigation of Educational reforms to position the Curriculum offer such that it maintains learner growth, high performance and appropriate balance for academic, vocational and technical programmes - taking opportunities for engagement in innovative curriculum relating to Sustainability and 'green skills'</li> <li>• Promotion and expansion of the WL IoT as a key hub for delivery of higher technical qualifications in the West London region; central focus on STEM and technology. Achieve Royal Charter status for IoT.</li> </ul>

Strategic Aims	Strategic Objectives
	<ul style="list-style-type: none"> <li>• Wider HE strategy to be a specific priority to fully capitalise on the opportunities set out in the FE White paper</li> <li>• Exhibiting a sound understanding &amp; connectivity with current and future drivers, to ensure learners are equipped flexibly with workforce &amp; study skills for future higher level education &amp; employment.</li> <li>• All curriculum areas to establish significant employer engagement with appropriate advisory forums, relevant to local, regional and wherever possible national priorities, that shape and ensure meaning to the offer; creating opportunities for collaboration, promoting co-innovation, and co-design of suitable curriculum to meet identified local skills and workforce needs.</li> </ul> <p>Respond to employer skills needs to positively impact on employers, students and communities we serve</p> <p>4.3 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>4.4 Increase the focus on technical and vocationally based progression routes and higher education to meet local, regional and national needs.</p> <p>4.5 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>SA5:</p> <p>To work collaboratively with partners to address identified local and regional skills needs to contribute to economic growth and sustainable community development</p>	<p>Increase HCUC's contribution and influence to the regional skills agenda through partnership and collaboration</p> <ul style="list-style-type: none"> <li>5.1 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.</li> <li>5.2 Build relationships with employers to support local and regional economic prosperity.</li> <li>5.3 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; innovative skills Bootcamp provision, Traineeships</li> <li>5.4 Build relationships with employers to support local and regional economic prosperity.</li> <li>5.5 Increase HCUC's contribution and influence to the regional skills agenda through partnership and collaboration.</li> <li>5.6 Encourage a collaborative approach that assists in delivering significant contribution to UK/London economic recovery – within a post-Brexit landscape, addressing the pandemic impact and in line with drivers set out within the recent White paper (Skills for jobs)</li> <li>5.7 Establish the College as a central partner and driver for local collaborative activity through proactive and highly responsive project based delivery, as a prime focus for targeted Government/local government funding</li> <li>5.8 Marketing strategy that navigates internal and external drivers to deliver appropriate corporate image and effective reach and impact to identified target audiences; maximises benefit and impact of media and marketing platforms</li> <li>5.9 Establish appropriate and effective structures and communication forums to connect with industry and employers; Define the College's model for College Business Centres – acting as a hub for local skills improvement and engagement as well as Information &amp; Guidance to directly address employability skills and impactful activity relating to employment, with specific support for small businesses and promote better community engagement.</li> <li>5.10 Employers to be at the heart of College planning and provision, working in collaboration, including co-innovation, co-design of suitable curriculum to meet identified local skills and workforce needs; ensuring good representation of large employers, SMEs and a specific target of micro-businesses and with a need to identify appropriate niches.</li> </ul>



APRIL 2022



A merger between Uxbridge College and Harrow College

# Demonstrating the Value of Harrow College & Uxbridge College

ANALYSIS OF THE SOCIAL AND ECONOMIC IMPACT OF LEARNING

## EXECUTIVE SUMMARY





**H**ARROW COLLEGE & UXBRIDGE COLLEGE (HCUC) creates value in many ways. The College plays a key role in helping learners increase their employability and achieve their individual potential. It provides learners with the skills they need to have fulfilling and prosperous careers. Further, it supplies an environment for learners to meet new people, increase their self-confidence, and promote their overall health and well-being.

The value of HCUC influences both the lives of learners and the regional economy. The College serves a range of industries in Greater London, supports local businesses, and benefits society as a whole in the UK from an expanded economy and improved quality of life. The benefits created by HCUC even extend as far as the Exchequer in terms of increased tax receipts and public sector cost savings.

This study investigates the benefits that the College generates in return for the investments made by its key stakeholder groups—learners, society, and taxpayers—and the economic impacts created by HCUC on the business community. The region the College serves is defined as Greater London. The following two analyses are presented:



### Investment analysis



### Economic impact analysis

All results reflect learner and financial data for 2019-20. The return on investment to learners, society, and taxpayers are reported under the investment analysis. Impacts on the regional business community are reported under the economic impact analysis. Results are measured in terms of added income. Both analyses are described more fully in the following sections.



# Investment analysis



Investment analysis is the process of evaluating total costs and measuring these against total benefits to determine whether or not a proposed venture will be profitable. If benefits outweigh costs, then the investment is worthwhile. If costs outweigh benefits, then the investment will lose money and is considered unprofitable. This study considers HCUC as an investment from the perspectives of learners, society, and taxpayers. The backdrop for the analysis is the entire UK economy.

## Learner perspective

In 2019-20, HCUC served 11,408 learners and 860 apprentices. In order to attend College, learners paid for tuition, fees, books, and supplies. Additionally, learners gave up money that they would have otherwise earned had they been working instead of attending College. The total investment made by HCUC's learners for 2019-20 amounted to a present value of £178.7 million, equal to £6.8 million in out-of-pocket expenses plus £171.9 million in forgone time and money.

In return for their investment, HCUC's learners will receive a stream of higher future earnings that will continue to grow through their working lives. As shown in Figure 1, mean earnings levels at the midpoint of the average-aged worker's career increase as people achieve higher levels of education. For example, the average Level 3 achiever in Greater London will see an increase

FIGURE 1. AVERAGE EARNINGS BY EDUCATION LEVEL AT CAREER MIDPOINT IN THE REGION



Source: Emsi Burning Glass complete employment data.

in earnings of £11,466 each year compared to someone with no formal qualifications. This amounts to approximately £470.1 thousand in higher earnings (undiscounted) over a working lifetime.

The present value of the higher future earnings that HCUC's learners will receive over their working careers is £1.2 billion. Dividing this value by the £178.7 million in present value learner costs yields a benefit-cost ratio of 6.9. In other words, for every £1 learners invest in HCUC in the form of out-of-pocket expenses and forgone time and money, they receive a cumulative of £6.90 in higher future earnings. The average annual rate of return for learners is 20.0%. This is an impressive return, especially when compared to the 30-year average 7.4% percent change in the UK stock market (Figure 2).

## Social perspective

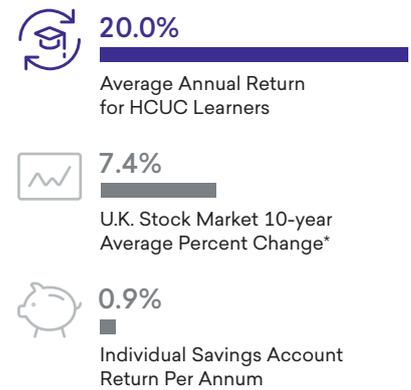
Society as a whole within the UK benefits from the presence of HCUC in two major ways. The first and largest benefit that society receives is an increased economic base. The higher learner earnings and increased business output occurs across the UK. This raises prosperity in the UK and expands the economic base for society as a whole.

Benefits to society also consist of the savings generated by the improved lifestyles of learners. Education is statistically correlated with a variety of lifestyle changes that generate social savings. Note that these costs are avoided by the consumers, and are distinct from the costs avoided by taxpayers outlined below. Health savings include avoided medical costs associated with smoking, obesity, and mental health disorders. Crime savings consist of reduced security expenditure and insurance administration, lower victim costs, and reduced Criminal Justice System expenditures. Unemployment savings comprise the reduced demand for income assistance and Jobseeker's Allowance benefits. For a list of study references to these statistical benefits, please contact the College for a copy of the main report.

Figure 3 shows the present value of the higher earnings and social savings that will occur in the UK over the working lifetime of the 2019-20 learner population at HCUC. Higher earnings amount to a present value of £2.0 billion due to the increased lifetime earnings of learners and associated increases in business output. Social savings amount to £73.7 million, the sum of health, crime, and unemployment savings in the UK. Altogether, total benefits to society equal £2.1 billion (in present value terms).

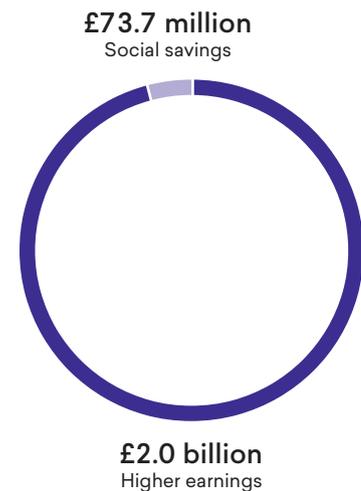
Society invested a present value of £355.2 million for 2019-20 HCUC educations. This includes all expenditures by HCUC, all learner expenditures, and all learner opportunity costs. For every dollar of this investment, society as a whole in the UK will receive a cumulative value of £5.90 in benefits, equal to the £2.1 billion in benefits divided by the £355.2 million in costs. These benefits will occur for as long as HCUC's 2019-20 learners remain employed in the UK's workforce. The average annual rate of return for society is 19.8%.

FIGURE 2. LEARNER RATE OF RETURN



\* FTSE 100, 2009-2019.

FIGURE 3. PRESENT VALUE OF HIGHER EARNINGS AND SOCIAL SAVINGS IN THE UK



## Taxpayer perspective

HCUC generates more in tax revenue than it takes. As learners earn more they make higher income tax payments and National Insurance contributions. The portion of higher earnings that learners spend also leads to higher value added tax (VAT) receipts. Further, as employers increase their output and make more purchases for supplies and services, they benefit the Exchequer through their higher corporation tax and VAT payments. By the end of the 2019-20 learners' working careers, the government will have collected a present value of £377.6 million in added taxes.

Benefits to taxpayers also consist of the savings generated by the improved lifestyles of learners and the proportionally reduced government expenditures. Education is statistically correlated with a variety of lifestyle changes that generate taxpayer savings across three main categories: 1) health, 2) crime, and 3) unemployment. Improved health habits lower the learners' demand for services from the National Health Service. Learners are also less likely to commit criminal offences, so the demand on the Criminal Justice System for law enforcement services is reduced (study references are available in the main report). Learners are also more employable, so the demand for Job Seekers' Allowance benefits reduces. For a list of study references to these statistical benefits, please contact the College for a copy of the main report. All of these benefits will generate a present value of £28.4 million in savings to taxpayers.

Total benefits to taxpayers equal £406 million, equal to the sum of the added taxes and public sector savings. Comparing this to the taxpayer costs of £48.5 million—equal to the funding that HCUC received from the government during the analysis year—yields a benefit-cost ratio of 8.4. This means that for every £1 of public money invested in HCUC, taxpayers receive a cumulative value of £8.40 over the course of the learners' working lives. The average annual rate of return is 25.9%, a solid investment that compares favorably with other long-term investments in both the private and public sectors.

## Summary of investment analysis results

Table 1 presents the results of the investment analysis for all three of HCUC's major stakeholder groups—learners, society, and taxpayers. As shown, learners receive great value for their educational investment. At the same time, the investment made by taxpayers to the College creates a wide range of benefits to society and returns more to government budgets than it costs.

TABLE 1. SUMMARY OF INVESTMENT ANALYSIS RESULTS

 <b>Learner perspective</b>	
<b>£1.2 billion</b> Present value benefits	
<b>£178.7 million</b> Present value costs	
<b>£1.1 billion</b> Net present value	
<b>6.9</b>	<b>20.0%</b>
Benefit-cost ratio	Rate of return
 <b>Social perspective</b>	
<b>£2.1 billion</b> Present value benefits	
<b>£355.2 million</b> Present value costs	
<b>£1.8 billion</b> Net present value	
<b>5.9</b>	<b>19.8%</b>
Benefit-cost ratio	Rate of return
 <b>Taxpayer perspective</b>	
<b>£406 million</b> Present value benefits	
<b>£48.5 million</b> Present value costs	
<b>£357.6 million</b> Net present value	
<b>8.4</b>	<b>25.9%</b>
Benefit-cost ratio	Rate of return

# Economic impact analysis



HCUC promotes economic growth in Greater London in a variety of ways. The College is an employer and buyer of goods and services, and the living expenses of learners benefit local businesses. In addition, HCUC is a primary source of education to Greater London residents and a supplier of trained workers to regional industries.

## Staff and College expenditure impact

HCUC is an important employer in Greater London. In 2019-20, the College employed 610 full-time and part-time faculty and staff. Of these, 90% lived in Greater London. Total payroll at HCUC was £34.6 million, much of which was spent in the region for groceries, rent, dining out, clothing, and other household expenses.

HCUC is itself a large-scale buyer of goods and services. In 2019-20, the College spent £15 million to cover its expenses for facilities, professional services, and supplies.

HCUC added £44.6 million in income to the region during the analysis year as a result of its day-to-day operations. This figure represents the College's payroll, the multiplier effects generated by the spending of the College and its employees, and a downward adjustment to account for funding that the College received from local sources. The £44.6 million in added income is equivalent to supporting 1,018 average wage jobs.

## Learner expenditure impact

Around 0.6% of learners attending HCUC originated from outside the region in 2019-20, and some of these learners relocated to Greater London to attend HCUC. These learners would not have come to the region if the College did not exist. While attending the College, these relocated learners spent £761.4 thousand to purchase groceries, rent accommodation, pay for transportation, and so on. A significant portion of these expenditures occurred in the region, generating £471 thousand in added income in the

TABLE 2. IMPACTS CREATED BY HCUC IN 2019-20

 <p><b>Staff and College expenditure impact</b></p> <p><b>£44.6 million</b> Added income</p> <p><b>1,018</b> Average-wage jobs</p>	2. Commissioned EMISI
 <p><b>Learner expenditure impact</b></p> <p><b>£471 thousand</b> Added income</p> <p><b>11</b> Average-wage jobs</p>	3. 1-5 year headline
 <p><b>Added workforce skills impact</b></p> <p><b>£500.3 million</b> Added income</p> <p><b>11,425</b> Average-wage jobs</p>	4. HCUC's Digital Strategy
 <p><b>Total impact</b></p> <p><b>£545.3 million</b> Added income</p> <p><b>12,454</b> Average-wage jobs</p>	5. Development Planning:

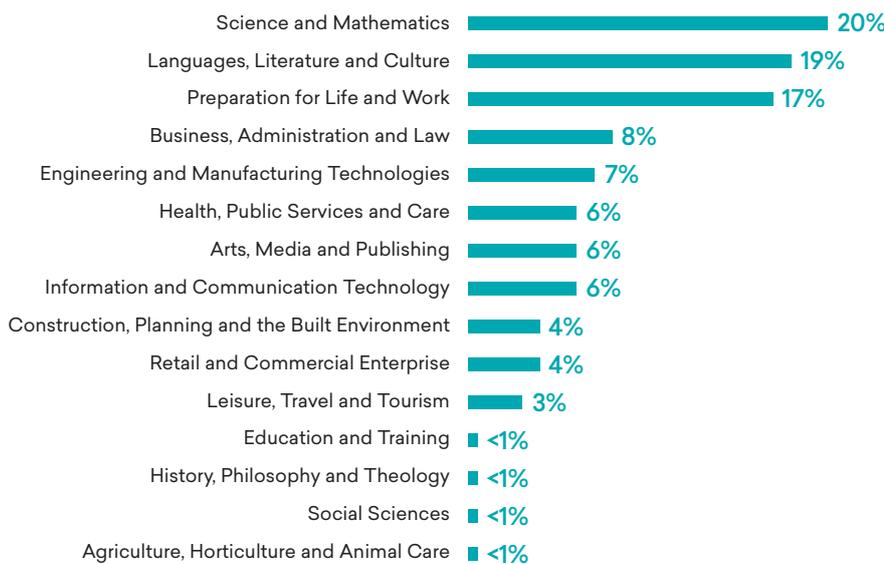
regional economy during the analysis year, which is equivalent to supporting 11 average wage jobs.

## Added workforce skills impact

The education and training HCUC provides for regional residents results in the greatest impact. As shown in Figure 4, since the College was established, learners have studied at HCUC and entered the regional workforce with new skills. Today, thousands of former learners are employed in Greater London.

During the analysis year, past and present learners of HCUC generated £500.3 million in added income for the region. This figure represents the higher earnings that learners earned during the year, the increased output of the businesses that employed the learners, and the multiplier effects that occurred as learners and their employers spent money at other businesses. This £500.3 million in added income is equivalent to supporting 11,425 average wage jobs.

TABLE 3. BREAKDOWN OF HCUC INSTRUCTIONAL ACTIVITY BY SECTOR

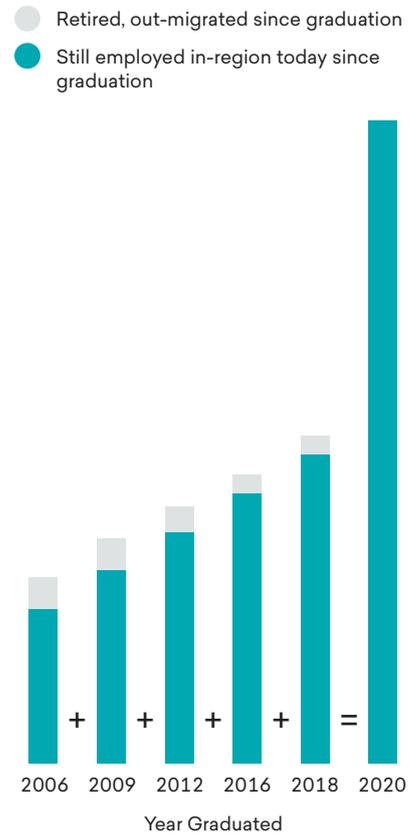


## Total impact

The overall impact of HCUC on the local business community during the analysis year amounted to £545.3 million in added income, equal to the sum of the staff and College spending impact, the learner expenditure impact, and the added workforce skills impact (Table 2).

The total impact is also expressed in terms of the jobs supported by the added income; they are calculated using average wages from within Greater London. Overall, the £545.3 million impact supports 12,454 average wage jobs.

FIGURE 4. HCUC ALUMNI WORKING IN-REGION TODAY

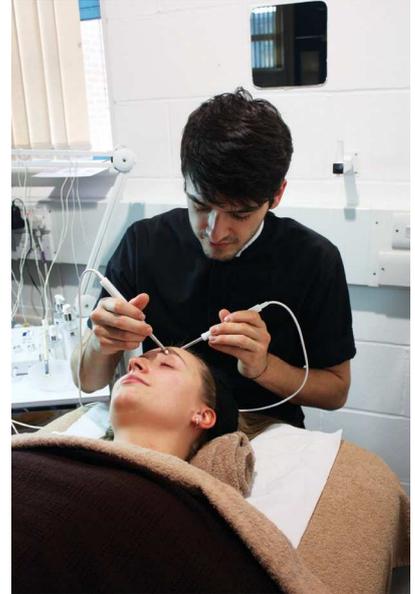


# Conclusion

The results of this study demonstrate that HCUC creates value from multiple perspectives. The College benefits local businesses by increasing consumer spending in the region and supplying a steady flow of qualified, trained workers into the workforce. It enriches the lives of learners by raising their lifetime earnings and helping them achieve their individual potential. It benefits taxpayers through increased tax receipts and a reduced demand for government-supported services. Finally, it benefits society as a whole in the UK by creating a more prosperous economy and generating a variety of savings through the improved lifestyles of learners.

## About the study

Data and assumptions used in the study are based on several sources, including the 2019-20 academic and financial reports from HCUC, industry and employment data from Nomis official labour market statistics, demographic and earnings data from the Office for National Statistics (ONS), and Emsi's input-output model. The study applies a conservative methodology and follows standard practice using only the most recognized indicators of investment effectiveness and economic impact. For a full description of the data and approach used in the study, please contact the College for a copy of the main report.



Emsi Burning Glass is a leading provider of economic impact studies and labour market data to educational institutions, workforce planners, and regional developers in the UK and internationally. Since 2000, Emsi Burning Glass has completed over 2,000 economic impact studies for educational institutions in four countries. Visit [www.emsibg.co.uk](http://www.emsibg.co.uk) for more information about Emsi Burning Glass's products and services.



A merger between Uxbridge College and Harrow College

# Demonstrating the Value of Harrow College & Uxbridge College



**H**ARROW COLLEGE & UXBRIDGE COLLEGE (HCUC) generates a return on investment to its major stakeholder groups—learners, society, and taxpayers—and creates a significant positive impact on the business community. Using a two-pronged approach that involves an investment analysis and an economic impact analysis, this study calculates the benefits received by each of these groups. Results of the analysis reflect 2019-20.



## Return on investment to learners, society, and taxpayers

### Learner perspective

- HCUC's 2019-20 learners paid a total present value of **£6.8 million** to cover the cost of tuition, fees, and supplies. They also forewent **£171.9 million** in money that they would have earned had they been working instead of learning.
- In return for the monies invested in the College, learners will receive a present value of **£1.2 billion** in increased earnings over their working lives. This translates to a return of **£6.90** in higher future earnings for every £1 that learners invest in their education. The average annual return for learners is **20.0%**.

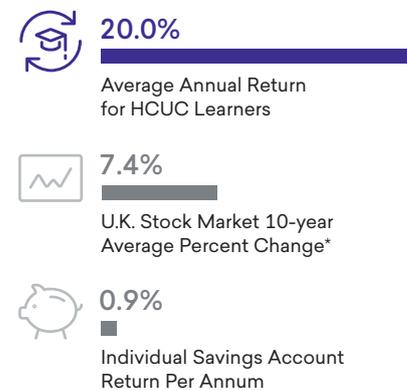
### Social perspective

- Society as a whole invested **£355.2 million** in HCUC in 2019-20. The economic base in the UK will grow by **£2.0 billion** over the course of the learners' working lives. Society will also benefit from **£73.7 million** in present value social savings related to reduced crime, lower unemployment, and increased health and well-being across the country.

### For every £1 spent by...



### LEARNER RATE OF RETURN



\* FTSE 100, 2009-2019.

- For every £1 that society spent on HCUC 2019-20 educations, society will receive a cumulative value of **£5.90** in benefits, for as long as the 2019-20 learner population at HCUC remains active in the UK's workforce. The average annual return for society is **19.8%**.

### Taxpayer perspective

- In 2019-20, taxpayers in the UK paid **£48.5 million** to support the operations of HCUC. The net present value of the added tax revenue stemming from the learners' higher lifetime earnings and the increased output of businesses amounts to **£377.6 million** in benefits to taxpayers. Savings to the public sector add another **£28.4 million** in benefits due to a reduced demand for government-funded services in the UK.
- Dividing benefits to taxpayers by the associated costs yields a 8.4 benefit-cost ratio, i.e., every £1 in costs returns **£8.40** in benefits. The average annual return on investment for taxpayers is **25.9%**.



## Impact on business community

During the analysis year, HCUC and its learners added **£545.3 million** in income to the Greater London economy. The economic impacts of HCUC break down as follows:

### Staff and College expenditure impact

- HCUC employed 610 full-time and part-time employees in 2019-20. Payroll amounted to £34.6 million, much of which was spent in Greater London to purchase groceries, clothing, and other household goods and services. The College spent another £15 million to support its day-to-day operations.
- The net impact of College payroll and expenses in Greater London during the analysis year was approximately **£44.6 million** in income.

### Learner expenditure impact

- Around 0.6% of learners attending HCUC originated from outside the region. These relocated learners spent money on groceries, transportation, rent, and so on at regional businesses.
- The expenditures of relocated learners during the analysis year added approximately **£471 thousand** in income to the Greater London economy.

### Added workforce skills impact

- Over the years, learners have studied at HCUC and entered or re-entered the workforce with newly-acquired skills. Today, thousands of these former learners are employed in Greater London.
- The accumulated contribution of former learners currently employed in the regional workforce amounted to **£500.3 million** in added income during the analysis year.

IMPACTS CREATED BY  
HCUC IN 2019-20



Yr1 (21/22)	Yr2 (22/23)	Yr3 (23/24)	Yr4 (24/25)	Yr5 (25/26)
<ol style="list-style-type: none"> <li>1. QAR to allow No.1 in London claim</li> <li>2. <b>Ofsted – Inspection outcomes</b></li> <li>3. Renewed Student Services - Matrix accreditation</li> <li>4. <b>Achieve GLA Mayoral kitemarks for Skills Academies projects &amp; provision</b></li> <li>5. Maintain positive progress in relation to OfS Conditions for Registration</li> <li>6. Review merits of TEF for HCUC HE provision</li> <li>7. Maintain Trusted Tier4 status for international recruitment</li> <li>8. <b>Determine Economic value of HCUC provision – to serve as benchmark for 5yr comparison</b></li> <li>9. <b>Regional &amp; national recognition : Submit nominations for identified learner, subject provision and institutional sector awards</b></li> </ol>	<ol style="list-style-type: none"> <li>1. QAR to allow No.1 in London claim</li> <li>2. <b>Quality SAR: maintaining QofEd and all G1 categories. Effective Action plan evidences improvements to AFIs. KPIs indicate significant progress towards overall Outstanding</b></li> <li>3. Student Services - Matrix accreditation maintained</li> <li>4. Maintain all curriculum/skills kitemarks required to deliver high quality provision/projects</li> <li>5. <b>HE Quality measures and OfS Conditions for Registration meet expected standards</b> Decision on pursuit of TEF</li> <li>6. Explore merits and criteria of new Govt proposal - Royal Charter status for WLIoT.</li> <li>7. <b>Maintain Trusted Tier4 status for international recruitment</b></li> <li>8. National &amp; regional recognition : Review success of submissions and refine</li> </ol>	<ol style="list-style-type: none"> <li>1. QAR to allow No.1 in London claim</li> <li>2. Quality SAR : maintaining Q of Ed and all G1 categories. Agreed action plan and KPIs towards overall Outstanding.</li> <li>3. <b>SAR to mirror expected Inspection format under new Local accountability measures.</b> Progression to high value employment priority. SAR target an overall Outstanding profile.</li> <li>4. Maintain all curriculum/skills kitemarks required to deliver high quality provision/projects</li> <li>5. Renewed Student Services - Matrix accreditation</li> <li>6. Achieve requirements for continued HE provision OfS conditions for registration</li> <li>7. Decision whether or not to pursue Royal Charter status for WLIoT</li> <li>8. Maintain Trusted Tier4 status for international recruitment</li> <li>9. <b>Agree criteria for gauging level of local, regional and national influence and reputation</b></li> </ol>	<ol style="list-style-type: none"> <li>1. QAR to allow No.1 in London claim</li> <li>2. <b>Ofsted – Expected Inspection under new Local accountability measures. Outcomes to support an overall Outstanding profile</b></li> <li>3. Student Services - Matrix accreditation</li> <li>4. Gain/maintain all necessary kitemarks for Skills academy/GLA devolved funded provision</li> <li>5. Achieve requirements for continued HE provision OfS conditions for registration</li> <li>6. Maintain Trusted Tier4 status for international recruitment</li> <li>7. <b>Improve level of local, regional and national influence and reputation</b></li> </ol>	<ol style="list-style-type: none"> <li>1. QAR to allow No.1 in London claim</li> <li>2. Ofsted – Maintain strengths and address AFIs emerging from Inspection outcomes</li> <li>3. Maintain Student Services - Matrix accreditation</li> <li>4. Gain/maintain all necessary kitemarks for Skills academy/GLA devolved funded provision</li> <li>5. Achieve requirements for continued HE provision OfS conditions for registration</li> <li>6. Maintain Trusted Tier4 status for international recruitment</li> <li>7. <b>Determine Economic value of College group provision, compared to 21/22 bench profile.</b></li> <li>8. Consolidate high level of local, regional and national influence and reputation</li> </ol>

Yr1 (21/22)	Yr2 (22/23)	Yr3 (23/24)	Yr4 (24/25)	Yr5 (25/26)
<p>1. Outstanding Finance health rating HCUC, with positive Finance KPIs vs agreed sector benchmarks</p> <p>2. <b>Establish Investment strategy</b></p> <p>3. Estate strategy - align estate usage with digital learning strategy ; Review merits of estate acquisition/sale ; prepare capital projects to align with foreseeable fundable curriculum projects. Uplift WLIoT design work</p> <p>4. <b>Digital and Digital infrastructure strategy : Prioritise Digital learning strategy to inform infra-structure and estate strategies ;</b> Review appropriateness and extent of potential usage of remote delivery for various programmes/levels/learners - mainstream and commercial and associated quality /equality impact</p> <p>5. Develop Marketing strategy – complete website revamp ; utilise available LMI to target recruitment; Design mix mode digital/soc media and in-person activity for max</p>	<p>1. <b>Outstanding Finance health rating for HCUC (and min Good rating for HRUC) with positive vs benchmarks for all key Finance KPIs</b></p> <p>2. Review Investment strategy where required and adjust portfolio to maximise returns</p> <p>3. <b>Deploy dedicated bid writer(s) to prepare and co-ordinate collaborative projects to access variety of funding streams</b></p> <p>4. Estate strategy - Prioritise capital work and lease arrangements at each campus. Align estate usage with digital learning strategy; Determine any estate acquisition/sale aligned to curriculum strategy; prepare capital projects to align with foreseeable fundable curriculum projects</p> <p>5. Align Sustainability strategy and action plan to curriculum</p> <p>6. Digital and Digital infrastructure strategy finalised: Digital learning strategy informs infra-structure and</p>	<p>1. Outstanding Finance health rating ; with positive vs benchmarks for all key Finance KPIs</p> <p>2. Review Investment strategy to maximise return</p> <p>3. Review success of project submissions and funding secured as a % of overall College funding</p> <p>4. <b>Estate strategy - Undertake capital work and lease arrangements as prioritised for each campus.</b> Align estate usage with digital learning strategy ; Review merits of estate acquisition/sale ; capital projects in readiness to align with fundable curriculum projects</p> <p><b>Align Sustainability strategy and action plan to Govt., AOC and local WL partners’ steers</b></p> <p>5. Digital and Digital infrastructure strategy : High profile Digital learning strategy continues to inform infra-structure and estate strategies ; Review appropriateness and extent of potential usage of remote</p>	<p>1. Outstanding Finance health rating; with positive vs benchmarks for all key Finance KPIs</p> <p>2. Review Investment strategy to maximise return</p> <p>3. <b>Review success of project submissions and funding secured as a % of overall College funding</b></p> <p>4. Estate strategy - review alignment of estate usage with digital learning strategy ; Review potential of estate acquisition/sale ; capital projects in readiness to align with fundable curriculum projects</p> <p>5. Digital and Digital infrastructure strategy : Digital learning strategy informs infra-structure and estate strategies ; Review appropriateness and extent of potential usage of remote delivery for various programmes/levels/learners - mainstream and commercial and associated quality /equality impact</p> <p>6. Marketing strategy –website /digital marketing review &amp; revamp ; informed by high quality available LMI ; Onsite</p>	<p>1. Outstanding Finance health rating ; with positive vs benchmarks for all key Finance KPIs</p> <p>2. Review Investment strategy to maximise return</p> <p>3. Review success of project submissions and funding secured as a % of overall College funding</p> <p>4. Estate strategy - align estate usage with digital learning strategy ; Review merits of estate acquisition/sale ; review capital projects to align with foreseeable fundable curriculum projects</p> <p>5. Digital and Digital infrastructure strategy : Digital learning strategy informs infra-structure and estate strategies ; Review appropriateness and extent of potential usage of remote delivery for various programmes/levels/learners - mainstream and commercial and associated quality /equality impact</p> <p>6. Marketing strategy – complete website revamp ; utilise available LMI ; Design mix mode digital/soc media</p>

<p>effectiveness measured by enrolments</p> <p>6. Agree attributes of HCUC/RuTC College learners at exit– for recruitment, entitlement, progression and alumni purposes</p> <p>7. Establish positive professional relationship with FEC/ESFA - new Strategic conversation and maintain same with GLA account managers</p>	<p>estate strategies; Develop curriculum map of remote/blended delivery and monitor quality /equality impact for appropriate programmes, levels and learner types- mainstream and commercial, incl. WLIoT.</p> <p>7. Review Marketing strategy – website refine to accommodate any new College group brand; utilise available LMI ; <b>Review design of mixed mode digital/soc media and in-person activity for max effectiveness</b>, measured by enrolments. Prioritise WLIoT marketing activity at local, regional and national level Define attributes of College learners in marketing , tutorial and alumni publications</p> <p>8. Maintain positive professional relationship with FEC/ESFA for Strategic conversation and maintain same with GLA</p> <p>9. <i>Refer Proposed merger timelines and risk register</i></p>	<p>delivery for various programmes/levels/learners - mainstream and commercial and associated quality /equality impact</p> <p>6. Review Marketing strategy – and effectiveness of website, social media, digital marketing campaigns and onsite activity; in terms of client feedback and enrolment success ; utilise available LMI to refine targets <b>Define attributes of College learners in marketing, tutorial portfolio and alumni publications – with real case studies</b></p> <p>7. Maintain positive professional relationship with FEC/ESFA for strategic conversation and maintain same with GLA</p>	<p>and outreach in-person activity action plan to maximise marketing effectiveness, measured by enrolments Consolidate concept of learner attributes in College marketing</p> <p>7. Maintain positive professional relationship with FEC/ESFA and GLA</p>	<p>and in-person activity for max effectiveness measured by enrolments</p> <p>7. Maintain positive professional relationship with FEC/ESFA and with GLA</p>
---	---	--	---	---

Yr1 (21/22)	Yr2 (22/23)	Yr3 (23/24)	Yr4 (24/25)	Yr5 (25/26)
<ol style="list-style-type: none"> <li><b>Hard to fill &amp; specialist staffing action plan</b> – prioritise Talent academy ; flexible T&amp;Cs linked to salary ; identify employers and sectors to engage in co-delivery</li> <li><b>Promote wellbeing CPD (incl. LinkedIn resources and wellbeing HR platform (PLUMM))</b>; identify action areas to address better management of workloads</li> <li>Equality , Diversity &amp; Inclusion – review effectiveness for all staff and student operations</li> <li>Align workstream activities and staff engagement in lead up to intended merger with RuTC</li> <li>Undertake whole College staff survey</li> <li>Maintain professional and progressive dialogue with TUs</li> <li><b>Appraise HR and Payroll systems to inform decision on renewal/alternative purchase</b></li> </ol>	<ol style="list-style-type: none"> <li>Hard to fill &amp; specialist staffing action plan – <b>prioritise Talent academy ; flexible T&amp;Cs linked to salary ; identify employers and sectors to engage in co-delivery &amp; co-contract partnerships ; Promote Teaching bursaries</b></li> <li>Promote Wellbeing CPD and well-being HR platform ; action plan and staff advice to address management of workloads</li> <li><b>Further develop quality TLA CPD and Advanced Practitioner model of TLA support</b></li> <li>Highlight Staff benefits and remuneration package</li> <li><b>Equality , Diversity &amp; Inclusion – review effectiveness for all staff and student operations; Review BFELG 10 point plan</b></li> <li>Review and refine whole College values and culture in line with overview strategy</li> <li><b>Review Senior staffing structure</b></li> <li>TU dialogue maintained (TUPE consultation &amp; progression as required)</li> <li><i>Refer Proposed merger timelines and risk register</i></li> </ol>	<ol style="list-style-type: none"> <li>Hard to fill &amp; specialist staffing action plan – review effectiveness of each action strand</li> <li><b>Set up partnerships with Teacher Training HEIs to develop targeted pipeline recruitment in specialist areas</b></li> <li>Review effectiveness of Wellbeing CPD and well-being HR platform</li> <li><b>Refine TLA CPD in preparation for expected Inspection and revised Inspection criteria</b></li> <li><b>Prioritise Management development and succession planning</b></li> <li>Develop CPD packages to enhance staff effectiveness specifically in relation to employer engagement, commercial and HE delivery</li> <li>Highlight Staff benefits and remuneration package internally and in all recruitment activity</li> <li>Conduct College audit of ED&amp;I informed by student and staff focus groups</li> <li>Consolidate targeted project work with learners utilising community mentors</li> </ol>	<ol style="list-style-type: none"> <li>Hard to fill &amp; specialist staffing action plan – prioritise and focus on proven action strands</li> <li>Revamp Wellbeing CPD and well-being HR platform</li> <li><b>Dedicated support for staff in preparation for expected Inspection and revised Inspection criteria</b></li> <li>Develop CPD packages to enhance staff effectiveness specifically in relation to employer engagement, commercial and HE delivery</li> <li><b>Highlight Staff benefits and remuneration package internally and in all recruitment activity</b></li> <li>Widen access to accredited Management development programme to all College managers</li> </ol>	<ol style="list-style-type: none"> <li>Hard to fill &amp; specialist staffing action plan – prioritise and focus on proven action strands</li> <li>Conduct staff review and impact of wellbeing CPD and well-being HR platform</li> <li><b>Review and enhance CPD packages specifically in relation to employer engagement, commercial and HE delivery</b></li> <li>Continue roll out of accredited Management development programme to aspiring managers</li> </ol>

Yr1 (21/22)	Yr2 (22/23)	Yr3 (23/24)	Yr4 (24/25)	Yr5 (25/26)
<p><b>1. Develop standardised 1-5yr curriculum development planning model</b></p> <p><i>2. Refer to detail within Curriculum development plans</i></p> <p>3. WLIOT strategy - portfolio development and expansion</p> <p>4. Review and revise HE strategy</p> <p><b>5. Responding to curriculum &amp; quality reforms - Model likely impact of L3 and L2 reforms on future HCUC portfolio</b></p> <p>6. Retrieve and rebuild employer engagement in Apprenticeships, impacted by pandemic</p> <p>7. SEND Review awareness - nationally – SEND system currently cumbersome &amp; unsustainable ; Outcomes for SEND learners worse than peers;</p>	<p>1. WLIOT strategy - portfolio development and expansion</p> <p><b>2. HE strategy – confirmation of HTQ portfolio ;</b> Develop model for modular HE provision</p> <p>3. Curriculum portfolio to maximise learner engagement in high quality , industry relevant offer for mixed mode academic, vocational (incl AGs) and technical education, incl. apprenticeships and synergy with HE.</p> <p>4. Launch further new T levels</p> <p>5. Develop adult provision strategy for high value employment, in preparation for new accountability measures.</p> <p><b>6. SEND Review – prepare and adapt to proposed changes : national SEND standards ; local SEND partnerships ; digitised EHCP processes</b></p>	<p>1. WLIOT strategy - portfolio development and expansion</p> <p><b>2. Review HE portfolio and strategy for currency relating to Industry 4.0</b></p> <p>3. Refine curriculum portfolio to maximise learner engagement and enrolments in high quality, industry relevant offer in response to Govt reforms and steers</p> <p><b>4. Launch further new T levels</b></p> <p>5. Develop adult provision strategy for high value employment, in preparation for new accountability measures.</p> <p>6. SEND Review –adapt provision to meet agreed changes : national SEND standards ; local SEND partnerships ; digitised EHCP processes</p>	<p>1. WLIOT &amp; wider HE strategy - portfolio development and expansion</p> <p>2. Launch further new T levels</p> <p>3. Consolidate curriculum portfolio to maximise recruitment and employment relevance</p> <p><b>4. Publish Adult learning strategy &amp; portfolio in line with Govt /local Govt. expectations</b></p> <p>5. Achieve centre of excellence status for SEND</p>	<p>1. WLIOT &amp; wider HE strategy - portfolio development and further expansion</p> <p>2. Launch further new T levels</p> <p><b>3. Refine College portfolio following review into the effectiveness of access to career pathways and progression success</b></p>

Yr1 (21/22)	Yr2 (22/23)	Yr3 (23/24)	Yr4 (24/25)	Yr5 (25/26)
<p><b>1. Support intended merger with RUTC ; Align all workstream activity in readiness ; support RUTC in-year refs Quality ; Finances &amp; systems</b></p> <p>2. Deliver - lead/support successful collaborative regional projects – e.g. CCF</p> <p>3. Strategic development fund – key contributor to support GLA bid</p> <p>4. Establish MOU and develop partnership activity with RUL</p> <p>5. Expand employer and academic partnerships relating to WLIoT and apprenticeship provision</p>	<p>1. Prioritise development of HE, Apprenticeship and Adult provision with RUTC</p> <p>2. Deliver - lead/support successful collaborative regional projects eg linked to Strategic development fund for W Lon projects</p> <p>3. Develop and deliver action plan partnership activity with RUL, based on MOU</p> <p><b>4. Expand employer and academic partnership activity linked to WLIoT and apprenticeship provision</b></p> <p>5. Agree collaborative WLIoT research/learning factory and apprenticeship delivery model with BUL</p> <p><b>6. Define College model for College Business Centres</b></p> <p>7. Identify and engage employer partners to progress co-innovation and co-design work for mutual benefit</p> <p>8. ED&amp;I : engaging trusted employer partners, commission a review and report into high value jobs and ethnicity, gender, disability profile within the workplace in West London</p>	<p>1. Implement merger plan</p> <p>2. Strategic development fund project – deliver agreed outcomes for WL</p> <p><b>3. Deliver action plan with RUL, based on MOU</b></p> <p>4. Consolidate employer and academic partnerships relating to WLIoT and apprenticeship provision</p> <p><b>5. Deliver collaborative WLIoT research/learning factory and apprenticeship delivery model with BUL</b></p> <p>6. Develop College model for College Business Centres, linked to Local Skills Improvement Plan (LSIP) activity</p> <p><b>7. Expand employer partners involved in co-innovation and co-design work – targeting appropriate proportions of large employers and SMEs</b></p> <p>8. Develop progression agreements with local UTC and other WL partners</p> <p>9. Outreach work with local communities</p>	<p>1. Expand employer, LA and provider partnerships relating to WL ‘Arc’</p> <p>2. Deliver - lead/support successful collaborative regional projects – focused on one or more of - STEM, Health &amp; Care and Creative Industries</p> <p>3. Deliver action plan with RUL, based on MOU with specific focus on L6 articulation for WLIoT</p> <p>4. Expand employer and academic partnerships relating to WLIoT and apprenticeship provision</p> <p><b>5. Further expand widening participation activity in tandem with BUL and RUL partners – in identified priority curriculum areas incl. STEM</b></p> <p>6. Explore partnership / acquisition linked to Digital learning platform</p> <p><b>7. Utilise campuses for expanding and nurturing outreach work with local communities</b></p>	<p>1. Extend STEM provision with partners directly linked to WLIoT within WL ‘Arc’</p> <p>2. Deliver - lead/support successful collaborative regional projects – focused on one or more of - STEM, Health &amp; Care and Creative Industries</p> <p>3. Establish specialist co-contracts with identified employer partners for hard-to-fill sector areas</p> <p><b>4. Position for partnership / acquisition linked to Digital learning platform</b></p>

## HCUC Digital IT Strategy 2022-25

<b>Subject:</b>	HCUC Digital IT Strategy 2022 - 25
<b>Date of approval:</b>	November 2022
<b>Effective date:</b>	November 2022
<b>Date of next review:</b>	November 2024
<b>Person responsible:</b>	Assistant Principal – Academic Programmes & Value Added
<b>Approved by:</b>	Senior Leadership Team
<b>For information and action by:</b>	All staff

**POLICY NO: IT1/22**

This strategy outlines HCUC’s commitment to using digital technologies to enhance the student experience and streamline business processes. Teaching, learning and assessment will integrate digital technologies to provide an outstanding education for students. All students will develop their digital skills so that they are prepared for their next steps in an increasingly digitised world.

### Digital skills for the future

Most jobs require some level of digital skills, and this is expected to increase. Digital technology is used in many everyday activities including banking, shopping, healthcare, and entertainment. The digital world is unavoidable and developing at a pace. All educational institutions have a responsibility to ensure that their learners can access the digital world both now and in the future. HCUC is committed to developing all learners’ core digital skills so that that they become digitally competent for the 21<sup>st</sup> century and do not get left behind. They need to know how they can stay safe in the digital world and access digital services. Improved digital skills will give them better chances in life and improve their employment prospects.

### Contents

- Our ambition
- Strategic aims
  - Digital Infrastructure
  - Staff
  - Students
  - Curriculum
  - Business improvement

### Our ambition

Our learners will be equipped with the digital skills and knowledge necessary to succeed in the fourth industrial revolution. HCUC will have the digital infrastructure and staffing capability to deliver outstanding education to students. We will ensure any economic disadvantage of HCUC learners will not be a factor preventing them gaining access to suitable facilities and resources, needed to develop the required digital skills.

**Strategic aims**

**1) Digital Infrastructure**

We will ensure that our digital infrastructure enables us to deliver our digital ambition now and in the future. We will invest in keeping our hardware, software, and staff capability up to date. We will ensure that HCUC is cybersecure.

- We will set an appropriate budget to ensure that the Digital Infrastructure (physical and staffing) is kept up to date and is maintained. Resources will be managed through an effective procurement process to ensure value for money.
- We will design our network and systems around and products and platforms with a consideration for sustainability, lifespan, and upgrades.
- We will provide a reliable network to ensure that students and staff can access HCUC systems reliably and securely from both on and off site.
- We will provide all staff with a mobile computing device so that they can deliver teaching and access college systems from anywhere with a mobile connection.
- We will increase the use of cloud storage to improve data security and reduce reliance on costly servers.
- We will ensure that our IT systems are kept up to date and secure against the latest threats and cyber-attacks.
- We will lower our carbon footprint by reducing the amount of printing that we do and implementing greener technologies through the modernisation of our infrastructure.

**2) Students**

We will enable our students to become confident digital citizens. This includes understanding their digital footprint and how to stay safe in the digital world. All students will acquire a basic level of digital skills to prepare them for the workplace. Students will work collaboratively on digital platforms to prepare them for this way of working in industry. We will provide assistive technologies, where appropriate, and encourage students to use it to enable them to access the curriculum.

- Students will receive a Digital Induction to ensure that they can use HCUC systems both on site and remotely.
- We will ensure that we understand the disadvantage of individual learners through digital poverty and support those learners that require it, as and when required.
- Staying safe on-line, understanding your digital footprint, cyber security and data ethics will be delivered through tutorial to students.
- We will develop a Digital Skills Entitlement for students to ensure that they have the skills required for the workplace.
- We will consult with students on all aspects of their digital experience, to help ensure that our systems, processes, and curriculum is fit for purpose.
- Our SEND learners will be supported with assistive technologies.

**3) Staff**

We will provide training to support our staff with new digital technologies for curriculum delivery and business systems used by HCUC. We will ensure that all staff, including leaders and governors understand the benefits of digital technology and its limitations, so that this strategy can be implemented appropriately.

- Leaders and governors will drive the digital culture across the organisation through setting ambitious targets and monitoring the progress towards the targets.
- We will introduce a digital induction for new staff, to ensure that they are competent in using HCUC systems. This will include digital security, safeguarding and cyber awareness. For curriculum staff this will include the use of digital technology for teaching, learning and assessment.

- Digital trainers will provide on-going support and training for staff, with a focus on improving staff digital confidence.
- The digital capability of staff will be reviewed at least on an annual basis and will inform training needs.
- The digital capability of individual staff and their training needs will be reviewed as part of the annual appraisal cycle.
- Staff will be given time to update their own digital skills through on-line learning and face-to-face training.

#### 4) Curriculum

Digital literacy will be embedded into all courses delivered. We will increase digital delivery on all courses adapting to the different ways in which students learn, engaging with employers to inform our delivery and ensure we are using the current technologies. Using digital technology will widen participation and engagement, allowing students to access learning from different physical locations and at a time that suits them. staff Digitalisation enables increased personalisation of learning through the customisation of options and settings. The use of AI will further increase the personalisation of learning and will complement the work that staff do. We will develop our digital capability so that all courses can move to remote delivery should the need arise.

- All courses will be accessible through the digital platform, so that learners can access content and materials outside of normal class time, form both on and off site.
- For each course a bank of materials and resources will be developed and made available to learners when appropriate.
- By 2025, about 20% of most courses will be delivered digitally.
- Digital technologies will be used alongside traditional teaching methodologies, to enhance teaching, learning and assessment and develop learners’ digital literacy.
- Courses delivered through blended learning (part traditional face-to-face delivery and part remote digital delivery) will be further developed and HCUC will trial distance learning courses, to expand the curriculum offer.
- A digital offer will be part of the Enrichment Entitlement.
- Accessibility and digital inclusion will be prioritised when introducing new systems and materials, to ensure that the curriculum is accessible and inclusive for all.

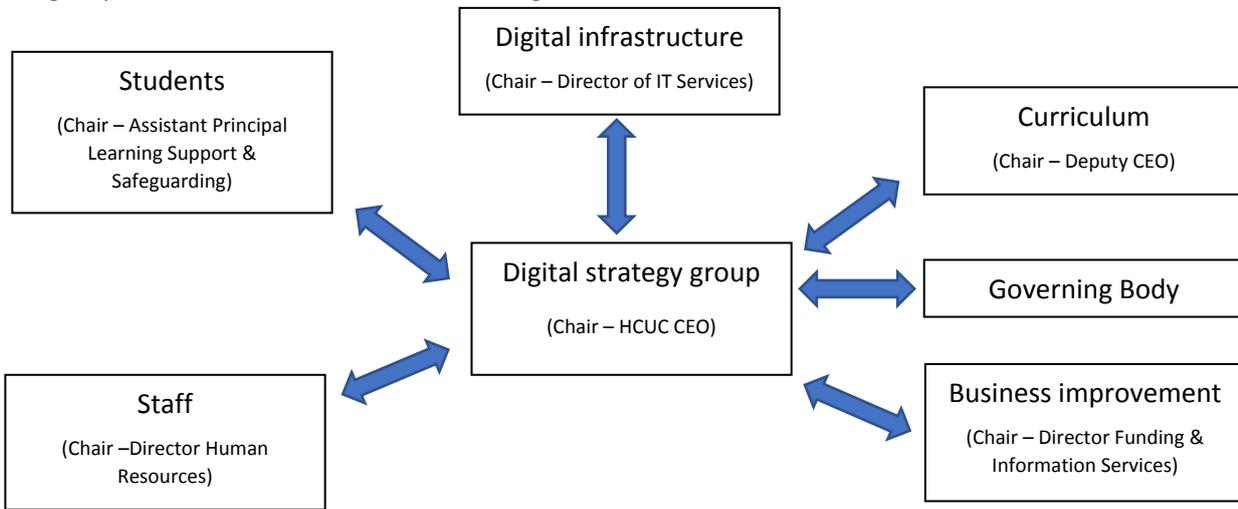
#### 5) Business improvement

We will use digital technologies to improve the efficiency and productivity of the business, and to support business continuity. This includes curriculum, marketing, enrolment, MIS, HR and Finance. The administrative burden will be reduced for teaching and support staff so that they can spend more time working with students.

- We will ensure that different systems articulate effectively to provide a seamless experience for students and staff, through constant review and evaluation.
- We will further develop our reporting capability so that management reports are clear, interactive if appropriate and where possible live.
- We will improve the digital enrolment process for learners, so that their first experience of the college is positive and efficient.
- The digital marketing strategy will be further developed to keep ahead of competitors and find new ways of engaging with potential students and partners.
- We will develop a digital platform for parents, carers, and employers, with up-to-date information on learner progress.
- We will build a robust business continuity and incident response plan to mitigate against cyber-attacks or any other damage to infrastructure.

Meetings cycle

The Digital Strategy Group will meet half termly, and sub-groups will meet termly. Sub-groups will feedback at the main meeting.



Appendix 1

*Suggested sub-group membership:*

Infrastructure	Staff	Students	Curriculum	Business Improvement
<b>Director IT Services</b> Infrastructure Engineer	<b>Director HR</b> Staff Governor Head of DLS HoS	<b>AsP LS &amp; S</b> Head of DLS Head of Learning Support Student reps	<b>Deputy CEO</b> Assistant Director - Academic Standards HoS	<b>Director of Funding</b> Head of Marketing HR Manager Head of Finance

# HCUC Governors Training & Planning Day

27<sup>th</sup> April 2022

---

## Development Plans 1-5 years: A Summary of key headlines

---

### Background:

The College revised its approach to the Development Planning in 2021/22, taking a longer term view over 3-5 years enabling us to be even more ambitious in our approach to planning a curriculum that meets the local and regional skills needs.

Following the Skills for Jobs White Paper and the continuing evolution of technical education, horizon scanning is ever more critical to ensure we have sufficient lead in time to be ready to deliver on proposed curriculum changes.

The years preceding 'go live' years will allow the important development of progression routes and securing key employer/partner links. Establishing specialist staffing either through training/upskilling existing staff or seeking innovative ways to appoint new. Specialist accommodation and high-tech equipment can be properly planned for, budgeted and sourced whilst innovative teaching and learning strategies can be researched and introduced.

Using very detailed LMI data from various local and regional sources and feedback from our employer advisory boards, the full plans were very comprehensive detailing the introduction of new courses and ceasing delivery of others, so we are well placed to respond to the skills needs.

Key themes threading through most of the plans was the consolidation of quality, certainly for those areas new to delivering T Levels and the ongoing review of the Transition to T Level programmes. The value of collaborative delivery across disciplines, particularly in the highly technical areas of digital and engineering as the knowledge and skills in these sectors becomes ever more complex and interlinked. With the ongoing approval of HTQs, there is also a clear shift in increasing progression routes for FT students towards apprenticeships and into the IoT HE provision to improve student employability opportunities.

Some of the key highlights of the ambitious future plans across HCUC are extracted into the table below:

Yr 1	22/23	Yr 2	23/24	Yr 3	24/25	Yr 4	25/26	Yr 5	26/27
HC		HC		HC		HC		HC	
<p><i>Business;</i> <b>Launch new T Levels</b> in Business Management Administration</p> <p><i>ICT;</i> Become a <b>British Computer Science accredited</b> T-level provider (students registered)</p>		<p>Develop a <b>'Business Hub' and a 'Wellbeing Centre'</b> at Hill</p> <p>Be awarded <b>Skills for Health Kite Mark</b></p> <p>Create a <b>Robotics &amp; Coding club</b></p> <p><b>Launch T levels;</b> Paralegal, Accounting Supporting Mental, Health Healthcare Science- Assisting with HC Science Support Service – Networking</p>		<p><i>Building services</i> develop sustainable energy progs- <b>heat pump solutions</b></p> <p><i>ICT;</i> Become an employer certified "apple" college <b>Huawei ICT Academy</b></p> <p><i>Foundation;</i> Become a <b>Centre of Excellence for SEND</b></p> <p><b>Day Care Centre</b> launched at Weald</p>		<p><i>Art;</i> <b>T Levels</b> Craft Design- Textiles</p> <p><i>Building Services;</i> Established as a CSCS training centre</p> <p><i>HSC;</i> Psychology Courses</p>		<p><i>Building Services;</i> Consideration of delivering trades related courses</p> <p><i>EY;</i> Potential <b>Foundation Degree</b> in EYS</p>	
UC		UC		UC		UC		UC	
<p><i>Engineering;</i> <b>Launch T Level</b> in Mechanical Manufacturing</p> <p><b>HNC</b> in Comp System Eng</p> <p>Refurbishments workshops to develop a <b>high quality renewable energy centre</b> and <b>hybrid cars facility.</b></p> <p><i>EY;</i> Build a <b>simulated nursery</b> for Hayes to meet T Level needs</p>		<p><i>Engineering;</i> Develop energy power pathways including smart technologies</p> <p><b>HNC</b> Cloud Computing</p> <p><i>Hospitality;</i> Expand the <b>Revisco training restaurant</b> to meet growing apprenticeship numbers</p>		<p><i>Engineering;</i> Develop <b>specialist AI/AR/VR labs</b></p> <p>Consider new <b>T Levels</b> in EE Design</p> <p><i>CIT;</i> <b>T Level Digital</b> Support Services</p> <p><i>Hairdressing;</i> <b>Introduce the T Level:</b> Hair, Beauty and Aesthetics</p>		<p><i>Engineering;</i> Develop <b>Robotics Lab</b></p> <p><b>Field Programmable Gateway Additive</b></p> <p><b>Additive Mfg</b></p> <p><b>Industry 4.0</b></p> <p><i>A&amp;D;</i> Introduce <b>T Levels Craft Design-</b>ceramics, media and textiles</p>		<p><i>Engineering;</i> Emerging Tech (IoT, RFID, Automation, Interfacing) Vendor courses in Comp System Eng</p> <p><i>CIT;</i> Addition of BTEC Level 3 E-Sports</p>	



## Student Service Areas

*Digital Learning Services* proposals are critical to support the digital future and will be exploring the virtual classroom model to provide upskilling for staff and ensure the digital offer meets the expectations of the IoT. Proposal for all PCs over 8yrs old to be changed to laptops to create more flexible study spaces and higher spec kit.

The awarding of Digital Badges to staff going through bespoke Digital training and the re focusing of our Advanced Practitioners to become Digital Champions

Across HCUC, the *Student Services* priorities continue to consider the impact of Covid on our students and also consider the future for the increasing technical education

Headline priorities:

- Continued need to develop and increase mental health support in College including early the identification
- To ensure robust safeguarding practices are in place so staff can respond areas such as serious violent crime, county lines and sexual exploitation
- Work effectively with the new West London Careers Hub to benefit the College and enhance careers support and knowledge
- Expand enrichment activities and continue to develop the HCUC tutorial to improve student wellbeing and provide targeted support for specific learners around behaviour, attitudes and personal development
- Develop staff expertise to support adult and HE Learners

*Advice and Guidance*

- Strong advice to meet the new demands of the increase in technical education
- Importance of enrolment and progression in achieving recruitment targets.

# HCUC Governors Training & Planning Day

## Apprenticeship & Skills

27<sup>th</sup> April 2022

---

### Apprenticeships & Skills Development Planning Discussion Document

---

#### Executive Summary

The purpose of this paper inform discussion around development plans for the Technical Apprenticeship School working together with the IoT and to grow the provision in line with challenges in the changing curriculum with reforms at level 2 and level 3, the introduction of T-Levels, the changing loans system in HE together, with the need to attract more employers and learners across the college.

Cross college collaboration and planning is needed to ensure that the overall HCUC offer to learners and employers is effective and offers a range of programmes which will allow progression from lower levels at L1 to improve technical skills and develop our own offer in higher education up to Level 6. This would mean building closer relationships with HEI partners to develop our offer both in apprenticeships and HE provision. Further engagement with employers, particularly Micro employers and SMEs, to inform our developing curriculum in line with local and regional needs. Closer curriculum planning across all curriculum teams, joined with apprenticeships to ensure there are clear, planned progression routes which enable learners to start at lower levels and to then have a clear sight of where their careers could progress. Planning and development to address the Green Skills agenda and to ensure our offer reflects the need for change to address the government’s plan for net zero carbon emissions by 2050.

This document is designed to provoke thought and discussion around some of the challenges which are currently facing TAS and more broadly HCUC.

#### Current Landscape

Labour market data from the ONS highlights the UK unemployment rate is sitting at 5% for aged 16 and over. The number of pay-rolled employees in December 2021 was up by 184,000 from November 2021. There is a total of 29.5 million employees in the UK, 409,000 up on the pre (Covid -19) February 2020 level. The latest Labour Force Survey (LFS) shows a continuing recovery in the labour market from September – November 2021 and a fall in unemployment. Job vacancies in the London region (ONS March 2022) show Construction 277,000; Information & communication 483,000; Manufacturing 136,000.

In Harrow, 94% of businesses are micro businesses which presents a great opportunity to continue to support Micro and SME business. It gives the opportunity to invite Micro businesses in to discuss their training needs and to gauge how these might differ from SME and large employers.

The Gatsby foundation reports the local, regional and national skills shortage in science, technology, engineering and maths (STEM) that needs to be addressed with investment, training and upskilling. There is a need to support growth in green skills and to develop a range of skills such as for electrical vehicles to carbon capture and storage. The green agenda will help to support new highly skilled and high wage green jobs.



The intent of the Technical Apprenticeship School is to be part of an employer’s strategy to create a talent pool feeding into their medium to long term business training and skills needs. Our apprenticeship programmes are designed to be delivered in partnership with employers and apprentices and are industry sector-based standards.

## Development Planning

In TAS, the five-year development plan proposes to:

- Expand the Technical Apprenticeship School through internal progression
- Strengthen employer engagement across HCUC
- Address the needs of local, regional and national employers
- Improve the quality of delivery across all apprenticeship standards

In order to meet our aspirational growth targets for apprenticeships, consideration should be around some of the challenges and opportunities which may present to HCUC in general but apprenticeships in particular. We need to identify and implement USPs for HCUC which set us apart from our competitors. With a finite number of learners at 16-18 in the local area, we need to develop strategies to directly compete with local schools. Better engagement with NEETs to support their employability skills. Development of progression routes which gain “buy-in” from parents rather than following more traditional educational routes into HE. Attracting learners who want to progress to HE but do not want to be burdened by student loans. Developing viable ways to study which may overcome barriers for adults returning to education.

With the increasing need for English and maths skills, particularly in STEM subjects, we need more innovation in the delivery of E&M to overcome barriers which learners may have. How could we change the delivery of E&M to increase achievement for those who “don’t do maths”? Is this an area where we could use the additional 40 hours to improve outcomes for young people and enable further progression into the IoT or higher apprenticeships? Do we need further investment in ESOL at entry levels to improve the progression for those whose first language is not English?

How do we create more awareness around the need for digital skills? In an ever-changing landscape for digital skills, not just in technical areas, how can we expand our offer to meet the needs of all businesses? How do we attract the right staff to deliver this technology? Better collaboration in the development of programmes with curriculum teams, particularly T-Levels, L2 and L3, the IoT and HE provision to maximise class sizes and offer genuine options for study and into careers. The aim is to develop a system which gives a clear vision of what is available to young people and adults, particularly those who may have completed full-time education and progressed into work but who would like to further develop their careers by returning to education.

### Items to inform discussion

This list is not exhaustive but gives a feel for the questions we need to address to plan for the future:

#### Employers

- Employer advisory boards – increasing the involvement of employers of all sizes. Should these be an inclusive group of Micro, SME and large or do we have separate groups?
- Micro employers – how do we understand how their needs differ from those of larger employers?
- T-Level industry placements – could these lead to apprenticeships to enable Micro businesses to expand?

#### Delivery

- Moving away from the “one size fits all” model. Right learner, right programme, instead of fitting the learner to the programmes we have.
- Flexible delivery – do learners always have to attend college? Could our on-line offer be expanded so that more resource is not needed?
- Offer multiple pathways whilst maintaining viability?
- Working closely with the IoT and T-Level curriculum teams. Better joined up thinking and planning.

#### IAG and Progression

- Increasing emphasis on E&M to enhance L1 and L2 students to progress into ever more challenging apprenticeships/STEM subjects.
- Focused enrichment in delivery to learn independent skills to work alone and remotely where Micro businesses may not have premises.
- How will the delivery of digital skills change in the future?
- ESOL – how can we support those who may not have the language skills to enter employment?
- Sophisticated, more advanced IAG – greater understanding of the complex progression pathways for students.
- Development of programmes up to L6 in conjunction with HEIs.
- Co-delivery with HEI’s – attend college for 2 years go to university for 2 years.
- Increasing our engagement with NEETs – how do we find them and support them?

#### Facilities/staffing

- How could we expand our facilities to meet increased demand – where would the capital come from?
- Could larger employers offer training opportunities on their sites so that learners have access to current technology in manufacturing?
- Where do we get the staff? How do we keep those we have?

Through discussion on these points, further development can be enabled with focus on key priorities for TAS to enable us to work with the IoT and HE.