

GOVERNING BODY TRAINING & PLANNING DAY**27th April 2022**

**STRATEGIC PLAN 2022-25
CONSULTATION AND DEVELOPMENT**

BACKGROUND

Governors and NEAs are 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 additional **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 also asked to note the **embolden entries** within the more detailed section relating to **Strategic aims & objectives**, which represent specific recommendations from the previous T&P session. 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 into the 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 planning decision that is awaited in July 2022.

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

2. Commissioned EMSI economic value analysis (draft report – March '22)
3. 1-5year headline summary of key developments under each of the 5 main Strategic Objectives – this extends activity beyond 2025 to yr 2026/27
4. '10 Cs' – 10 Characteristics of successful colleges – provided by FEC and that have been a checklist and gauge for effective operations and focus
5. Executive summary: Current progress and position on proposed HCUC-RuTC merger

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 and involved SLT, have formed part of merger workstream considerations and focused JSG sessions. In addition, Governors T&P (October 21) 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. At the time of writing, HCUC awaits publication of a very favourable Ofsted report from its recent Inspection (Feb '22).

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.

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 & Assessment experience that leads to both outstanding learner attainment and progression opportunities.</p> <ol style="list-style-type: none"> 1.1 Ensure student pass, retention and achievement levels remain high by comparison to national averages, other national publicly accountable KPIs and by comparison with our competitors. <i>(Evaluate by e.g. SSA, programme type, HE, WBL, age, gender, ethnicity, targeted groups)</i> 1.2 Deliver teaching and learning and assessment strategies that engage and extend learners to achieve their full potential. Digital-learning and employability features as an enabling tool in pursuing this strategic objective. <i>(CPD, developmental process, Ofsted and other external validation)</i> 1.3 Maximise the attainment level of individual learners, and for groups of learners with reference to our diversity profile. <i>(Attendance, value added, distance travelled, employability skills, Prevent, safeguarding, enrichment and support for targeted groups, development of attributes and behaviours)</i> 1.4 Ensure the learner voice is central to teaching, learning and assessment and related support activities. 1.5 Demonstrate the College’s high quality of Teaching, Learning & Assessment through recognisable benchmarks and audit as well as qualitative and metric driven high satisfaction learner feedback – Achieve QAA TEF status for HE provision
<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"> 2.1 Achieve or exceed 16-18 learner target numbers (mainstream and apprenticeships). 2.2 Achieve adult education contract. 2.3 Achieve successful roll-out of HCUC’s HE Strategy including targets for recruitment and income 2.4 Achieve all other public and commercial recruitment targets and/or contract values including Levy. 2.5 Achieve the key financial performance indicators that enable HCUC to maintain outstanding financial health. 2.6 Monitor opportunities and actively secure Capital funding to drive investment in the estate 2.7 To develop, where agreed, mergers, federations and partnerships 2.8 Adopt investment strategies that maximise returns on the College’s reserves <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"> 2.9 Ensure that all projects for extending and refurbishing HCUC’s accommodation are managed successfully. 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. 2.11 Establish a Digital Strategy that ensures the College’s provision & facilities are fit for the future 2.12 Actively promote the sustainability agenda and position the College for meeting Net zero commitments. 2.13 Adhere to health and safety and safeguarding practices that ensure the safety, security and well-being of our students and staff.

Strategic Aims	Strategic Objectives
<p>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"> 3.1 Utilise effective recruitment, reward and recognition activity to attract and retain a highly professional and flexible workforce 3.2 Explore innovative method, including partnerships with employers and higher education, to secure hard to reach subject specialisms and higher technical expertise. 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). 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 3.5 Effective and relevant CPD, people development and training, with a specific focus on staff well-being. 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
<p>SA4: Deliver a comprehensive and high quality programme of education & 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"> 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> 4.2 Oversee successful integration of curriculum and quality reforms. <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"> • 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 effects 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 • Covers: 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 • 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' • 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.

Strategic Aims	Strategic Objectives
	<ul style="list-style-type: none"> • Wider HE strategy to be a specific priority to fully capitalise on the opportunities set out in the FE White paper • Exhibiting a sound understanding & connectivity with current and future drivers, to ensure 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. <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> <p>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.</p> <p>5.2 Build relationships with employers to support local and regional economic prosperity.</p> <p>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</p> <p>5.4 Build relationships with employers to support local and regional economic prosperity.</p> <p>5.5 Increase HCUC's contribution and influence to the regional skills agenda through partnership and collaboration.</p> <p>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)</p> <p>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</p> <p>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</p> <p>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 & Guidance to directly address employability skills and impactful activity relating to employment, with specific support for small businesses and promote better community engagement.</p> <p>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.</p>