DELIVERING SUCCESSFUL FUTURES PART II

CORPORATE PLAN 2023 – 2028

<u>WCG Corporate Plan 2023-2028</u>

Contents

CEO's Foreword

This Corporate Plan - Delivering Successful Futures II - sets the strategic direction for 2023-2028 for the College Group. This Plan follows the format introduced in 2017 and has been created by working with internal and external stakeholders. We also set out our next five years noting the impact of the global COVID-19 pandemic and national lockdowns between 2020 and 2022.

Over the last five years WCG has;

- Gained bachelor degree awarding powers
- Demonstrated its economic impact
- Introduced Technical Levels (T levels) and Higher Technical Qualifications (HTQs)
- Reviewed provision in south Worcestershire and focused delivery
- Raised student attainment and progression
- Gained a 'good' Ofsted grade in 2018 following a merger with South Worcestershire College and a 'good' Ofsted Social Care grade in 2020
- Invested £6m in the estate and infrastructure
- Gained a Queen's Anniversary Prize recognising excellence in engineering apprenticeships

There is significant change in policy and operating environment currently, linked in part to recovery from the pandemic and the UK's exit from the European Union. We look forward to the next five years and to contributing to the prosperity of the region.

Angela Joyce

CEO.

Mission, Values and Corporate Priorities

WCG Mission Statement

WCG's Mission Statement was introduced in 2017 through comprehensive consultation with internal and external stakeholders. The mission statement defines the fundamental purpose of WCG , which is:

"Raising aspiration and realising potential through excellence in learning and development".

WCG Values

WCG's values underpin the mission statement and summarise organisational behaviours.

The values are;

1. Put the student first

    WCG aims to put students at the heart of the organisation and central in decision-making

2. Deliver the highest quality

    WCG strives for excellence in all areas of activity and for a positive experience for all customers

3. Act with fairness, openness and respect

    WCG treats all individuals with respect, celebrates diversity and operates an open culture

4. Challenge and innovate

    WCG seeks to challenge practice as part of continuous improvement and to innovate

WCG Corporate Priorities

WCG has six Corporate Priorities that deliver growth, inclusivity, excellence, engagement and collaboration. The Priorities are supported by aims and objectives that form the basis of this five year plan and every priority is interconnected. These are monitored through annually-set Success Indicators.

The six priorities are;

1. **Student Success**
2. **Economic Success**
3. **Financial Success**
4. **People Success**
5. **Quality Success**
6. **Social Success**

Operating Environment & Context

National Context

National Skills Fund Review

In 2021, the government pledged an additional £2.5 billion towards the National Skills Fund, providing the opportunity to train and upskill people to address the skill gaps within society (Department of Education, 2021). Originally the National Skills Fund was scheduled for 2020, due to Covid-19, it was delayed, and in the 2020 spending review, the Chancellor stated there would be £375 million within the financial year 2021- 2022 for the National Skills Fund (Department of Health, 2021). The concept is that the National Skills Fund would provide access to 400 free courses within selected areas (as shown below). The introduction of these is to remove the financial barriers which may face and provide opportunities for up-skilling. One of the key barriers that the National Skills Fund wanted to remove was the poor flexibility of the current educational system to support retraining.

Education Policy Review

Over the years, there has been a decline in the number of young people joining apprenticeships and courses in-particular engineering and construction. The Department of Education (2021) introduced the skills for jobs: lifelong learning for opportunity and growth, focusing on addressing the skill gaps, in-particular engineering, health and social care professionals and technicians. The Department of Education (2021) stated that further funding of £1.5 billion would be provided to education colleges, with another £291 million to support 16–19-year-olds. The concept is to provide further education to college providers and employers at the central point to assist in developing local skills improvement plans addressing the local labour market.

The Government focus has been to encourage the introduction of apprenticeship training opportunities, with learners acquiring the skills they need while obtaining the knowledge from their colleges. In addition, there is a driving force for economic growth by improving skills, levelling up, and supporting people into work placements post-college or FE (Department of Education, 2021). The use of Local Skills Improvement Plans to provide a framework to colleges and providers to reshape their offerings to tackle the mismatching skillset in their local area. Mainly the aim is to cater for the local area, rather than providing students with the tools to leave their local area.

Furthermore, the Department of Education (2021) has sourced funding to develop the strategic development fund, which is currently being piloted in many areas in the country, to monitor the success rate. This will allow colleges to apply for funding for areas that have been identified and work with local organisations to level up students. In addition, the funding can be used to upgrade and purchase new equipment, which will assist in student training.

The Department for Education currently has a number of planned reforms. These include the outcome of the Qualification Review ; likely to reform level 2 and 3 qualifications nationally. A Funding and Accountability Review; likely to reform accountability measures and possibly funding arrangements. The introduction of the lifelong learning entitlement. The reforms to apprenticeships, including the introduction of standards and the levy, which commenced in 2013/14 are also being reviewed at present.

The Department for Education has also introduced a new regulator for higher education, namely the Office for Students. It is anticipated continued change will take place , including the introduction of Higher Technical Qualifications (HTQs) and the introduction of a new designated quality body.

<u>The Skills Act 2022</u>

The Skills Act is a set of laws known as the Skills and Post-16 Education Act. There are several important measures introduced by the Act.These include:

- Prioritising local needs and local people

We are placing a legal requirement on colleges and other providers to work with employers to develop skills plans, so that the training on offer meets the needs of local areas, and people no longer have to leave their hometowns to find great jobs.

- Supporting flexible study options

We are also supporting the transformation of the current student loans system so from 2025 learners can access a flexible loan for higher-level education and training at university or college, which they can use at any point in their lives.

- Boosting the quality of education and training on offer

We are introducing new powers to intervene when colleges are failing to deliver good outcomes for the communities they serve.

- Broadening careers advice for pupils

We will ensure all pupils meet providers of technical education so that they understand the wide range of career routes and training available to them, such as apprenticeships, T Levels or traineeships, not just the traditional academic options.

- Prioritise green skills

We plan to prioritise green skills to help the training on offer across the country meet the needs of the growing green economy and help get more people into jobs.

In April 2022 the Department for Education released its Sustainability and Climate Change Strategy. This aims for ; 1.Excellence in education and skills for a changing world: preparing all young people for a world impacted by climate change through learning and practical experience.2. Net zero: reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically in the transition to net zero.3. Resilient to climate change: adapting our education and care buildings and system to prepare for the effects of climate change.4. A better environment for future generations: enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around education and care settings.

In March 2022, a Schools White Paper 'Opportunity for All' was produced to address the levelling up agenda. It includes that Schools will offer a minimum school week of 32.5 hours by September 2023 and providing pupils with targeted support if needed for literacy and numeracy. By 2030 all children will benefit from being taught in a school in, or in the process of joining, a strong multi-academy trust, which will help transform underperforming schools and deliver the best possible outcomes for children. At least £100m to put the Education Endowment Foundation on a long-term footing so they can continue to evaluate and spread best practice in education across the country.

In May 2022, a SEND Review was released which sets out government's proposals for a system that offers children and young people the opportunity to thrive, with access to the right support, in the right place, and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives. It identified the following three challenges; 1. Navigating the SEND system and alternative provision is not a positive experience for too many children, young people and their families. 2. Outcomes for children and young people with SEND or in alternative provision are consistently worse than their peers across every measure. 3. Despite the continuing and unprecedented investment, the system is not financially sustainable. The SEND and Alternative Provision Green Paper is currently under review following consultation.

<u>Agriculture Act 2020 and Employment Review</u>

The agriculture sector is experiencing an ageing crisis within the UK, with the average farmer age being 59 years old. The demand for young farmers and increasing engagement with the agriculture sector is required. Only 3% of people working as farmers are under the age of 25, and the majority of these are considered to be sessional workers or family members assisting with the labour. Agricultural Recruitment Specialist (2021) study from Barclays Bank stated the agricultural sector is on the verge of collapsing if more younger farmers do not enter the job market. The Agriculture Act 2020 provides the legislative framework for replacement agricultural support schemes. It provides a range of powers to implement new approaches to farm payments and land management. In England, farmers will be paid to produce 'public goods' such as environmental or animal welfare improvements.

<u>Regional Context</u>

The Department of Education (2017) announced a review into forty areas across the country to explore the further educational programs provided and see whether a long-term plan could be developed to address the educational demands in the area. Warwickshire Council and Coventry City Council review was completed together in 2017. The Department of Education (2017) review showcased that Warwickshire had a higher rate of degrees, which was above the national average and employers were paid averagely higher than the national average. The Department of Education (2017) review showcased that Coventry residents are less likely to obtain a higher qualification level than the national average. Coventry had a lower than the national average salary. The Department of Education (2017) explains that

the primary sectors for employment are engineering, IT, manufacturing, and retail. With both Coventry and Warwickshire experiencing growth in care manufacturing employment.

Worcestershire City Council (2018) introduced an educational strategy in 2019 – 2024, focusing on the children's education in the area, intending to provide equity and balance of support for the community. Worcestershire City Council (2018) aim was to improve the transition between schools and colleges / FE providers.

Regional strategies are formed primarily by the Midlands Engine partnership and the West Midlands Combined Authority. The Midlands Engine strategy aims to improve productivity in the Midlands. The Midlands Engine partnership has a series of additional strategies including a Hydrogen Technologies Strategy and the Midlands Engine Investment Fund, designed to support businesses. The Midlands Engine Observatory produces regular reports on economic activity across the region.

The West Midlands Combined Authority currently funds residents of the WMCA who study at the College under its devolution powers. The WMCA has a number of key aims; 1. making it easier and safer to travel in and around the region; 2. Using derelict land to build homes; 3. Protecting green spaces; 4. Making sure young people have the education and employment opportunities to make a great start in life; 5 working together to support our communities and build a fairer, healthier and more inclusive West Midlands; and 6. Tackling climate change

Population

The Office for National Statistics (2021a) has predicted an increase of 1.6 million people to be born over the next ten years in England, increasing the population to 28.4 million by 2028. The Office for National Statistics (2021a) has projected that in the West Midlands, there will be a 7.7% and East Midlands 8.7% population increase.

Office for National Statistics (2021b) explains rapid growth within the population in Coventry within five years (2014 - 2019). With these figures and the growing trend showcased over the last ten years, the prediction for Coventry is that by 2028 there will be a further 11% increase in its population.

Warwickshire population aligns with UK averages with 16.7% of the population by 2039 to be under 16. However, Warwickshire growth in population has remained under the UK average prediction between 1999 - 2029, showing an expected increase in birth rates within 2029-2039. In Worcestershire the under 16 rate is expected to be lower than the national average by 2039, with an expected 15.9% of the population in Worcestershire being under

16. It is predicted that 63.2% of the Worcestershire population by 2029 to be of working age, this is expected to decline by 2039 by 2.7% to 60.5%. Meanwhile, in Worcestershire, the over 65 prediction shows an increase of 3% within 2029 - 2039.

Rugby

In Rugby by 2040, the median age is expected to be 43.5 years old, as there will be an increase ratio of 335 per every 1000 over people over the age of 65 years old living in the area. In Rugby the life expectancy for men is 80.5 years and for women it's 84.6 for females which is higher than the national average.

Figure 29 shows The Warwickshire County Council (2021) population projections for Rugby compared to England and Warwickshire.
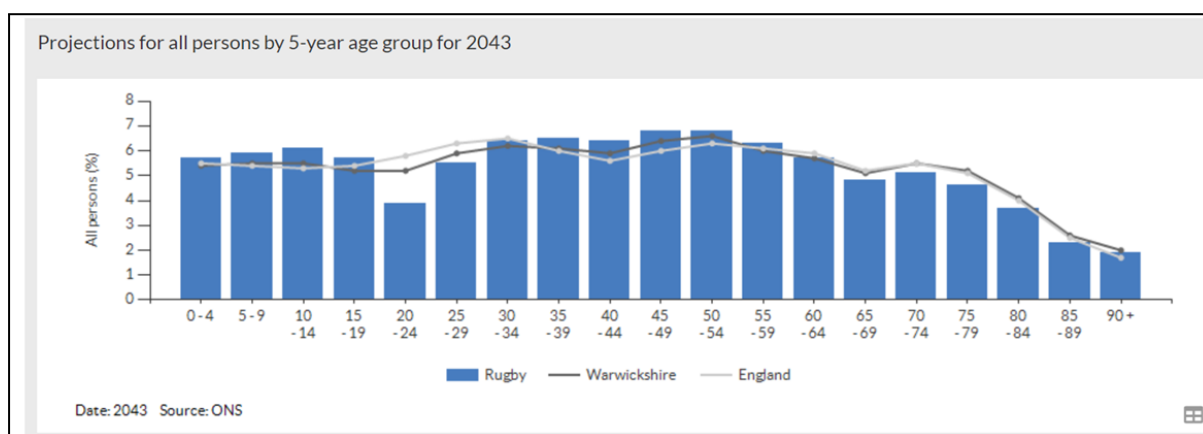

Warwick and Leamington

Within Warwick, the median age by 2040 will be 40.5 years old, with in every 1000 people, 332 will be aged 65 years old and over. Warwick life expectancy at birth is higher than the national average, with 81.1 for males and 84.4 for females. The current estimated population in Warwick is 144 909. With 50.1% male and 49.9% female. The projections for 2043 show an increase of 604% of the population will be aged between 16 – 64, with the population projected to increase to 147,803. As shown in the figure, there is a reduction expected in the projection of 15 – 19-year-olds, decreasing to 5% with 8225.

Projections for all persons by 5-year age group for 2043
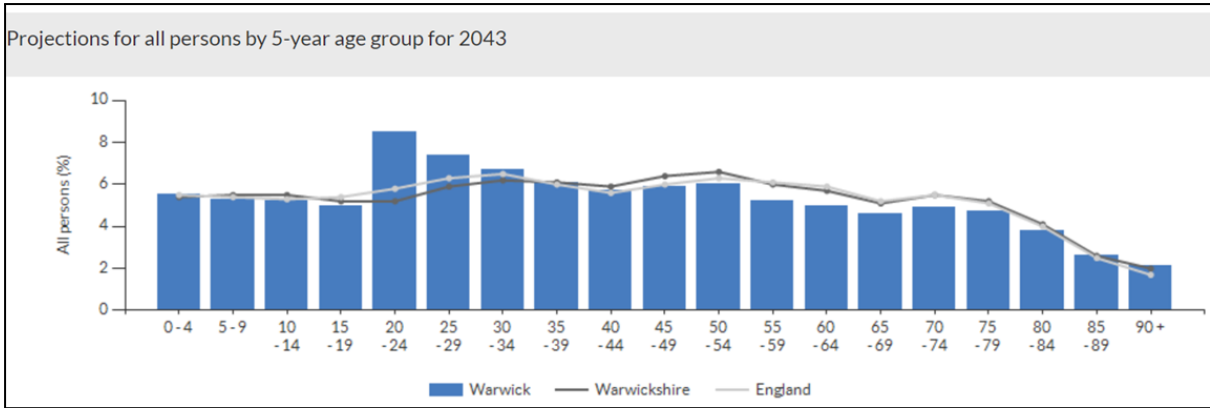
Stratford-upon-Avon

Stratford-upon-Avon is expected to have an increase of those aged above 65 years old by 2040. This will increase to 5.6% of the Population, with 488 in every 1000 aged over 65 years old, resulting in a median age of 48.9 by 2040. It is estimated that 57.9% of the population in Stratford-upon-Avon are aged between 16 – 64 years old. The life expectancy for men in Stratford-upon-Avon is higher than the national average, at 80.9 for men and 84 years for women. Stratford-upon-Avon has a high population of 132, 402 .The projections for Stratford-upon-Avon show an increase of those above the age of 65 within the area, and this is expected to account for 29.7% of the population rate. Meanwhile, there is an expected decline in the number of people aged between 15 – 29 years old in Stratford-upon-Avon. These are expected to be lower than the national and Warwickshire average. In 2043, it is projected that 4.9% of the Stratford-upon-Avon population will be 15 – 19 years old – 8, 806.and an estimated 3.5% will be 20 – 24 years old

Projections for all persons by 5-year age group for 2043
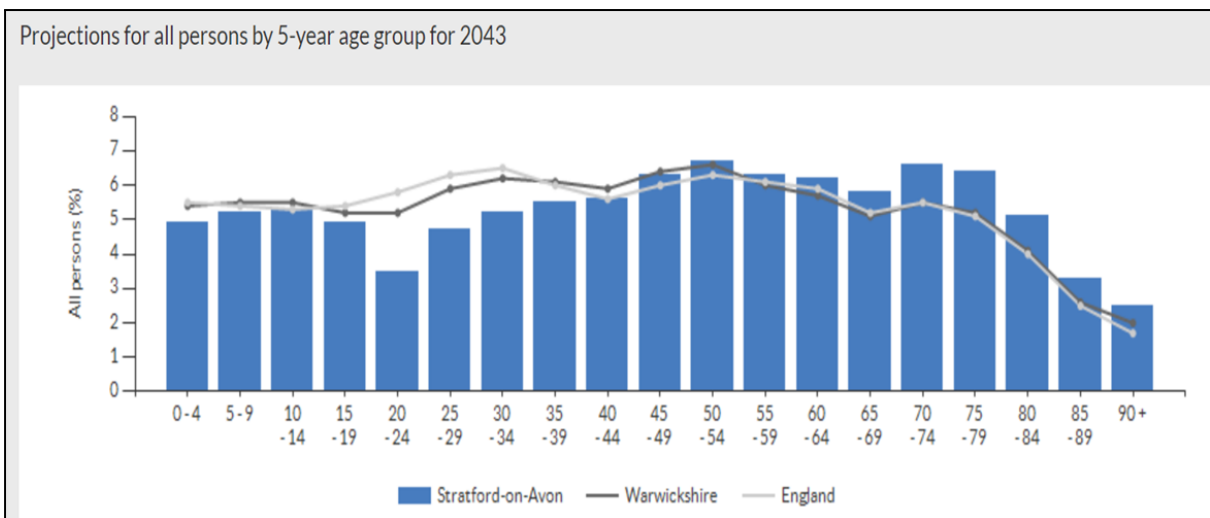
Wychavon District

The Wychavon District has a population of 125, 378. Since 2011, there has been an increase in population by 7.1%, with an estimated projection of 29% of the population aged over 65+ by 2029 (Sports Partnership Herefordshire and Worcestershire, 2019). Wychavon district is projected to continue increasing in population, with a yearly growth of 0.73% . From 2001 to 2017, the area has seen an increase of 55% of the population aged over 65, with a decrease of 0.1% of those under 16. Life expectancy is 81 years old for men and 85.4 years for women, higher than the national average.

Pershore

Pershore is a small rural town in Worcestershire with an estimated population of 8231 (City Population, 2021b). The population density is 3,430/km, and the area has seen an increase of 1.6% within the last ten years. Between 2011 and 2017, Pershore saw a 45.7% increase with people over 65 years. Concerning projection, there is an expected increase with those aged 65 to continue, and a decrease with younger age groups. In Pershore, between the age group 0 – 17 years old, there are an estimated 1556 people.

Evesham

Evesham has experienced an increase across all age groups since 2001, with an overall 17.2% increase in population by 2016. An increase of (330 people) 7.4% of under 16s occurred between 2001 and 2016. With an additional increase of 15.8% aged 16 – 64, 2265. Evesham in Worcestershire has a population of 38 701.

Malvern Hills District

Sports Partnership Herefordshire and Worcestershire (2020) states that the population for Malvern Hills is an estimated 77,165. Within this area, 10% of the population live in rural areas, with 0% living in areas considered to be major urban conurbations. Furthermore, 41% live in rural villages, and 49% live in rural towns (Sports Partnership Herefordshire and Worcestershire, 2020). The area has experienced a population growth of 3.4% since 2011 and is projected to further increase by 0.48% per year. By 2043, there is an expected increase of 20.2% aged between 15 – 19 years olds, resulting in an additional 2790. There is an expected 88.4% increase in those over the age of 85 by 2043.

Deprivation

Warwickshire County Council (2022) states that the area is ranked 121 out of 151 in the local authorities least deprived (1 most deprived and 151 least deprived), with the Warwickshire rating having improved since 2015. However, there are small areas of the local authority which are considered to be deprived. As shown in the figure, the areas showcasing the darkest are considered the most deprived, and the lighter areas are the least deprived.
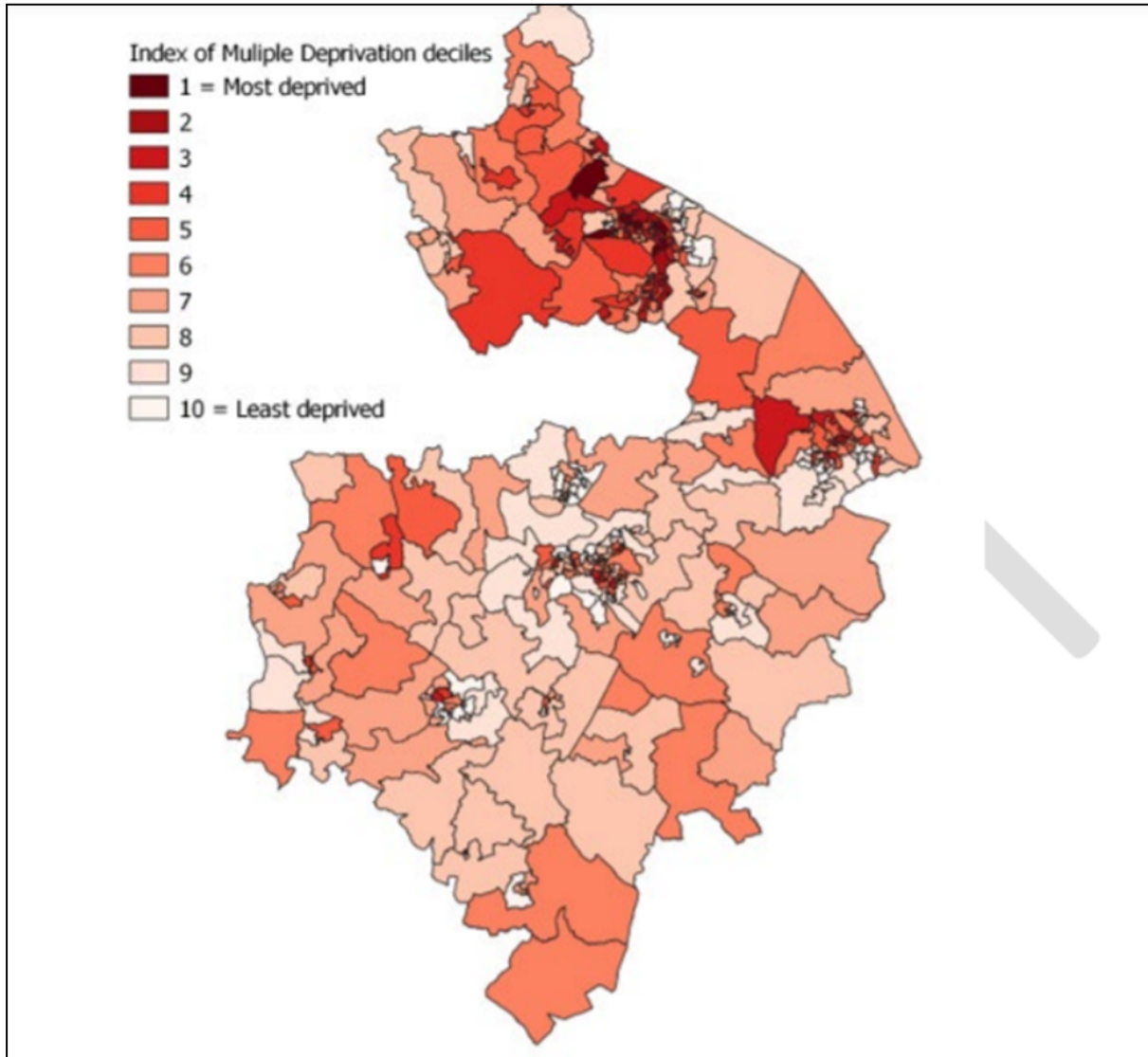
Worcestershire Health and Well-being board (2018) explains there is inequality within Worcestershire with a gap of life expectancy and healthy life expectancy. Worcestershire Health and Well-being board (2018) explains an increased risk of mental disorders including

depression and anxiety in Worcestershire, with the prevalence being an average 10.5% than the rest of England. Worcestershire County Council (2020) stated that in 2019, Worcestershire was in the top 10% of the most deprived areas in the country, with 12 districts ranked as high deprivation. The map shows the index multiple deprivations of 2015, with the most deprived areas showing in dark blue and the least deprived area showing in bright yellow.
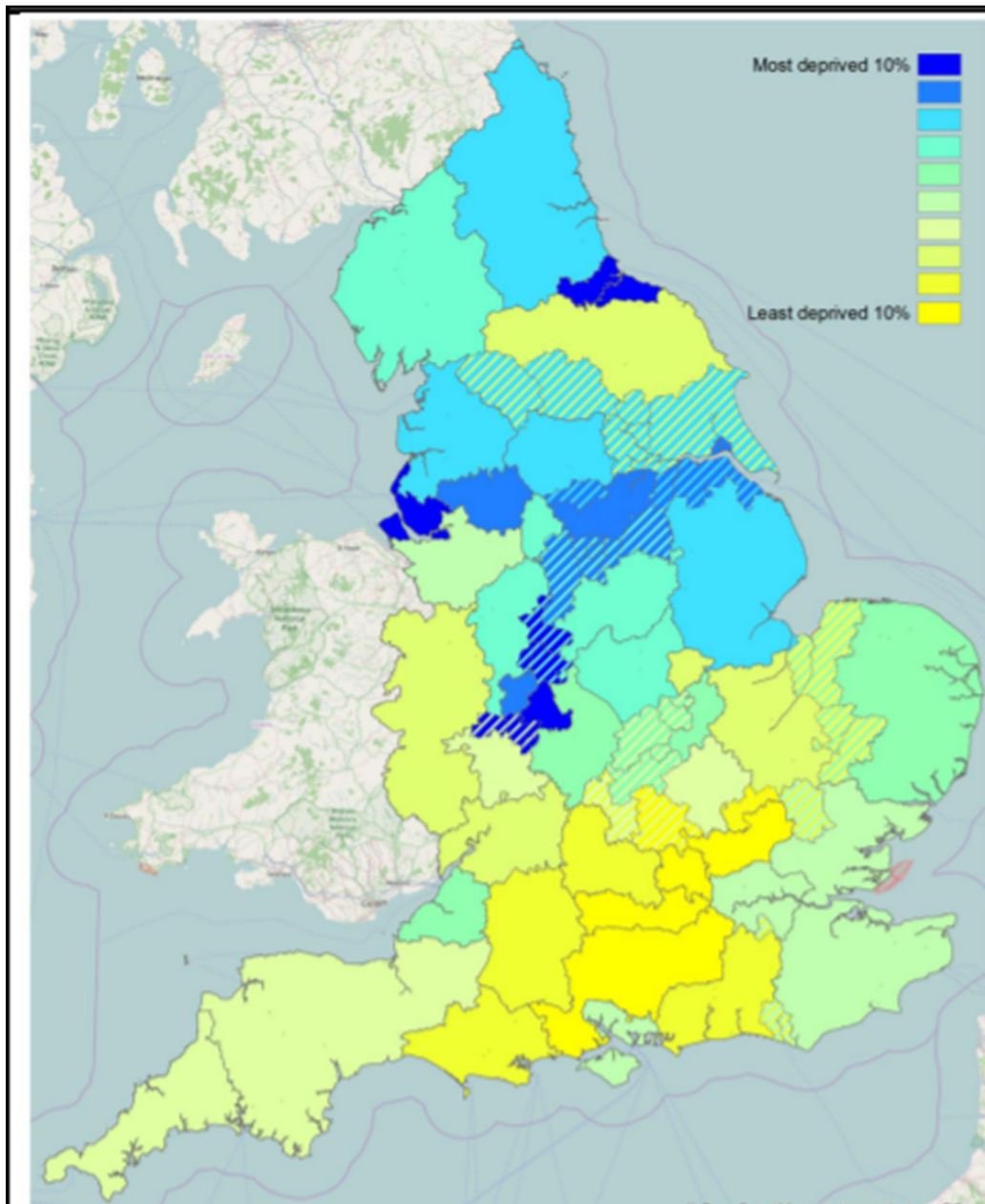
Summary data table for Warwickshire and Worcestershire (data sources 2020-2022)

	Warwickshire	**Worcestershire**	**England**
Population	583,786	552,292	-
Claimant count	2.8%	2.9%	-
No. of businesses	27,695	29,210	-
Unemployment rate	2.4%	3.5%	4.1%
% of children in low income families	12%	14.2%	19%
% of population with NVQ 4 or above	42.9%	43.2%	43.5%
% NEETs	Male 5.2% Female 3.5%	5.9%	6.3% 4.6%
% 16-18 year olds gaining English & Maths grade 5 or above	49%	48.7%	43.4%

Delivering Successful Futures II

Corporate Priorities,

Aims & Objectives

2023-2028

Priority 1

<u>*Student Success - to deliver a dynamic and responsive curriculum designed to maximise student outcomes and economic impact.*</u>

Aim 1.1 We aim to continuously develop a dynamic curriculum to meet future employment needs and maximise the potential of individuals

We will;

- Use labour market intelligence to inform and review the development of our curriculum offer.
- Design a vibrant curriculum offer to meet current and future employment needs
- Systematically review our curriculum offer in comparison to local and labour market intelligence
- Design full-time programmes, supported by employers, aimed specifically to progress students onto apprenticeships
- Create a specialist higher education curriculum offer for a variety of study modes
- Develop a flexible and accessible adult curriculum offer
- Embed globalisation and internationalisation into the curriculum offer through developing/creating international partnerships
- Work with professional bodies to enhance and endorse our curriculum portfolio
  .

Aim 1.2 We aim to improve student outcomes and destinations

We will;

- Raise student attainment across all our courses, qualifications, apprenticeships and degrees
- Improve the English and mathematics skills of our students to meet national priorities and enhance their progression opportunities
- Design and deliver personalised programmes of study
- Deliver flexible learning through the use of technology
- Provide students with excellent learning environments
- Provide meaningful Industry experience opportunities for all study programme students
- Align commercial operations and curriculum to give students industry insights
- Provide clear and constructive feedback so students can improve to achieve their full potential
- Provide high quality student support services designed to remove barriers to learning and facilitate all students to achieve their potential
- Work in partnership with students and their support network to effectively monitor and review their progress
- Ensure that residential students receive a high quality experience that supports their learning and development
- Embed the development of employability behaviours for all students and apprentices

Aim 1.3 We aim to build progression pathways for all subject areas

We will;

- Ensure there are clear pathways for students to progress at all levels
- Provide excellent careers advice and guidance
- Support students progressing through further and into higher education
- Develop meaningful relationships with employers to support students progressing to employment including apprenticeships
- Create apprenticeship employment opportunities through working with employers in meeting skills needs
- Support learners to access loans and student finance to enable progression
- Provide a high quality offer for students aged 14-16 to support progression to further programmes of study and apprenticeships

Aim 1.4 We aim to use technology to enhance learning and promote research activity

We will;

- Ensure that all courses have online content available via Google for Education
- Embed the use of personalised online learning to improve the success rates of Maths and English
- Expand the use of the Moodle Workplace learning platform to develop online and blended learning
- Utilise advances in technology to make learning more accessible for all
- Utilise Prosuite to ensure all students progress is monitored in a timely way
- Utilise social media and website pages to promote the cutting edge research undertaken within the organisation
- Utilise technology to maximise promotion and the profile of the college

Aim 1.5 We aim to embed environmental sustainability and climate change awareness in all courses

We will;

- Create an environmental sustainability and climate change awareness map for all courses
- Develop stand alone online modules to encourage student participation in impactful project activities
- Ensure environmental sustainability and climate change awareness are evidenced in course approval processes
- Provide opportunities for staff and students to engage in projects and activities
- Work in partnership with students to inform resource decisions
- Champion and celebrate best practice amongst our students and apprentices

Priority 2

Economic Success - to contribute to the local, regional and national economies through supplying and training the workforce

Aim 2.1 We aim to work with employers to meet current and future skills needs

We will;

- Engage in networks to build links and understand employer needs
- Build effective partnerships with employers
- Align the curriculum offer of each College within WCG to meet employers' needs
- Align the curriculum to develop students as 'ready-made' apprentices and employees
- Continue to increase apprenticeship provision, especially at higher levels, to meet economic demand
- Develop employers' ability to create apprenticeships to support the training needs of their existing workforce.
- Develop provision to support the local, regional and national priority sectors
- Establish Coventry & Warwickshire Adult Learning to support the skills development of local and regional adults and businesses
- Engage with Worcestershire partners to support the skills development of local and regional adults and businesses
- Make provision for employers to innovate, explore, test and design new practices in support of their business

Aim 2.2 We aim to work with others to support economic growth

We will;

- Work with key partners to support the delivery of the growth of key industry sectors in the region and nationally
- Support the implementation of Local Skills Improvement Plans (LSIPs) for the West Midlands, Coventry & Warwickshire and Worcestershire.
- Build and sustain productive relationships with other education & training providers
- Build and sustain productive relationships with the West Midlands Combined Authority and Local Authorities at county, city, district and borough level
- Engage with employer representative bodies to inform and influence curriculum design & delivery
- Engage with research partners to fully understand our labour market
- Engage with Sector Skills representative bodies and Professional, Statutory Regulatory Bodies to develop curriculum to meet sector needs.

Aim 2.3 We aim to drive adult upskilling and reskilling

We will;

- Support employers with the development of provision for upskilling and reskilling the workforce
- Work with employers and employer representative bodies to develop relevant local and regional provision for adults
- Utilise and develop partnerships to support the development of provision funded through Local Skills Improvement Plans to increase adult upskilling and reskilling.

- Maximise Advisory Board membership as a mechanism to influence and inform adult upskilling and reskilling for each college.
- Develop sector based forums in key industries to influence and inform adult upskilling and reskilling
- Raise awareness of the Lifetime Skills Guarantee and develop curriculum to maximise access and uptake.

Aim 2.4 We aim to provide higher technical skills that meet local, regional and national needs

We will;

- Build upon expertise at level 3 to create employer-led higher technical education aligned directly into structured career pathways.
- Create recognised pathways at levels 4, 5 and 6 aligned to employer needs including higher and degree apprenticeships to facilitate specific careers.
- Use degree awarding powers to create programmes that are designed to meet local, regional and national employer needs, delivered in a mode that is accessible to employees.
- Design foundation degrees aligned with Higher Technical Qualifications to meet the local regional and national need.
- Promote WCG Higher Technical Qualifications to adults and employers as opportunities for continual professional development and career progression.

Priority 3

Financial Success - to build financial resilience and sustainability

Aim 3.1 We aim to profitably grow our income

We will:

- Measure financial contribution by allocating income and overheads to all activities
- Monitor the risks to current substantive income streams, horizon scanning for new opportunities and risks
- Grow 16-18 and Adult market share, including through T level delivery
- Continue to grow Apprenticeship income
- Utilise the Foundation and Degree Awarding powers to grow Higher Education income
- Develop international activity and income streams from activity within UK and overseas
- Further diversify income streams to reduce public funding dependency
- Continue to promote the commercial arm of WCG and the profitable income growth of its distinct and measurable activities
- Risk assess all new ventures accepting that not all will succeed and some element of risk taking is required for any organisation to grow profitably
- Explore and promote profitable income growth opportunities across all areas of the College's services
- Relaunch the "Innovation Zone" platform to engage all staff in ideas generation

Aim 3.2 We aim to increase efficiency and drive cost effectiveness

We will:

- Continue to operate robust business planning processes to consider alternative delivery models and ensure resources are allocated effectively to ensure viability of all areas of work
- Reduce expenditure through effective procurement using competitive tendering, leveraging purchasing power and appointing preferred suppliers
- Proactively seek opportunities for collaboration to reduce overheads through achieving economies of scale
- Regularly revise financial forecasts and take corrective action as necessary
- Regularly communicate and challenge performance against agreed targets including through the Finance and Efficiency Review Meetings (FERMs).
- Increase energy efficiency and save utility costs through a clear environmental strategy targeting Net Zero.
- Efficiently deploy resources through staff utilisation, room utilisation and increasing class sizes
- Regularly review and benchmark back-office costs to ensure efficiency

Aim 3.3 We aim to optimise assets and capacity to invest

We will:

- Further embed a capital investment appraisal process and define major "priority projects" for the planning horizon
- Regularly review the WCG asset base to ensure optimum use principally through the Space Management Group
- Maintain an open and clear dialogue with funding bodies and related organisations
- Seek opportunities for sponsorship and/or partnership funding of facilities, events or projects
- Regularly review the funding strategy which underpins the WCG asset base and explore alternative funding models
- Access public and private funds that support the mission, values and priorities of WCG
- Achieve and sustain an adequate level of liquidity (cash days).

Aim 3.4 We aim to provide an effective technology platform to drive organisational

improvement

We will:

- Reduce costs through the use of technology in delivery, to integrate and improve core business transactional processes.
- Optimise the use of Hybrid working and technology to reduce to travel costs and better utilise time
- Build in organisational resilience through our Cyber Security strategy
- Optimise the use of cloud computing to provide flexibility and reduce capital costs

Priority 4

<u>*People Success - to attract, retain and develop high performing, well motivated individuals, committed to our mission and our values*</u>

Aim 4.1 We aim to attract, grow and retain talent as well as ensure succession planning

We will:

- Recruit, retain and develop the right people, at the right time, utilising the right skills in the right place
- Maximise the use of talent management identification supported by appropriate development programmes
- Provide opportunities for mentoring, coaching and secondments
- Promote the WCG apprenticeship pathway programme
- Maintain and review a relevant and effective employee support and recognition package.
- Innovate using new employment practices
- Recognise and celebrate individual success

*Aim 4.2 We aim to ensure our staff are future ready through enhanced skills developmen*t

We will:

- Support and promote continuous professional development
- Partner with external stakeholder bodies.
- Ensure skills are developed to support the demands of the economy
- Foster a culture of organisational development
- Utilise employer relationships to support our staff to maintain currency in workplace practice in their specialism
- Develop high levels of digital literacy
- Raise awareness and promote sustainable practice
- Embrace research and scholarly activity

Aim 4.3 We aim to provide a safe, supportive and progressive working environment for our staff

We will:

- Continue to focus on promoting employee wellbeing, health, safety and welfare.
- Ensure awareness and compliance with best practice in Safeguarding and Prevent
- Challenge existing working practices to promote innovation
- Continue to invest in our infrastructure and technology.
- Provide opportunities for staff to engage in projects and activities, to work in partnership with students on environmental sustainability and climate change, celebrating best practice.
- Celebrate an open, diverse and respectful culture ensuring equality of opportunity.

Aim 4.4 We aim to have a highly engaged workforce who are committed to our mission and values

We will:

- Develop and implement effective internal communication strategy across the Group to share information, decisions and developments, gather feedback and encourage collaboration.
- Prioritise staff surveys and associated actions to increase staff engagement and participation.
- Engage with staff, trade unions, employee representatives and staff governors to gather insights and ideas that support the College priorities.
- Improve communication skills throughout the organisation
- Measure the impact of staff engagement

Priority 5

Quality Success - to be an exceptional provider of education and training delivering excellence in all activities.

Aim 5.1 We aim to deliver high quality teaching, training and learning to all our students and apprentices

We will:

- Provide students and apprentices with the necessary knowledge, skills and behaviours to enable them to embark on a personalised learning journey that supports them for lifelong learning
- Deliver exceptional teaching and training that is inclusive of all individual student and apprentice's needs
- Encourage student and apprentices to be aspirational through setting high expectations so they reach their full potential
- Support and invest in a creative, inspirational and innovative approach to teaching and training through the creation of a dynamic teacher toolkit
- Continue to expand opportunities for support and teaching staff through subject specific/job role professional development and access to new technologies
- Embed relevant employability skills and behaviours in collaboration with employers
- Continue to invest in training teachers and trainers to deliver high quality learning experiences for all students and apprentices

Aim 5.2 We aim to provide excellent services, resources and environments

We will:

- Create and maintain inspirational and safe physical and virtual environments for all students and apprentices
- Continue to provide an excellent, secure and safe, technology infrastructure accessible 24/7
- Ensure that residential students and apprentices receive a high quality experience that supports their learning and development and continue to invest in the residential buildings and facilities
- Ensure our resources match industry standards and expectations through continual consultation with professional experts
- Develop infrastructure, environments and resources to meet the needs of SEND students
- Provide ultramodern learning resource centres that meet the needs of students and apprentices
- Develop online learning resources to enhance students and apprentices experience to widen participation and improve accessibility
- Ensure each student has an electronic device to access learning
- Improve the IT infrastructure to enable students and apprentices to access their learning at all College sites
- Gather and act upon feedback from students on internal and external services, resources and environments.

Aim 5.3 We aim to build sustained improvement through being a self-critical and reflective organisation

We will:

- Embed a culture of reflective practice through all levels of the organisation to support continual improvement and enhancement so we become a learning organisation that aims to continually improve
- Promote an openness to new ideas and a culture of challenge
- Engage with external industry and academic partners to continually reflect and improve
- View areas for improvement as positive challenges to enhance the experience of our students and apprentices
- Develop peer review opportunities, both internally and through developing educational and industry networks
- Enhance the rigorous and robust quality cycle, also reflecting on the changing requirements of external quality assurance regulators
- Provide staff with clear metrics and data to support continuous reflection and accountability
- Continue to value feedback, and enhance the '*you said, we did*' approach
- Embed a quality framework across all our activities to monitor and report on compliance and excellence
- Implement annual quality improvement plans to further raise standards across the College group

Aim 5.4 We aim to build a strong profile and reputation locally, regionally and nationally

We will:

- Create and deliver a proactive public relations strategy which creates a positive impact in media
- Devise and implement an alumni strategy
- Develop and implement a competition and award strategy
- Maintain, enhance and keep pace with social media and web capabilities
- Develop research capacity and scholarly activity to enhance our academic reputation and credibility
- Maintain existing and build new stakeholder, employer and community relationships
- Enhance the work with local authorities to ensure students and apprentices with special educational needs and disabilities can access high quality education in their locality
- Celebrate student and apprentice successes through graduation and other ceremonies
- Recognise and reward staff as WCG ambassadors
- Accelerate international presence through new and innovative partnerships
- Achieve professional accreditation for higher level courses to enhance student employabilities
- Encourage staff and students to engage in community projects and local charity work

Priority 6

<u>Social Success- to ensure the Colleges are at the heart of their communities and play an active role in achieving equality in society</u>

Aim 6.1 We aim to promote social mobility in each district and borough through educational opportunities

We will:

- Promote a culture of opportunity through education and enrichment
- Increase student recruitment in areas of deprivation utilising non-traditional recruitment measures
- Introduce mentors for students from indices of multiple deprivation areas in each district and borough to ensure they have access to College support mechanisms for funding and digital equipment
- Deliver enrichment tutorials to improve students' social confidence, personal presentation and general life skills
- Utilise industry placements, external guest speakers and visits to raise aspiration
- Provide welcoming environments for students to study in College at non-timetabled times
- Support local charities and community groups to highlight opportunities within the College by providing training and development
- Ensure our curriculum offer provides opportunities for students to study for qualifications in ways that allow progression from a variety of starting points
- Provide customised careers advice and guidance, including support in applying for higher education or apprenticeships

6.2 We aim to support different groups and address disparities

- Ensure all staff, students and apprentices feel welcome and valued
- Work to reduce the gaps in participation, attainment, learning and progression of different student and apprentice groups
- Ensure that the recruitment, progression, retention and wellbeing of staff leads to a diverse and inclusive workforce
- Continue to provide students and apprentices with opportunities to have a voice for change and make a difference
- Launch a staff diversity champion network to act as role models for students and apprentices
- Actively encourage diversity groups to be established for staff, students and apprentices
- Be committed unequivocally and constantly review approaches to tackling all forms of discrimination
- Maximise opportunities for underrepresented and diverse communities to access learning.

Aim 6.3 We aim to develop sustainable approaches in order to address environmental improvement

We will:

- Establish a Green Team approach at each college
- Measure, monitor and reduce our carbon footprint
- Ensure our procurement strategy encourages sustainability and reduces our carbon footprint including the sourcing of goods across the colleges that use sustainable packaging, power ratings and others
- Include sustainability as a standing item in appropriate meetings and groups
- Utilise green technologies across the College group
- Create opportunities to support staff and students in low carbon travel
- Utilise locally sourced goods and services, wherever possible.
- Explore partnerships with external organisations to collaborate with carbon offsetting
- Promote to staff and students the importance of environmental sustainability
- Introduce a sustainability and green tutorial learning package for students
- Follow the DfE Sustainability & Climate Change Strategy (2022) to set science-based targets from 2025, ensuring we play our part in reducing public-sector emissions against a 2017 baseline by 50% by the end of Carbon Budget 5 (2032) and 75% by the end of Carbon Budget 6 (2037)

Individual College Strategic Aims 2023-2028

WCG COLLEGE LOCATIONS
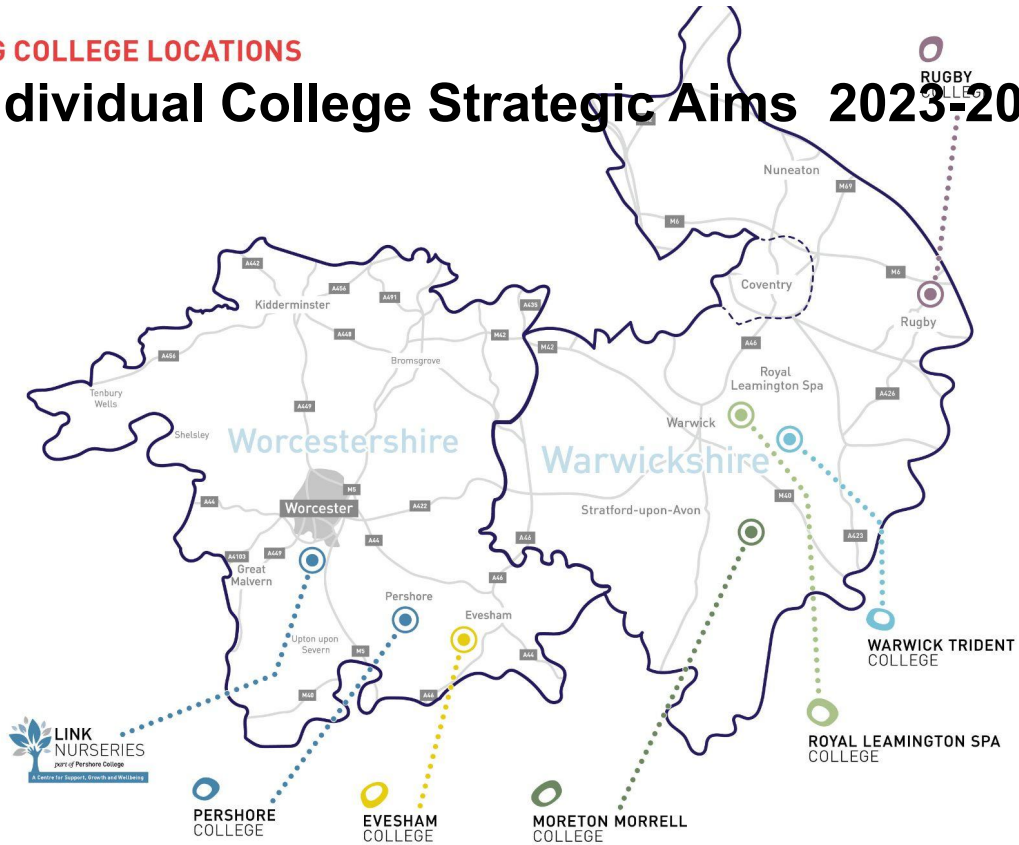
PRINCE'S TRUST LOCATIONS

Coventry & Warwickshire
1. Leamington Spa
2. Rugby
3. Coventry City
4. Nuneaton

Leicestershire
5. Leicester City (x2 locations)
6. Hinckley
7. Loughborough
8. Melton Mowbray
9. Coalville

Derbyshire
10. Derby City
11. Ilkeston
12. Chesterfield

Lincolnshire
13. Lincoln City
14. Boston
15. Gainsborough/Grantham

South Birmingham
16. Digbeth
17. Acocks Green
18. Chelmsley Wood
19. Birmingham Community (Longbridge)

Worcestershire
20. Worcester City
21. Evesham
22. Reddtich
23. Kidderminster

EVESHAM COLLEGE

We aim to;
- Become a technical college serving South Worcestershire focusing on specialist subjects
- Grow the numbers of apprentices studying at the College in partnership with local industry
- Work in partnership to promote social mobility and ensure opportunities for all

MORETON MORRELL COLLEGE

We aim to;
- Maintain a national profile for excellence in land based education and training at all levels
- Invest in the estate to improve student experience and to enhance the curriculum at further and higher education levels
- Enhance the supported learning curriculum to provide high quality opportunities for students with special educational needs

PERSHORE COLLEGE

We aim to;
- Maintain a national profile for excellence in horticulture, agri-tech and horti-tech training, research and education
- Increase the higher and further education student numbers across specialist curriculum
- Enhance the supported learning curriculum to provide high quality opportunities for students with special educational needs

ROYAL LEAMINGTON SPA COLLEGE

ROYAL LEAMINGTON SPA COLLEGE

We aim to;

- Become a national centre of excellence for the creative sector and games industry
- Grow international provision and the number of overseas students
- Maintain a broad curriculum providing high quality opportunities at further and higher levels

RUGBY COLLEGE

RUGBY COLLEGE

We aim to;

- Grow and diversify apprenticeship training to match the changing economy of the area
- Enhance the higher education curriculum
- Maintain a broad curriculum offer to match the growing economic needs of Rugby and the surrounding area

WARWICK TRIDENT COLLEGE

WARWICK TRIDENT COLLEGE

We aim to;

- Become a national centre of excellence for engineering and advanced manufacturing skills training
- Develop a higher level skills curriculum including higher and degree apprenticeships
- Build partnerships with industry to embrace technological development and national strategies, such as electrification and green skills

DELIVERING SUCCESSFUL FUTURES

(Hexagon diagram with: SOCIAL SUCCESS, STUDENT SUCCESS, ECONOMIC SUCCESS, FINANCIAL SUCCESS, PEOPLE SUCCESS, QUALITY SUCCESS)

Priority 1
STUDENT SUCCESS

To deliver a dynamic and responsive curriculum designed to maximise student outcomes and economic impact.

Strategic Aims:

1.1 Continuously develop a dynamic curriculum to meet future employment needs and maximise the potential of individuals

1.2 Improve student outcomes and destinations

1.3 Build progression pathways for all subject areas

1.4 Use technology to enhance learning and promote research activity

1.5 Embed environmental sustainability and climate change awareness in all courses

Priority 2
ECONOMIC SUCCESS

To contribute to the local, regional and national economies through supplying and training the workforce.

Strategic Aims:

2.1 Work with employers to meet current and future skills needs

2.2 Work with others to support economic growth

2.3 Drive adult upskilling and reskilling

2.4 Provide higher technical skills that meet local, regional and national needs

Priority 3
FINANCIAL SUCCESS

To build financial resilience and sustainability.

Strategic Aims:

3.1 Profitably grow our income

3.2 Increase efficiency and drive cost effectiveness

3.3 Optimise assets and capacity to invest

3.4 Provide an effective technology platform to drive organisational improvement

Priority 4
PEOPLE SUCCESS

To attract, retain and develop high performing, well motivated individuals, committed to our mission and our values.

Strategic Aims:

4.1 Attract, grow and retain talent as well as ensure succession planning

4.2 Ensure our staff are future ready through enhanced skills development

4.3 Provide a safe, supportive and progressive working environment for our staff

4.4 Have a highly engaged workforce who are committed to our mission and value

Priority 5
QUALITY SUCCESS

To be an exceptional provider of education and training delivering excellence in all activities.

Strategic Aims:

5.1 Deliver high quality teaching, training and learning to all our students and apprentices

5.2 Provide excellent services, resources and environments

5.3 Build sustained improvement through being a self-critical and reflective organisation

5.4 Build a strong profile and reputation locally, regionally and nationally

Priority 6
SOCIAL SUCCESS

To ensure the colleges are at the heart of their communities and play an active role in achieving equality in society.

Strategic Aims:

6.1 Promote social mobility in each district and borough through educational opportunities

6.2 Support different groups and address disparities

6.3 Develop sustainable approaches in order to address environmental improvement

WCG adds
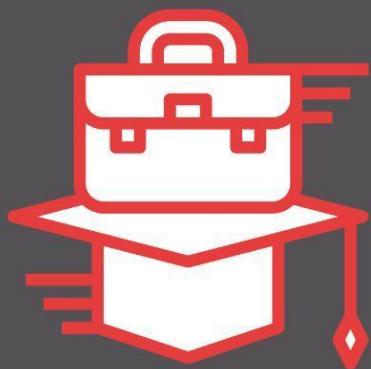**£705.8 million**
of income to the
region every year

28,885
**jobs supported
in the region**

*For every £1 invested
by a learner at
WCG, they get
£4.40 back in higher
future wages*

The Economic Impact of WCG

**For every £1
invested by an
apprentice at WCG,
they get £7.70
back in future
earnings**

For every £1
businesses invest in
apprenticeships, they
receive a 41.3% average
monthly rate of return

For every £1
invested by the
taxpayer, WCG
returns £3.90
in benefits