



South Essex College Strategic Plan 2013-2016





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Section 1 : Executive Summary

Our Mission and Core Values

The first choice for achieving success through quality learning

Our core values are:

Partnership

Respect

Outstanding

Unique

Dynamic



Our core values





Introduction

Over the last three years South Essex College has undergone some major changes: South East Essex College and Thurrock & Basildon College merged in 2010 to create the newly established South Essex College. The new College was set up in January 2010 and a great deal of work has taken place since the merger on aligning the curriculum offer, combining systems and establishing the correct staffing complement to take the new College forward, alongside developing plans for replacement buildings for both Basildon and Thurrock.

The merger had a significant impact on the College and when it was inspected by OFSTED in January 2012, there was a reduction in some of the grades awarded, despite some of the curriculum areas retaining their Grade 2 (Good).

This document outlines our strategic ambitions for 2013-2016.

We are ready to move to our next phase of development with our ambition to be “The first choice for achieving success through quality learning” as our key driver for the future. We want all of our students to achieve above and beyond their expectations and experience motivational learning which will shape and change their lives, making us the first-choice organisation in the region. We believe our ambitions will contribute significantly to personal development and the regional economy through raised aspirations, ambitions and achievement.

Our core values encapsulate the ambitions of the College as a first-choice provider.

We are committed to working closely and productively with all our partners so that together we can achieve the Government’s ambitions for a workforce that is skilled for success in South Essex.

Our Context

South east Essex is a vibrant, exciting, ambitious region which embraces change and has the ability to attract new industry and investment. Its main aspirations are to tackle worklessness, create new jobs, create new business and provide a highly skilled workforce in order to attract new business for the area. There has never been a greater need for skilled professionals in our region and South Essex College plans to be a key provider of skills development across the south east region at all levels.

The Skills for Sustainable Growth document produced by the Coalition Government makes it clear that a key purpose of further education is to improve the skills of the nation to facilitate economic growth which will lead us out of recession and into economic prosperity again. The College’s focus on teaching skills for work and upskilling those in the workplace puts us in an ideal position to meet the demands of the labour market. We will equip people in the city, region and beyond to ensure there are sustainable economic improvements locally, regionally and nationally.

The Regional Economic Strategy for the East of England identifies skills as one of the key drivers of economic performance and notes that the workforce has relatively poor

skills attainment levels, particularly at higher levels (3 and 4). The reasons for this are identified as out-migration, a lack of demand from learners and a lack of capacity in further and higher education provision. The College's Capital Strategy will directly address these weaknesses by providing additional student places, in accessible venues for local learners, leading ultimately to greater numbers of graduates.

(Source: *Inventing our Future, Collective Action for a Sustainable Economy EEDA*)

The Economic Strategy highlights a need for an "adaptive economy" with a number of specific goals that are directly relevant to the role of the College:

1. Increase the demand for and supply of higher level skills
2. Create a culture where people aspire to train and learn through life
3. Provide clear progression pathways for vocational learning that improves business performance
4. Provide education and training that meets the needs of individuals, employers and the economy

The College is located within the Unitary Authorities of Thurrock and Southend and the Local Authority (Essex County Council) in Basildon. The College aims to meet the aspirations and ambitions of each of the Unitary and Local Authority Partners by contributing to their regeneration plans, through our building developments alongside our plans for improving the skills base of our communities. Meeting the skills needs of employers, increasing the skills of our students to enable people to start new businesses alongside encouraging progression to higher level skills at University or at College is critical to the College. Some young people in the eastern region experience exclusion and do not engage in education or training post-16. Working with these young people and turning young lives around by engaging those who feel excluded or who have been unsuccessful in the past is a high priority for the College.

The College is an integral part of each of its local communities. We want to engage effectively with our local community to ensure that we are meeting their needs and reflecting their aspirations for their local College. We will continue to develop our partnerships with a wide range of local groups and agencies, in order to inform our curriculum offer and to encourage them to make use of our excellent resources.

All of the development to support our local area and the region will need to be carried out despite significant reductions in Government funding for both young people and adults (including HE provision). The College will however continue to offer high-quality education and training to support our economy even within these difficult financial constraints. We will ensure that every aspect of our College provides value for money, including exploring new ways of working. The College will maintain its well earned reputation for openness, honesty and integrity and being responsive to our communities.



2.1 The College's Mission and Core Values

The first choice for achieving success through quality learning

CORE VALUES

Partnership
Respect
Outstanding
Unique
Dynamic

Section 2 : The College's Mission, Core Values, Strategic Aims and Objectives

2.2 The College's Strategic Aims and Objectives

■ Strategic aim 1

Quality

Deliver high-quality teaching, learning and assessment across the whole College

Strategic Objectives: We will:

- 1.1 Support the delivery of high-quality, innovative and inspiring teaching and learning which is celebrated and promoted
- 1.2 Continually improve student performance to ensure high-quality outcomes.
- 1.3 Raise the aspirations and ambitions of all our students
- 1.4 Provide fair and transparent procedures for recognising, assessing, recording and accrediting all learning
- 1.5 Increase the vocational relevance of our teaching, learning and assessment to better meet the needs of employers
- 1.6 Embed the use of technology to promote innovative learning

■ Strategic aim 2

Opportunity

Provide relevant, accessible, supportive opportunities for all students

Strategic objectives: We will:

- 2.1 Provide a curriculum offer which is responsive to local and regional priorities and needs
- 2.2 Develop citizenship, enterprise and a sense of community for all our students.
- 2.3 Raise the basic skills levels of all our students
- 2.4 Provide bespoke, effective and timely support for all our students
- 2.5 Ensure all students have the opportunity to develop the skills that will allow them to progress to the appropriate next step

■ Strategic aim 3

Develop and grow a sustainable, viable, innovative and responsive College

Strategic objectives: We will:

- 3.1 Maintain financial stability of the College to enable reinvestment
- 3.2 Expand and improve our capacity to respond to employer demand
- 3.3 Maintain and develop partnership arrangements to diversify, grow and enhance our curriculum offer
- 3.4 Respond to the learning and skills market as a flexible, vibrant, dynamic organisation
- 3.5 Develop new national and international markets
- 3.6 Explore new opportunities to develop, including new ways of working (Federations, Shared Services), as well as closer working with local schools

■ Strategic aim 4

Attract, develop and maintain a highly skilled, innovative flexible workforce

Strategic objectives: We will:

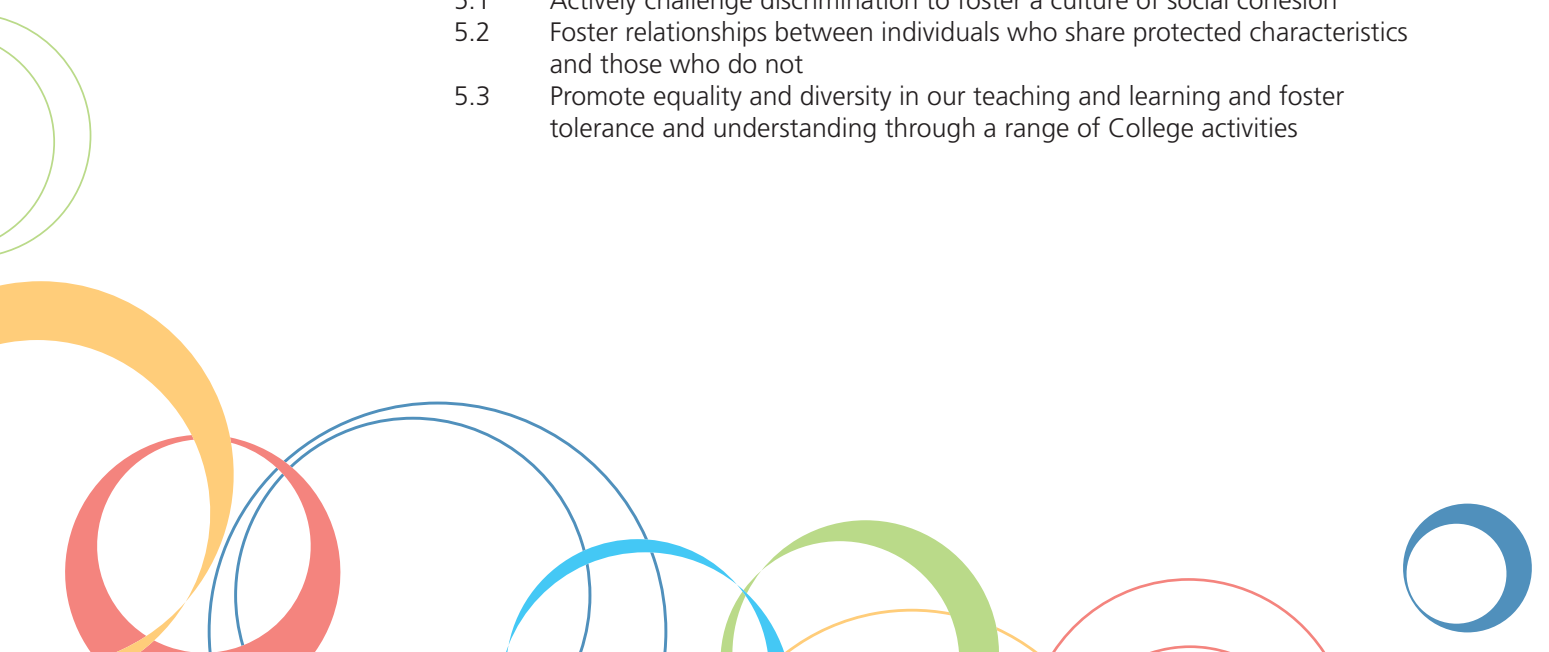
- 4.1 Provide a supportive environment in which all staff can flourish and take pride
- 4.2 Make use of new technologies to establish integrated systems which reduce workload
- 4.3 Develop a more flexible employment base to help meet the changing needs of the organisation
- 4.4 Agree and achieve clear quality service standards for all areas of the College
- 4.5 Improve the professional practice of our staff through structured professional development

■ Strategic aim 5

Respect, promote and celebrate diversity

Strategic objectives: We will:

- 5.1 Actively challenge discrimination to foster a culture of social cohesion
- 5.2 Foster relationships between individuals who share protected characteristics and those who do not
- 5.3 Promote equality and diversity in our teaching and learning and foster tolerance and understanding through a range of College activities





■ Strategic aim 6

Develop our work with stakeholders to improve the economic prosperity of the eastern and south east regions

Strategic objectives: We will:

- 6.1 Continue to maintain and develop partnerships with Sector Skills Councils, National Skills Academies, business and industry
- 6.2 Maintain effective relationships with appropriate funding and regulatory bodies
- 6.3 Develop relationships with the Local Enterprise Partnership (LEP) Board, County Councils and Unitary Authorities and new Employment and Skills Boards to inform our curriculum offer
- 6.4 Maintain and develop our partnership arrangements for higher education provision
- 6.5 Enable our students and stakeholders to contribute and inform College decision-making

■ Strategic aim 7

To provide high-quality, fit-for-purpose, accommodation and resources

Strategic objectives: We will:

- 7.1 Develop new buildings at Thurrock and Basildon, alongside the redesign of Southend Campus to provide modern, high-quality, state-of-the-art facilities
- 7.2 Provide high-quality resources and equipment to support learning
- 7.3 Continue to develop the College IT infrastructure to meet the emerging and demanding needs of new technologies
- 7.4 Continually review College services to produce ongoing efficiency savings while improving standards
- 7.5 Ensure a safe and secure environment for all

Section 3:
The college's
Economic and
Social
Environment
and Regional
Priorities

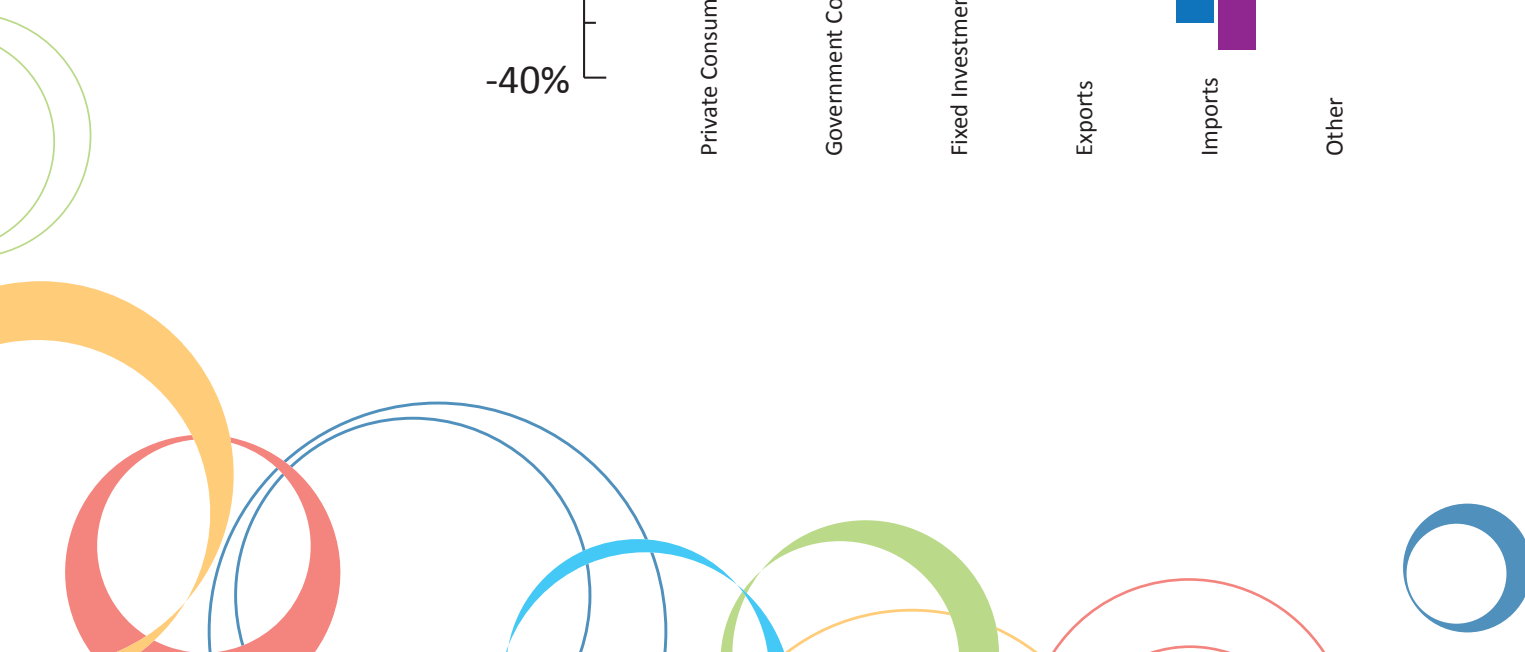
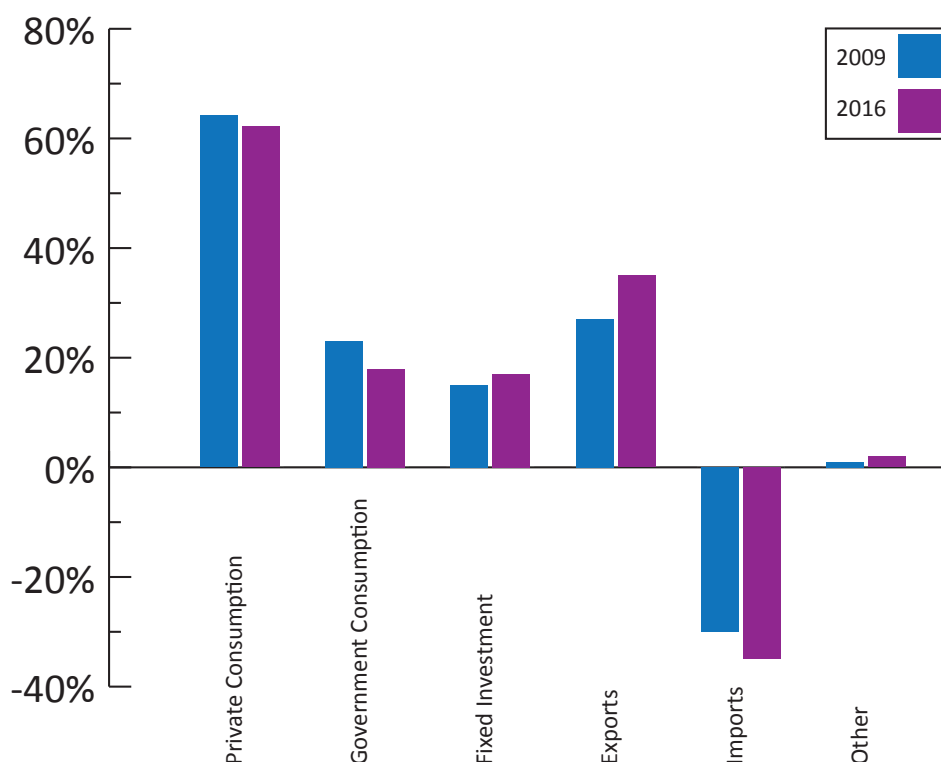
3.1 The National Economy

3.1.1

The latest data suggests that the UK economy shrank by 6.3 per cent from its peak in the first quarter of 2008 to its trough in the second quarter of 2009, since when it has recovered just a third of this decline. The recession was deeper than its three predecessors, but the slow pace of the recovery has been even more striking. Not until October 2012 did the economy move into positive growth but GDP only rose by 0.9 percent in the two years from 2010 to 2012. Public Sector cuts continue to reduce revenues for education along with reduced public intervention generally and the decline in overall contribution of government spending to GDP. Overall contribution to GDP has fallen from 23 percent in 2009 to an expected 19 percent in 2016. This is important to the FE sector as jobs in the public sector are likely to reduce alongside the low levels of GDP growth expected.

3.1.2

The economy continues to rebalance with less being contributed by central Government to the public sector (*Source: Office for Budget Responsibility*), as illustrated below.





3.2 The Regional & Local Economies

3.2.1 Source material rationale

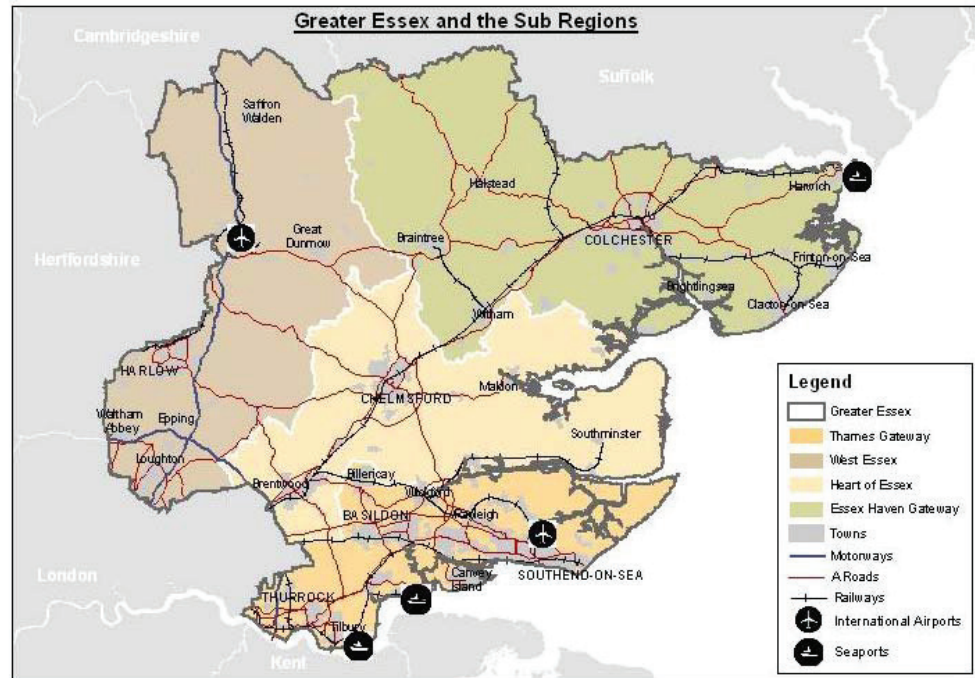
The Greater Essex Region has produced the Integrated County Strategy Dec 2010 (ICS) which embraces Essex County Council with its 13 Borough and Local/District Councils along with the Unitary Authorities of Southend and Thurrock. This strategy has their collective support and input and represents a joined-up Whole of Essex approach that has been derived through partnership and therefore states common aims and objectives. As the range of interest for South Essex College spans all three authorities within Greater Essex this data source is used for the South Essex /College Strategic Plan contextual position herein.

Greater Essex (Essex, Southend and Thurrock authorities) is a thriving and prosperous home to 1.7 million people, over 70,000 businesses and 640,000 jobs (2007/08). It is located adjacent to the world city of London and with key commercial gateways to Europe and the world. There is a unique collection of assets in Greater Essex which help to power the engine of national economic growth. The Thames Gateway drives a common link between Southend, Thurrock and Essex councils who all share the growth and regeneration objectives of the London Gateway. The southern part of the region is heavily urbanised with a complex pattern of towns from Thurrock to Southend accommodating 660,000 residents and is notable for its strong focus on the port at Tilbury and logistics activities. The northern parts are more rural but include Stansted Airport and the M11/West Anglia rail corridor. Stansted Airport is London's third largest airport for passengers and freight and as such is a key economic driver in north Essex. The population is set to rise to 2 million by 2030, almost 18 percent increase on present population statistics.

Overall the combined area of Greater Essex makes a very significant contribution to the UK economy. The overall scale of the Greater Essex economy when measured in terms of GVA (Gross Value Added) is £28 billion. This is greater than other regions, e.g. Tyne and Wear, Tees Valley, Hull & Humber Ports, Sheffield City Region and Central Lancashire. Compared to these regions Greater Essex also has a much higher proportion of knowledge-driven employment and a lower proportion of employment in the public sector.

The future pattern of strategic growth up to 2031 will be focused on the key urban centres namely Southend, Basildon and Thurrock in the south and Chelmsford, Harlow and Colchester in the North. These will provide a focus on employment growth in education, health care, administration, culture and tourism. They all have excellent public transport facilities and services.

Greater Essex and the Sub-regions Map from ICS



The future pattern of strategic growth up to 2031 will be focused on the key urban centres, namely Southend, Basildon and Thurrock in the south and Chelmsford, Harlow and Colchester in the north. These will provide a focus on employment growth in education, health care, administration, culture and tourism. They all have excellent public transport facilities and services.

London Gateway sub-region is located within the districts of Basildon, Castle Point and Rochford and the Unitary Authorities of Southend and Thurrock. This area is a UK national and regional priority area for regeneration and growth due to the transformative impact that an improved local economy could have on the economic performance of UK plc.

The new development at London Gateway at Stanford-le-hope by Dubai Ports will create a new International Deep Water port that is destined to become one of the top three UK ports. Adjacent to this will be the largest distribution park in Europe comprising nearly 300 hectares of import/export and distribution centre warehousing. This will further strengthen the economy of the southern region in particular and create up to 15,000 new jobs in the logistics and service sectors by 2020.

Source: Dubai Ports Press Statements

Similarly the completion of the London Crossrail project will improve business location and travel options to the City from the Greater Essex region.

The ICS SWOT analysis identifies the strengths and weaknesses and the opportunities and threats likely to face the region.

Greater Essex SWOT analysis

| Strengths: | Opportunities: |
|--|--|
| <ul style="list-style-type: none"> • Excellent European and UK location for business • Proximity to London and strong relationship with the capital • Presence of multi-national and leading-edge companies • Reputation for business start-ups and entrepreneurship • Existing base in the knowledge economy • World class airports, ports and logistics • Good access to higher education facilities • Regional cities, regional town centres and Lakeside • Strong agricultural economy supporting related businesses • High-quality natural environment | <ul style="list-style-type: none"> • London 2012 Olympics legacy and business-related opportunities • Economic and employment growth within London • Completion of Crossrail project will improve business location and travel options • Low carbon agenda including environmental goods/services, offshore renewables, and nuclear power • Business growth through major port expansion at London Gateway and Bathside Bay • Major regeneration of existing towns and town centres • Major remodelling of Thurrock Lakeside Basin • Business growth stimulation by airport operations at Stansted and Southend • Growth of tourism and leisure sectors |
| Weaknesses: | Threats: |
| <ul style="list-style-type: none"> • Poor skills levels at Level 2,3 and 4 compared to national and regional average • Increasing number of young people who are economically inactive • Low proportion of Essex businesses who trade internationally • Shortage of trained staff to service the expanding logistics sector • High house prices and problems of housing affordability • Access to broadband, telephony, and services in rural areas needs to be improved • Strategic road and rail infrastructure needs enhancement • Rail services need improvement in terms of quality, service pattern, and travel time • Heavily car dominated culture for travel • Major regeneration required in specific towns and town centres | <ul style="list-style-type: none"> • Public sector funding cuts with implications for public services, jobs, infrastructure delivery etc. • Vulnerability of the financial services sector to global events • Rapid house building unsupported by job growth or infrastructure • Climate change adaptation requirements • Global energy markets and food security |

3.2.2

The sectors that continue to grow and which have a capacity to grow even further include:

MANUFACTURING SECTORS

- Automotive

The Ford Motor Company is a top Essex company and includes the Research and Engineering Centre at Dunton and the Ford Credit Facility at Brentwood (FCE Bank PLC). In addition the Holland Tractor Plant is located in Basildon, which is owned by FIAT. Jardine Motors is also a leading Essex-based company.

- Food and drink

Britvic Drinks Company employs over 2,000 people in Chelmsford.

- Energy

As mentioned in the ICS, the region is a world leader in offshore energy production. Low carbon business is a key focus for the region.

SERVICE SECTORS

- Logistics

The logistics growth in the region is significant with the introduction of the new International Deep Water Port at Stanford-Le-Hope, London Gateway. Approximately 15,000 new jobs are expected within transport and warehousing and port sectors.

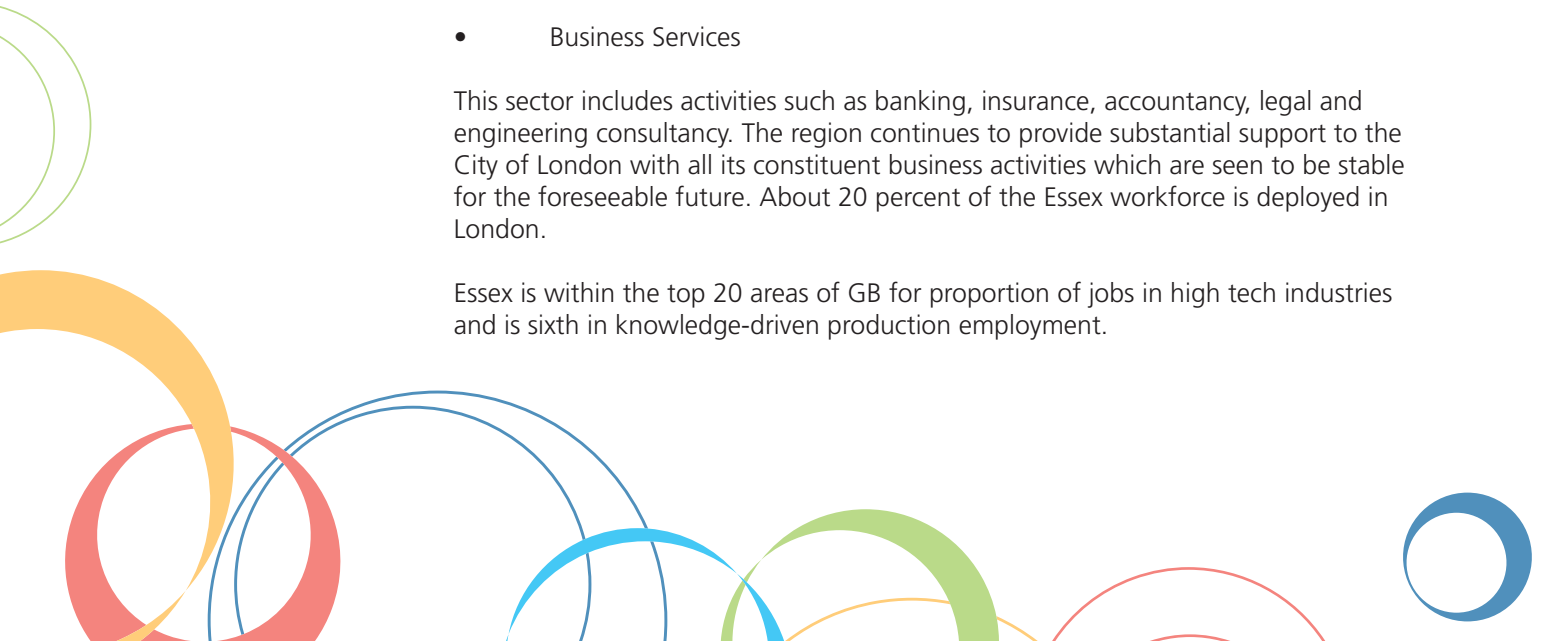
- Tourism and hospitality

The re-opening of Southend Airport by Stobart in conjunction with EasyJet is set to increase tourism and hospitality within the area. The sector employs around 9 percent of the region's jobs. The airport aims to increase its market share for short-haul flights to the continent and exploit its links with Aer Lingus for one-stop flights to the USA. A second new terminal is planned to attract more visitors both to London and the Greater Essex area.

- Business Services

This sector includes activities such as banking, insurance, accountancy, legal and engineering consultancy. The region continues to provide substantial support to the City of London with all its constituent business activities which are seen to be stable for the foreseeable future. About 20 percent of the Essex workforce is deployed in London.

Essex is within the top 20 areas of GB for proportion of jobs in high tech industries and is sixth in knowledge-driven production employment.



- Health care and health science

Driven by research and clinical excellence and market growth, it includes the research and development in new therapies, medical devices and new clinical approaches. Olympus Keymed is a large employer in health science based in Southend.

3.2.3

The Jobseeker's Allowance (JSA) claimant count of 6.9 percent is below the national level of 7.8 percent. This claimant count is likely to increase as the reductions in Government expenditure leads to a fall in employment in the public sector. The College will need to address these emerging issues by:

- Tackling worklessness by helping people to re-enter the labour market
- Promoting equality and diversity to realise economic opportunity in under-represented groups
- Using cultural assets for learning and participation and engaging people in volunteering as a way to enter work

3.2.4

The region intends to maintain medium and higher level skills at least in line with the UK average. The College will address this skills profile by:

- Giving people information and access to programmes in a range of locations and in a variety of formats, enabling them to learn while working
- Improving the skills of young people
- Matching skills with sectors that will grow
- Encouraging individuals and employers to invest in workforce skills
- Actively promoting STEM subjects (Science, Technology, Engineering and Maths), particularly engineering, fabrication, low carbon technologies, ICT and software, to contribute to the region's *Economic Masterplan* aspirations

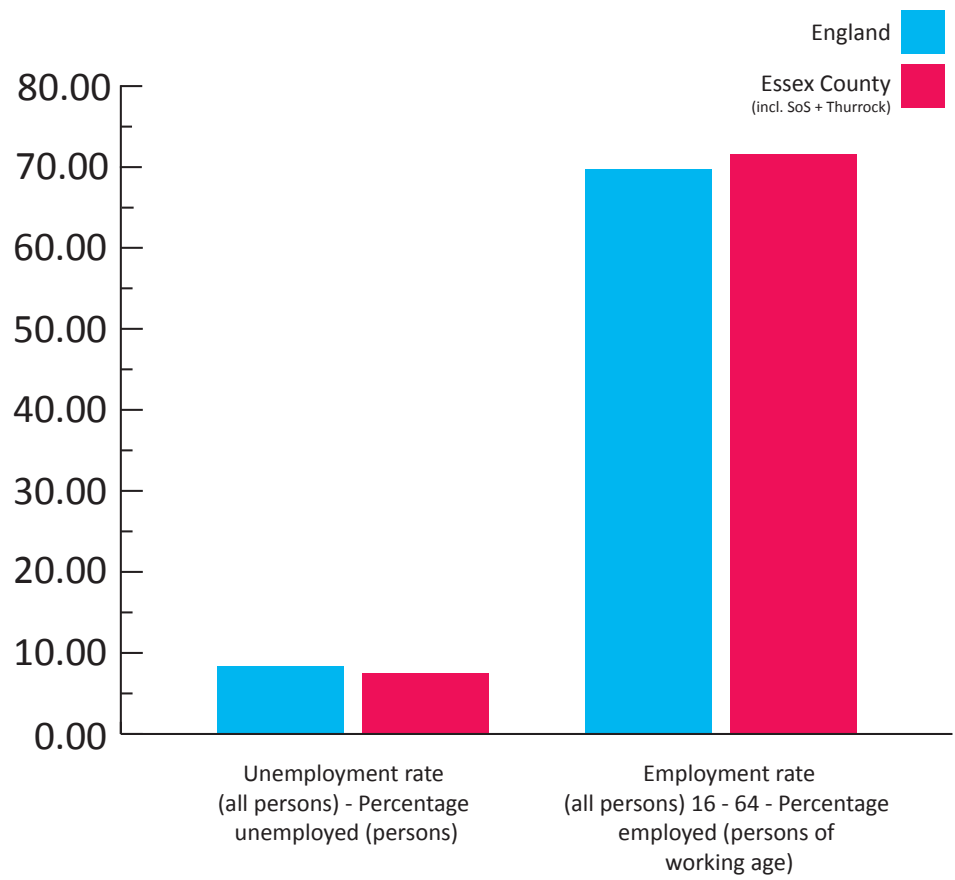
3.2.5

The Greater Essex economic development must be business driven, working towards a knowledge-based economy. The challenge is to:

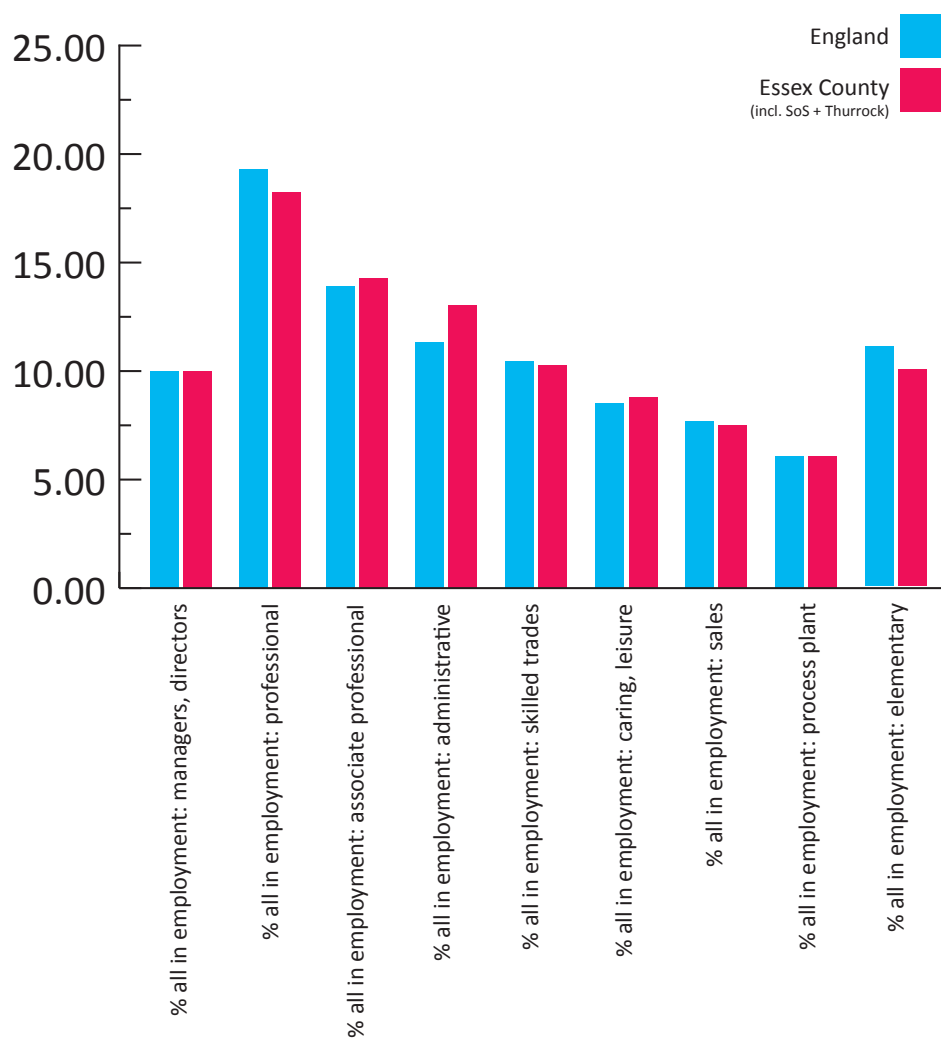
- Increase the number of businesses
- Raise productivity
- Equip the people of Greater Essex to succeed

The College will need to make a major contribution to this process. It will deliver enterprise skills to all its young students. We will also work closely with large and small employers to provide the necessary "business solutions" that will raise productivity and increase both intermediate and higher level skills.

3.2.6. Employment profile Greater Essex (Jan - Dec 2012)



Employment structure (Jan - Dec 2012)



Source: EssexInsight (Nomis Data)

Greater Essex jobs profile (number detail)

| Employment grouping | Numbers in Essex | % of Essex total | % UK total |
|--|------------------|------------------|------------|
| Managers, Directors and Senior Officials | 308,300 | 44.6 | 43.5 |
| Admin, Secretarial and Skilled Trades | 170,200 | 24.6 | 21.9 |
| Caring, Leisure and Other Service Occupations, Sales and Customer Services | 115,300 | 16.7 | 17.3 |
| Process Plant, Machine Operatives and Elementary Occupations | 97,700 | 14.1 | 17.4 |

3.2.7

Wages in Greater Essex average £29,446 per annum against a national average of £26,615 with Southend Unitary at £27,564 per annum and Thurrock at £27,509. Greater Essex also has a job density of 0.68, which is defined as the number of jobs divided by the resident population of working age (or 0.68 jobs per resident worker). Nationally the job density sits at 0.78. As previously stated the Greater Essex area is strongly known for commuting resource to central London therefore this has the effect of lowering its job density and benefiting the London statistics. Greater Essex has a fairly neutral employment structure in most areas when compared to the UK average but enjoys relative strengths in the associate professional, administrative and leisure activities and slightly lower contributions to professional and elementary elements. *Source: EssexInsight/Nomis.*

In some areas the region is much weaker than the country average. For example the UK has 3.9 percent claiming JSA with Greater Essex at a comparatively low 2.9 percent but with Southend at 5.0 percent and Basildon at 3.9 percent and Thurrock at 3.8 percent. Within these figures the Not in Employment, Education or Training (NEET) characteristics are as follows:

- Essex 6 percent (2370)
- Southend 5 percent (410)
- Thurrock 7 percent (320)

While the national figure is 6 percent these numbers provide opportunity for South Essex College to contribute to improvements in these categories.

The ICS comments that intergenerational worklessness and child poverty are growing problems, where almost two-fifths of 16 to 19 NEETs live in workless households and one in six children live in poverty. There is a strong correlation between poorly performing schools, high NEETs, and high levels of worklessness and dependency. The need to intervene in the vicious circle of low skills and worklessness should be a key feature of our partnership working.

3.2.8. Leading Essex businesses

| TOP COMPANIES IN GREATER ESSEX EXCLUDING PUBLIC SECTOR | | |
|--|--|-----------------------------------|
| Ranked (2010) | Company | Business Description |
| 1 | Asiana Airlines, Inc. | Freight airline |
| 2 | Ford Motor Company | Vehicle manufacturer and retailer |
| 3 | Air Berlin Plc | Airline |
| 4 | Mrh GB Ltd | Holding company |
| 5 | Merial Ltd | Animal pharmaceutical |
| 6 | Britvic Plc | Drinks manufacturer |
| 7 | Jardine Motor Group Limited | Motor sales |
| 8 | Yule Catto & Co Public Limited Company | Speciality chemicals |
| 9 | FCE Bank Plc | Financial institution |

(Source: Keynote Database Essex Library)

3.2.8 a) Top five employers in Southend (information from the regeneration officers at Southend Council)

The companies below are among the top five employers in terms of employee numbers:

- RBS – banking customer contact centre
- Olympus Keymed – medical technology
- Ipeco – aviation engineering
- Stockvale – leisure, travel and tourism
- Thus – customer contact centre

3.2.8 b) Top five employers in Thurrock:
(information from the regeneration officers at Thurrock Council)

- Carpet Right – specialist floor covering retailer
- P&G – consumer products company
- Royal Opera House – production workshop
- Port of Tilbury – principal port serving London
- Unilever – health and wellbeing

3.2.8 c) Top five employers in Basildon:
(information from the regeneration officers at Basildon Council)

- Fords – car dealers
- Selex – electronic and information technologies
- New Holland – agricultural machinery
- IFDS – financial services
- First Data – merchant solutions

3.3 Education Attainment

3.3.1

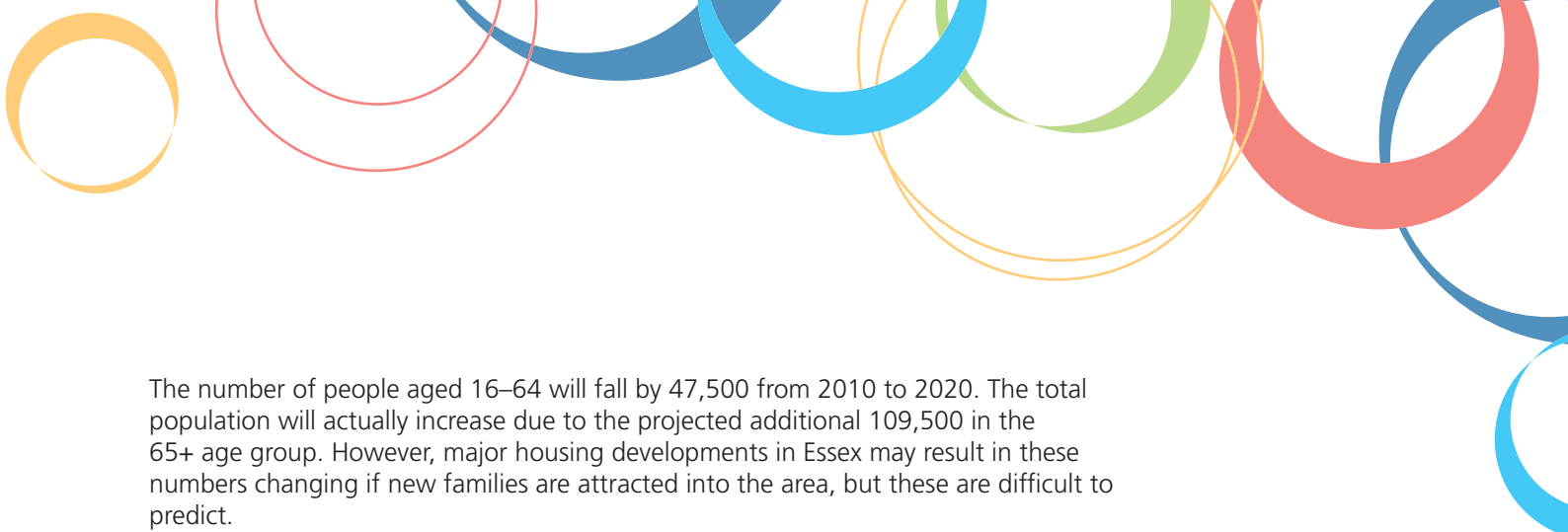
In the Essex area the attainment at Key Stage 4 for Level 2 (5+ A*- C GCSEs including English and Maths) is 54.6 percent, slightly better than the national average of 53.5 percent. The number for Southend is 63 percent and 57 percent for Thurrock. There are however some schools which underperform and achievement in some of the secondary schools in Basildon is poor. *Source: Dept. for Education Performance Table 2010*

3.4 Demographic Changes

3.4.1

The population of Greater Essex is getting older and at a faster rate than the rest of the UK. This trend has continued over recent years and in the South Essex area it has increased between 30 and 35 percent. (Essex/Southend). In the next 15 years we can expect an increase of 39 percent in over 65s. *Source: JNSA Geography & Demographics Chapter and ONS SNPP, 2008*

| SCHOOL LEAVER ROLLS | | |
|---------------------|---------|----------|
| Year | Leavers | % change |
| 2010 | 3,458 | |
| 2011 | 3,310 | -4.3 |
| 2012 | 3,249 | -1.8 |
| 2013 | 3,271 | +0.7 |
| 2014 | 3,128 | -4.4 |
| 2015 | 3,046 | -2.6 |



The number of people aged 16–64 will fall by 47,500 from 2010 to 2020. The total population will actually increase due to the projected additional 109,500 in the 65+ age group. However, major housing developments in Essex may result in these numbers changing if new families are attracted into the area, but these are difficult to predict.

In addition the increased participation age comes into force in summer 2013, which requires young people between the ages of 16 and 17 to stay in education or training until their 17th birthday and to their 18th birthday by 2015. Essex predicts that this will result in an additional 3,400 places being required. This figure is still assuming a non-participation rate of 4 percent.

3.5 Greater Essex Vision and Economic Masterplan

3.5.1 The ICS* for Greater Essex expresses a vision in five key areas.

- Deliver sustainable growth
- Provide a transition to a low carbon economy
- Strongly support key economic sectors and drivers
- Significantly improve the quality of life of residents
- Substantially improve connectivity

Within the overall vision each sub-region has its own supporting vision. Specifically, for the Thames Gateway South Essex Region, the vision is:

“To undertake a major economic, social, and environmental transformation of the urban areas in the sub-region through a programme of large scale regeneration, employment-led development and transport improvements, so that its local economy, quality of life of residents, and its natural and built environment is significantly improved.” (ICS)

The Thames Gateway is the UK’s top priority for regeneration. It is the largest regeneration opportunity in Europe and straddles London, north Kent, and south Essex. The majority of the sub-region’s housing and economic growth is being focused on the three regional centres of Basildon, Southend and Thurrock urban areas. Seventy to eighty percent of the housing growth for the region is planned for these towns. In economic terms, these three regional centres will be the key economic drivers for employment growth in the sub-region supported by the London Gateway container port project. Within this strategy the three towns will fulfil different but complementary purposes.

* ICS - Integrated County Strategy, Dec 2010

- Thurrock will focus on its existing Tilbury Port and the London Gateway Project on logistics and distribution along with regional retail focused on the Lakeside Basin
- Basildon will be a business hub providing research and development, retail, manufacturing industry, offices and distribution
- Southend will act as a regional retail and tourism centre, and as a focus for cultural and intellectual activities including a growing University Campus

Thames Gateway South Essex has close links with London. The economic pull from London will probably increase in future decades to reflect growth within central London and nearby major developments in north east London. The sub region can take advantage of London's world city and metropolitan functions which generally provide for greater job diversity, higher value jobs, and higher incomes. This economic and out-commuting relationship with London is likely to be maintained over future decades.

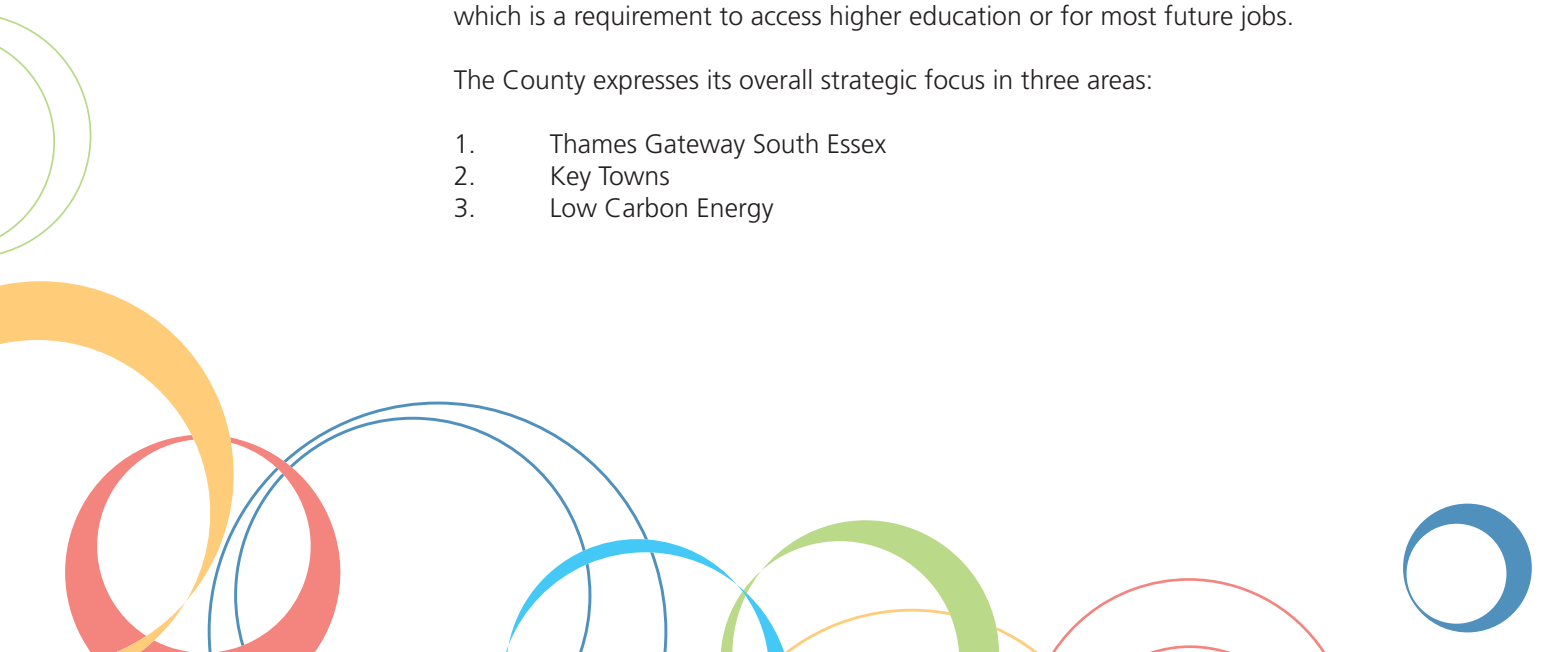
These changes will be brought about by:

- Major new housing in Southend, Basildon and Thurrock
- Creating a balanced pattern of development
- A more positive and attractive image
- Town centre regeneration
- Improving quality, availability and range of employment sites and premises
- Neighbourhood regeneration in Basildon
- More diverse and robust economic base in Basildon
- Improving the skills levels
- Supporting the delivery of the new container port and business logistics park
- Enhancing connectivity to jobs and services and delivering reliable and predictable journey times.

One of the many key drivers mentioned in the ICS is to improve skills at Levels 2, 3 and 4 and ensure there is a highly trained workforce to encourage companies to locate in Greater Essex. Currently, Greater Essex has skills levels at Levels 2, 3 and 4 that are lower than the regional and national averages. One in eight has no qualifications rising to one in six in Basildon. Currently 7,633 of Essex's 16 to 19 year-olds are in employment without any Level 2 qualifications. Almost half (45.6%) of 16 year-olds leave school without Level 2 (5 GCSEs A*-C, including Maths and English) which is a requirement to access higher education or for most future jobs.

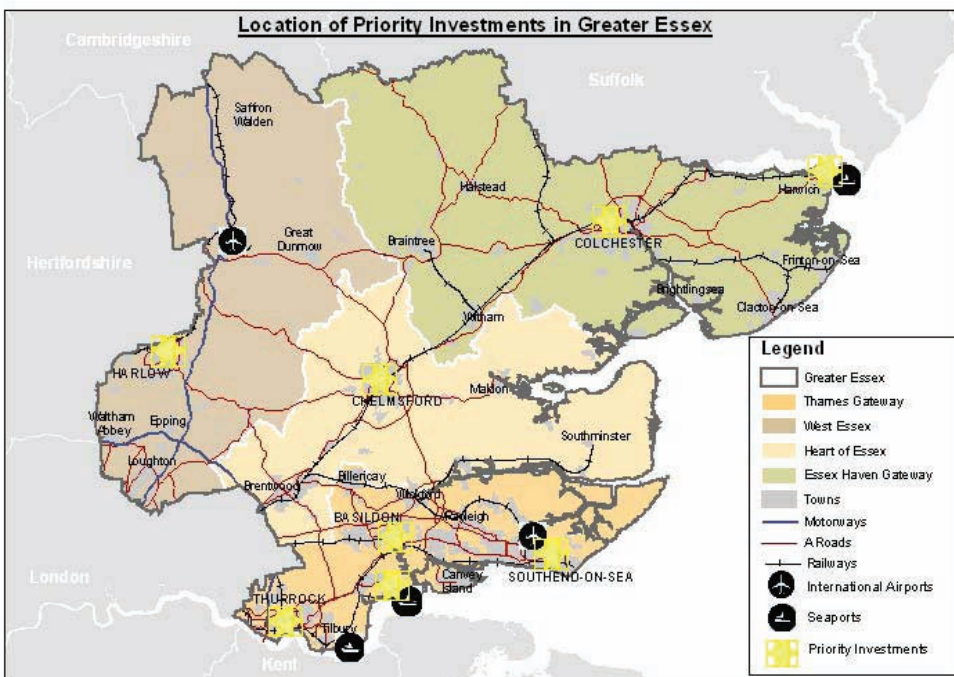
The County expresses its overall strategic focus in three areas:

1. Thames Gateway South Essex
2. Key Towns
3. Low Carbon Energy



1. Its vision for Thames Gateway is “to undertake a major economic, social, and environmental transformation of the urban areas in the sub-region through a programme of large scale regeneration, employment-led developments and transport improvements, so that its local economy, quality of life of residents, and its natural and built environment is significantly improved”. The College has clear opportunity here to support the needs of employers by providing suitably trained people to support the Thames Gateway regeneration project.
2. In Key Towns, the focus is to promote opportunities for economic growth, redevelopment, and regeneration in the key urban centres of Southend, Thurrock, Basildon, Harlow, Chelmsford and Colchester.
3. The region will support the growth of renewable and low carbon energy as a key sector and promote the growth and location of associated industries in Greater Essex. The region is at the centre of the world’s largest market for offshore wind energy and is next to the UK’s most dense area of new offshore development situated between the Humber, Greater Wash and the Thames Estuary area. It is expected that Essex will become predominant nationally in terms of the renewable energy sector.

Greater Essex Investment Priorities



Section 4: South Essex College

4.1 The College

4.1.1

South Essex College was formed in 2010 by a merger of two medium sized colleges of further education.

- South East Essex College
- Thurrock & Basildon College

4.1.2

Once established, South Essex College became the main provider of college-based vocational education in the south Essex region. It offers a curriculum in all subject sector areas (SSAs) and in most vocational areas except for Agriculture.

4.1.3

The curriculum offered at each Campus at present is historical. Southend offers: Business and Finance, Arts, Performing Arts, Media and Music, Sixth Form A-level provision, the Care professions, Sport, Public Services, Hospitality / Catering, Beauty Therapy and Foundation Studies. Basildon offers: Motor Vehicle, Science programmes, IT, Hairdressing, Public Services, Childcare, Foundation Studies and Beauty Therapy. Thurrock offers: Engineering, Construction, Care professions, Business, IT, Sport, Hospitality / Catering, Media and Creative Arts.

4.1.4

As we replace our buildings we will begin to rationalise provision, so that curriculum which is space hungry and expensive will be consolidated into one Campus.

4.1.5

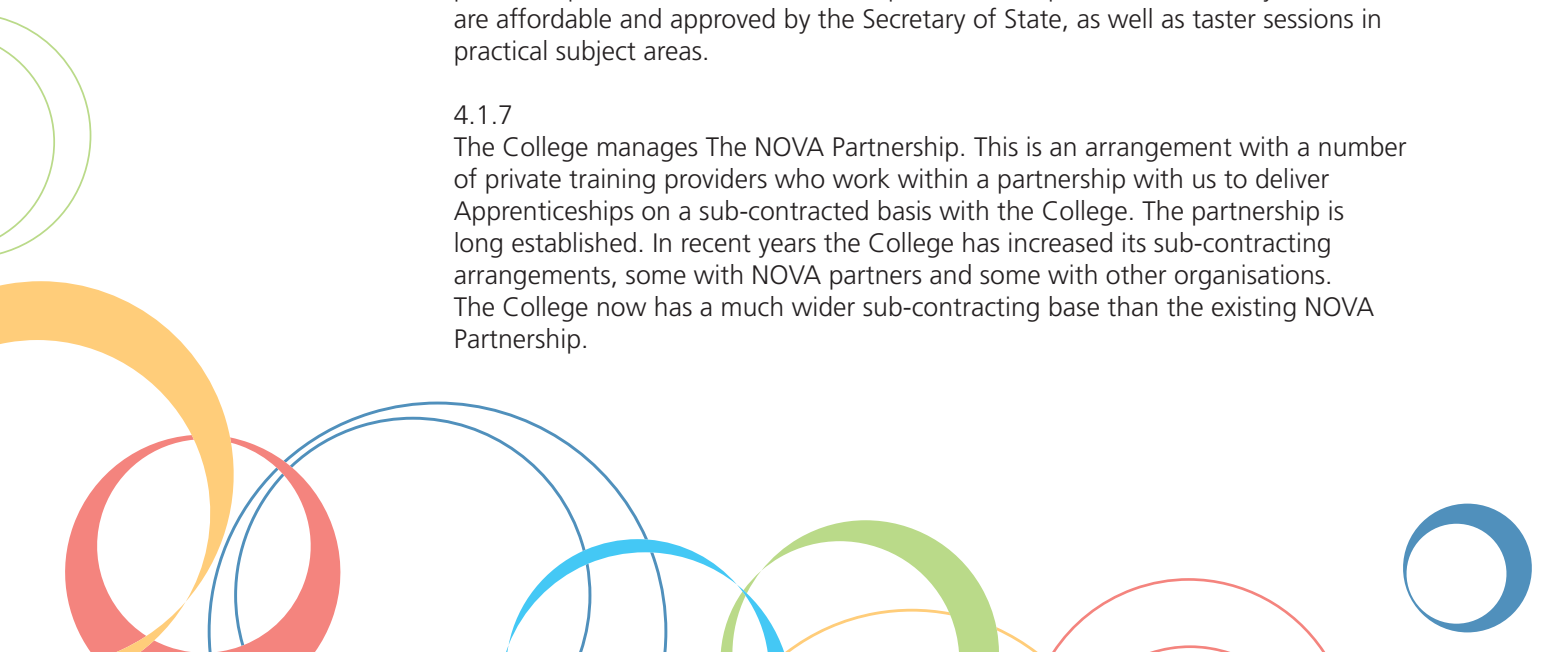
Competition in the 16-18 market in the region is mainly from schools, many of whom have sixth forms. We will continue to work with all of our schools to establish partnership arrangements which enable young people to make informed choices about their post-16 options, offering a real opportunity to continue in full-time education and training, providing a different educational experience and route outside of a school environment.

4.1.6

The Schools White Paper, published by the Coalition Government, has shifted the focus in the school curriculum towards more academic subjects with little, or no, funding or recognition for vocational education options which has reduced demand on the College for provision for 14 to 16 year-olds. We will continue to work in partnership with the schools to develop vocational options for 14 to 16 year-olds, that are affordable and approved by the Secretary of State, as well as taster sessions in practical subject areas.

4.1.7

The College manages The NOVA Partnership. This is an arrangement with a number of private training providers who work within a partnership with us to deliver Apprenticeships on a sub-contracted basis with the College. The partnership is long established. In recent years the College has increased its sub-contracting arrangements, some with NOVA partners and some with other organisations. The College now has a much wider sub-contracting base than the existing NOVA Partnership.



4.1.8

The College continues to provide post-19 provision in College centres during the day and evening, as well as via Weekend College. In addition we provide training in employers' premises and can devise and deliver bespoke training options.

4.1.9

In the last two years the Government has shifted funding away from those in employment to those who are unemployed. The main funded provision in the workplace is now via Apprenticeships. There is a focus on 19 to 24 year-olds on Apprenticeships and a move away from 24+ Apprenticeships. The Government's agenda is to provide training for those who are in receipt of JSA to get them off benefits and back into employment. We have developed our relationships with Jobcentre Plus to increase and grow this work, alongside a number of Sector Based Academies offering pathways to work for this client group.

4.1.10

Traditionally the College did not offer many of its own Apprenticeships, however, in recent years we have begun to develop our own Apprenticeship programmes and have successfully developed an Apprenticeship base in the College. We have tried to offer Apprenticeships which complement the Apprenticeship offer made by our NOVA partners. The College plans to grow its Apprenticeship numbers over the next three years by:

- Refocusing our marketing and Business Development Team to work with employers to persuade them of the value of Apprenticeships, particularly for 16-24 year-olds
- Continue to directly employ apprentices in the College
- Acquire new sub contracting partners who have good employer links in sectors we are not currently offering
- Explore other Apprenticeship models such as Apprenticeship Training Agencies (ATAs) or other similar arrangements

4.1.11

The College has continued to develop its HE portfolio over recent years. In 2011/12 the College was successful in acquiring its own directly funded Higher Education Funding Council for England (HEFCE) contract and was allocated 117 places. We continue to work in close partnership with the University of Essex and continue to offer full degree programmes validated by the University of Essex. Our plan is to grow and develop our HE work over the period of this plan.

4.1.12

It is our intention to grow and develop our international work at the College. We plan to develop partnerships mainly in the Far East in the first instance offering in-country provision at Advanced and Higher levels and opportunities to progress to top-up degrees in the UK. In addition, we will develop some degree Foundation Year Programmes for students wishing to study at UK universities and possibly following this model, a pre-Masters programme for those wishing to undertake Masters programmes at a UK university.

4.2 The College's Accommodation Strategy

4.2.1

The original plan for accommodation at Basildon and Thurrock was to access LSC Capital Funding to replace the buildings, that are in a poor state of repair and no longer fit for purpose. Unfortunately the collapse of the LSC Capital Fund left both Basildon and Thurrock Campuses with no public funding to support their planned replacement.

4.2.2

Since the merger, the College has planned major capital developments at both Basildon and Thurrock Campuses, alongside further development of the Southend Campus.

4.2.3

Now that we are established as one College, our accommodation strategy aims to consolidate our expensive, space-hungry provision into one of our three main sites rather than duplicate provision at all three campuses. In order to ensure students have access our whole curriculum offering, we recognise the need for students to be able to easily access the provision at any of our three sites. Our overall strategy focuses on placing each of our three campuses within very easy access of the main C2C rail line to link all of our sites. Locating each of our campuses in a town centre opposite a railway station achieves this ambition. Students and staff will easily be able to travel between sites, via the C2C rail line.

Southend-on-Sea

4.2.4

The main Campus in Southend-on-Sea was rebuilt using a combination of LSC Capital Grant and a loan facility. As soon as the College was finished in 2004 it was over-subscribed and had to start using other accommodation through rental agreements as shown on the map on page on 30. A map of proposed sites in Southend is also shown on page 30.

4.2.5

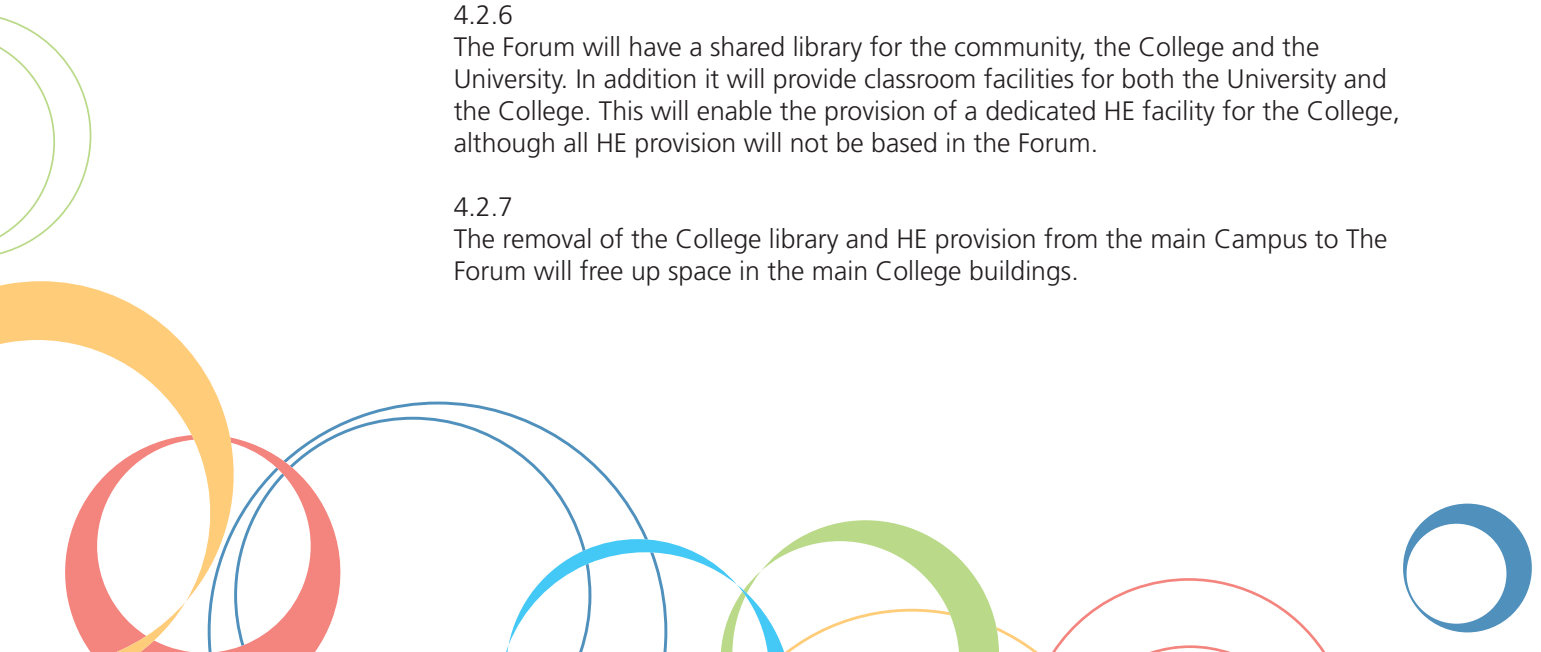
In 2010 the plans for "The Forum" at the back of the Southend Campus were agreed. The Forum is a partnership development between the Unitary Authority, the University of Essex and the College.

4.2.6

The Forum will have a shared library for the community, the College and the University. In addition it will provide classroom facilities for both the University and the College. This will enable the provision of a dedicated HE facility for the College, although all HE provision will not be based in the Forum.

4.2.7

The removal of the College library and HE provision from the main Campus to The Forum will free up space in the main College buildings.



4.2.8

Our plan is to reconfigure the Luker Road building to house provision currently based in Maitland House, East Street and Princess Caroline House satellite sites. This will require a reorganisation of many of the floors in the building to make them usable for teaching. Other areas of the Luker Road site will also be redeveloped to better meet changing and expanding curriculum requirements.

4.2.9

This redevelopment will consolidate the majority of our directly delivered provision into the main Southend Campus, and will take place over two academic years. The move of provision from Maitland House and some from East Street will take place in summer 2013 and the remainder in summer 2014.

4.2.10

The plan is to re-name this area of the town to provide an identity reflecting the presence of the College, University and Library.

Thurrock

4.2.11

The site at Thurrock officially opened in 1960 and is now past its useful life. It is very dated, has no central hub and requires continued repair and maintenance, which is costly, alongside no longer being what young people expect from an FE college. Its design makes keeping the Campus secure problematic. See map of Thurrock current sites on page 32.

4.2.12

The College has started the development of a new campus for Thurrock in Grays Town Centre. This new campus is located opposite the railway station in Grays. See map of proposed Thurrock sites also on page 32.

4.2.13 The new campus will house:

- Catering (including a new restaurant)
- Hairdressing (facilities open to the public)
- Beauty Therapy (facilities open to the public)
- Arts (mainly production and "backstage" skills)
- Engineering
- Construction
- Motor Vehicle (September 2015)
- Building Services
- Business and Enterprise
- Health and Social Care
- Childcare/Early Years
- Business Studies
- Foundation Studies
- ICT
- Games Development
- ILEX/Business Administration

In addition we are looking at the possibility of developing a new logistics facility to meet the identified training needs of Tilbury Port (which is planning to expand) and the new Deep Water Container Port (DP World) and the associated warehousing and distribution facilities linked to the port.

4.2.14

The new Thurrock Campus will cost in the region of £42m to build, £22m is being funded by the sale of the present Woodview Campus site for housing and £20m from a bank loan.

4.2.15

The building will be available for students from September 2014 and will provide state-of-the-art industry standard facilities to meet many of the employment requirements identified in Section 3.

Basildon

4.2.16

Like Thurrock Campus, the Basildon Campus is tired and costly to repair and maintain. Its location, although it provides space for students, is isolated from the town centre and the rail network, but is well serviced by buses. See map of Basildon current sites on page 31.

4.2.17

Again, we plan to replace the Basildon Campus with a new building in the town centre, opposite the railway station. See map of Basildon current sites on page 31.

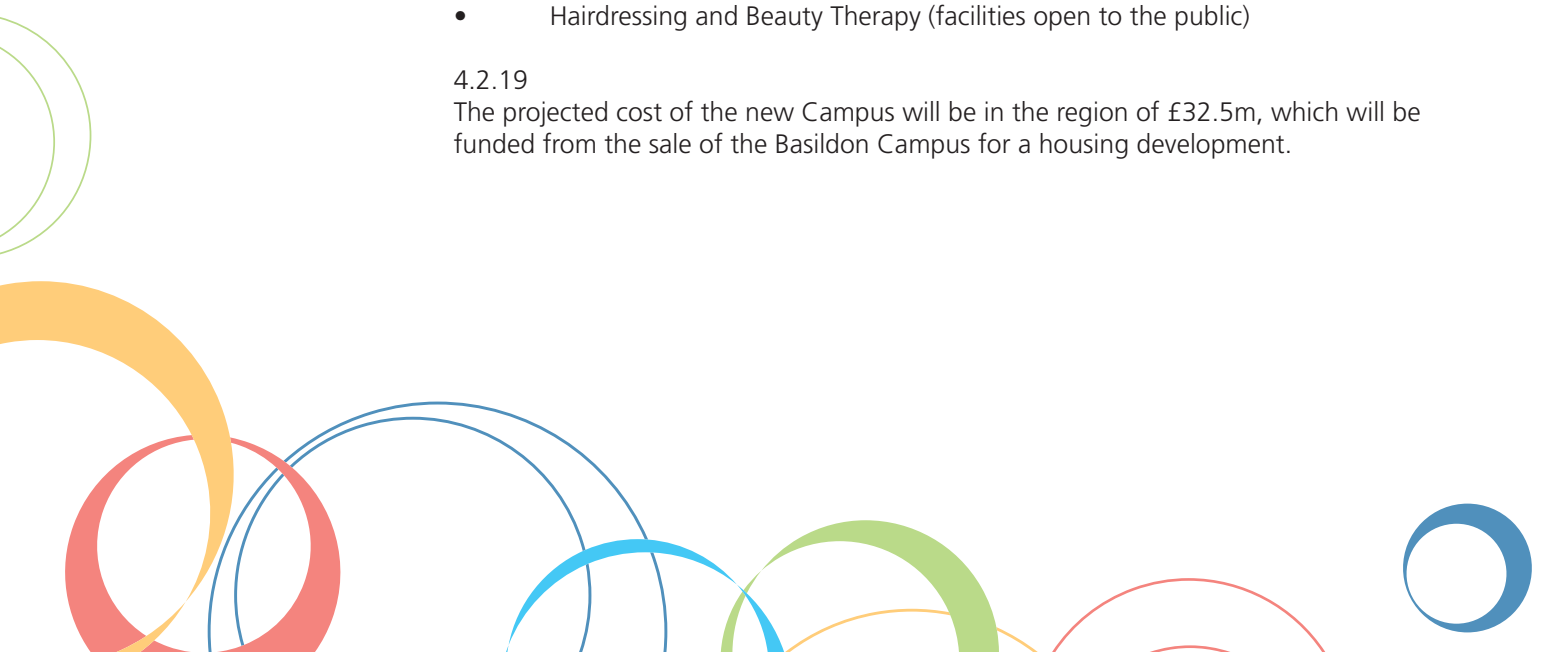
4.2.18

The new campus will specialise in Science and Technology and will house:

- High tech science facilities (including facilities for Biology, Chemistry, Physics, Applied Science, Forensic Science, Criminology and Animal Management/ Science)
- Animal Care facilities
- Sports hall
- A-level provision
- Business Studies
- Hairdressing and Beauty Therapy (facilities open to the public)

4.2.19

The projected cost of the new Campus will be in the region of £32.5m, which will be funded from the sale of the Basildon Campus for a housing development.





The Canvey Skills Centre

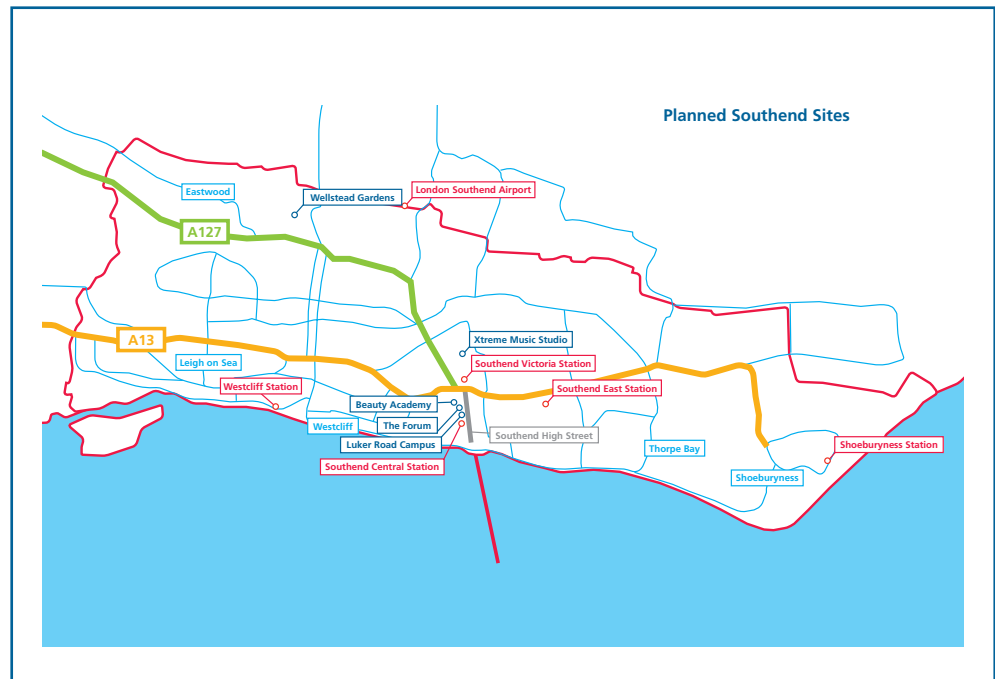
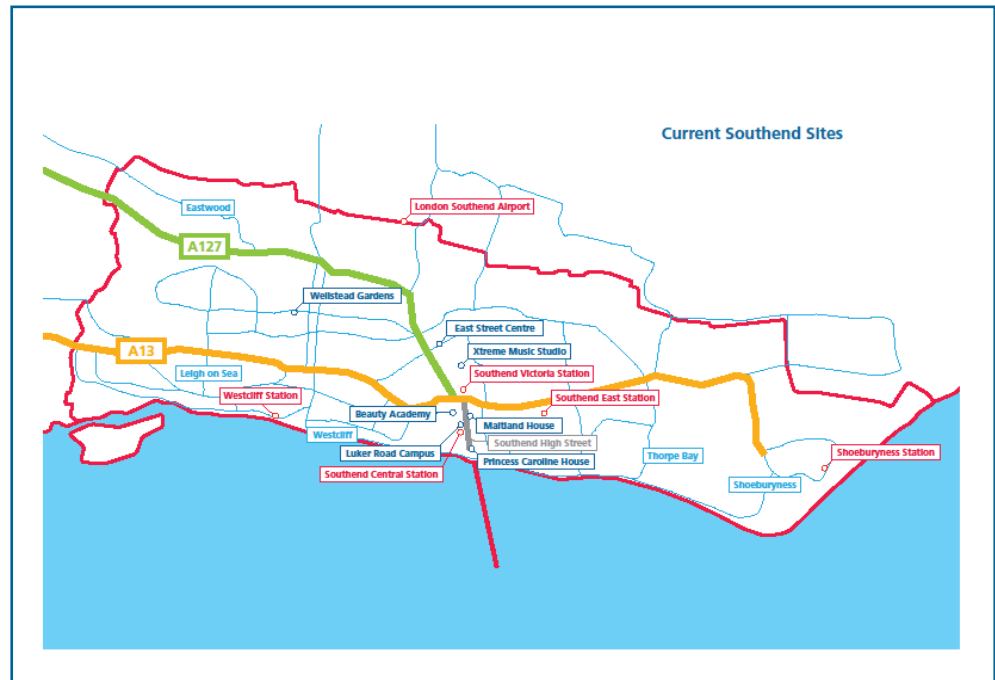
4.2.20

The Centre, which opened its doors in February 2013, was funded at a cost of approximately £7.5m. The Skills Programme is funded by the Education Funding Agency (formerly the Young People's Learning Agency or YPLA), and Essex County Council. A joint tender for the delivery of the programmes on offer at the Campus was launched. The Service Contract was awarded to Prospects Learning Foundation Limited. A joint venture between South Essex College and Prospects College was developed to deliver the programmes at the Centre. The College will offer Hairdressing and Motor Vehicle provision, while Prospects will deliver Construction and Engineering. When operating at full capacity, the centre plans to offer vocational training provision at Level 1 and 2 for 300 14 to 19 year-olds and adults per year.

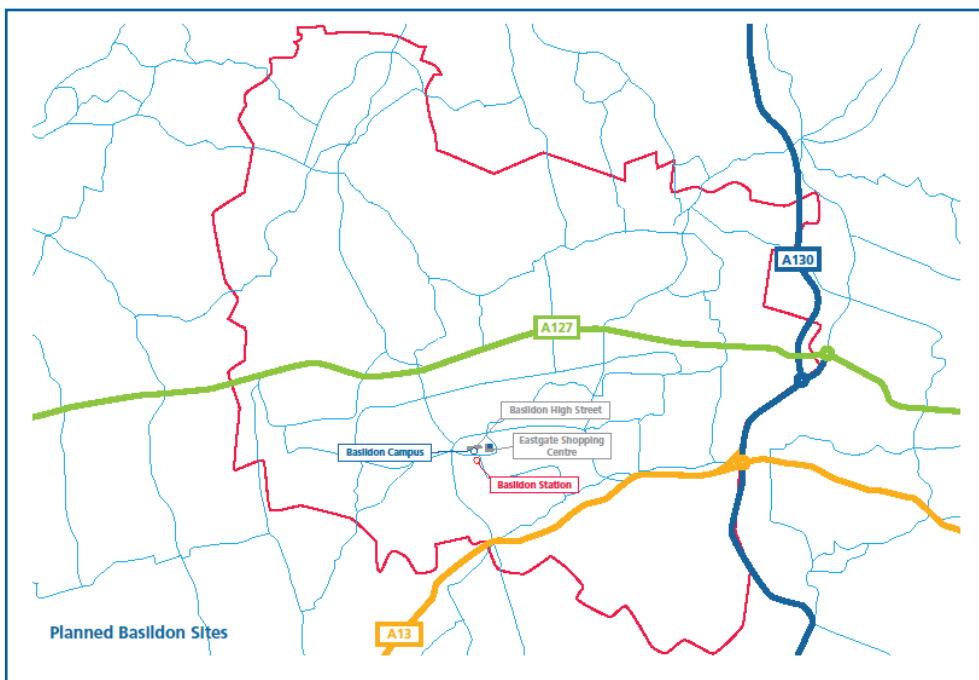
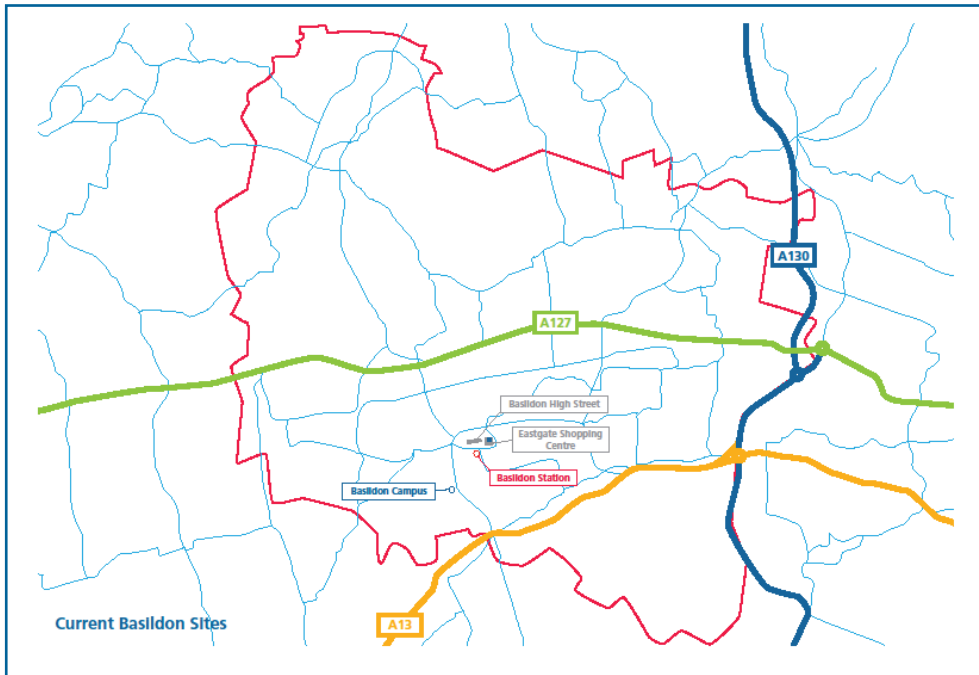
4.2.21

This development has been established to meet the education needs at Level 1 and 2 of the residents of Canvey Island. It will provide post-16 vocational provision to prevent the residents from having to travel each morning, by providing facilities locally.

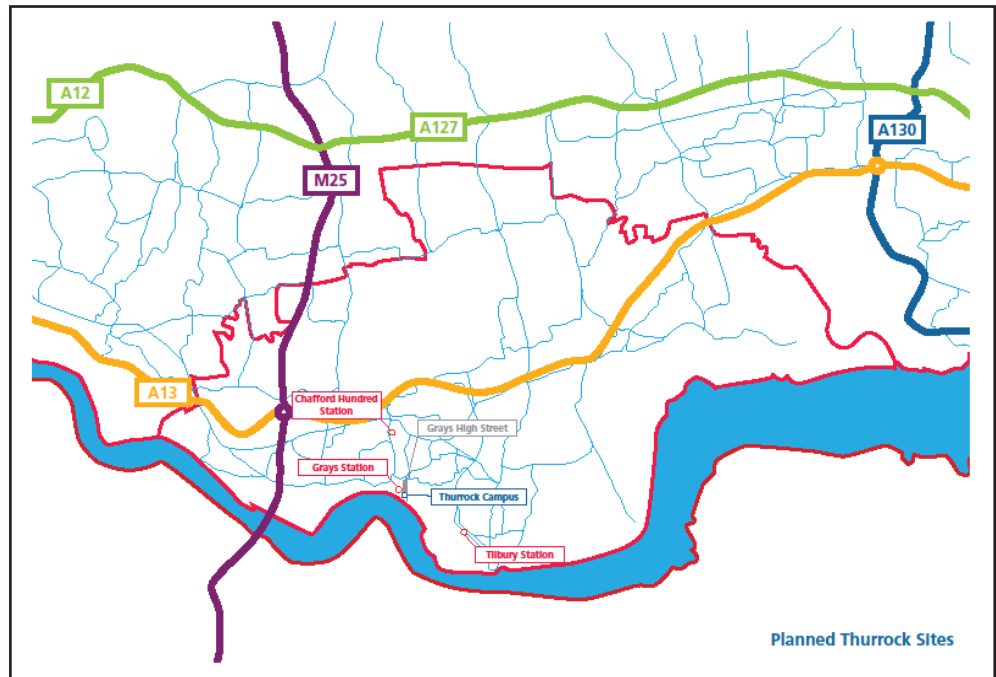
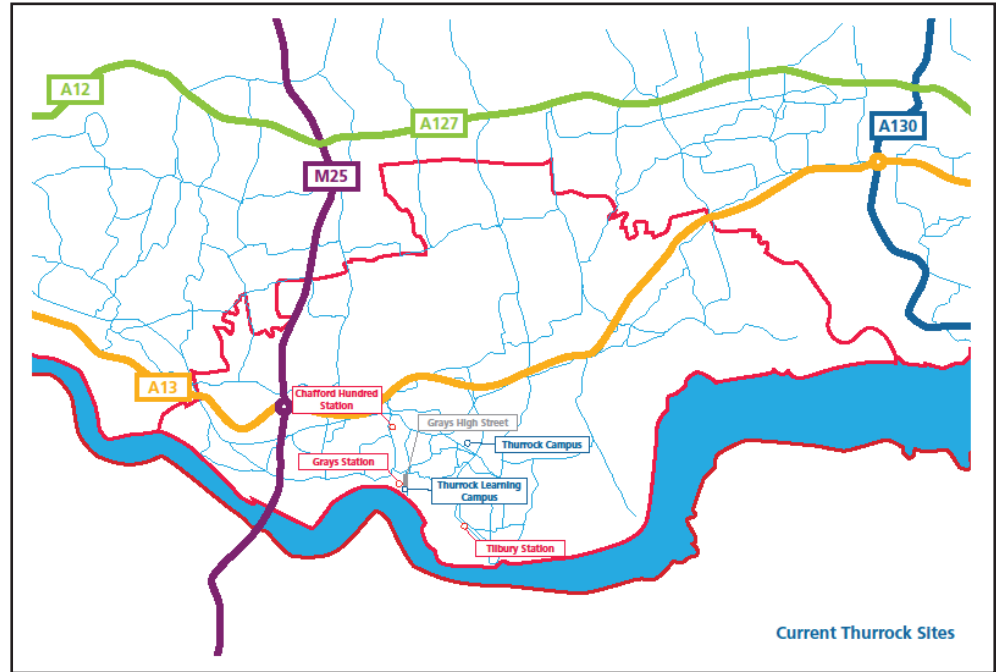
4.2.22 Southend maps



4.2.23 Basildon maps



4.2.24 Thurrock maps



4.3 The College's Student Population

4.3.1

The latest academic year for which all student data is available is 2011/12. The following data shows a three year trend broken down by 14 to 16 year-olds, 16 to 18 year-olds and 19+.

2009/10

| Age group | No. of learners | % split by age |
|-----------|-----------------|----------------|
| 14 - 16 | 246 | 1.4 |
| 16 - 18 | 8,284 | 45.4 |
| 19+ | 9,714 | 53.2 |
| Total | 18,244 | 100 |

2010/11

| Age group | No. of learners | % split by age |
|-----------|-----------------|----------------|
| 14 - 16 | 588 | 3.0 |
| 16 - 18 | 9,627 | 50.4 |
| 19+ | 8,896 | 46.6 |
| Total | 19,111 | 100 |

2011/12

| Age group | No. of learners | % split by age |
|-----------|-----------------|----------------|
| 14 - 16 | 226 | 1.3 |
| 16 - 18 | 9,082 | 50.2 |
| 19+ | 8,755 | 48.5 |
| Total | 18,063 | 100 |

Breakdown by area

2009/10

| District | Age group | Number of students |
|-------------------|-----------|--------------------|
| Southend resident | 16 - 18 | 1,927 |
| | 19+ | 2,756 |
| | | 4,683 |

| District | Age group | Number of students |
|-------------------|-----------|--------------------|
| Basildon resident | 16 - 18 | 1,867 |
| | 19+ | 1,638 |
| | | 3,505 |

| District | Age group | Number of students |
|-------------------|-----------|--------------------|
| Thurrock resident | 16 - 18 | 1,519 |
| | 19+ | 1,527 |
| | | 3,046 |

| District | Age group | Number of students |
|----------------|-----------|--------------------|
| Other resident | 16 - 18 | 2,971 |
| | 19+ | 3,793 |
| | | 6,764 |

2010/11

| District | Age group | Number of students |
|-------------------|-----------|--------------------|
| Southend resident | 16 - 18 | 2,295 |
| | 19+ | 2,636 |
| | | 4,931 |

| District | Age group | Number of students |
|-------------------|-----------|--------------------|
| Basildon resident | 16 - 18 | 2,075 |
| | 19+ | 1,525 |
| | | 3,600 |

| District | Age group | Number of students |
|-------------------|-----------|--------------------|
| Thurrock resident | 16 - 18 | 1,802 |
| | 19+ | 1,329 |
| | | 3,131 |

| District | Age group | Number of students |
|----------------|-----------|--------------------|
| Other resident | 16 - 18 | 3,455 |
| | 19+ | 3,406 |
| | | 6,861 |

2011/12

| District | Age group | Number of students |
|-------------------|-----------|--------------------|
| Southend resident | 16 - 18 | 2,105 |
| | 19+ | 2,339 |
| | | 4,444 |

| District | Age group | Number of students |
|-------------------|-----------|--------------------|
| Basildon resident | 16 - 18 | 1,848 |
| | 19+ | 1,430 |
| | | 3,278 |

| District | Age group | Number of students |
|-------------------|-----------|--------------------|
| Thurrock resident | 16 - 18 | 1,640 |
| | 19+ | 1,302 |
| | | 2,942 |

| District | Age group | Number of students |
|----------------|-----------|--------------------|
| Other resident | 16 - 18 | 3,489 |
| | 19+ | 3,684 |
| | | 7,173 |

Breakdown of student numbers by funding agent.

| | 2010 / 11 | 2011 / 12 | Growth / Decline |
|--|-----------|-----------|------------------|
| EFA funding | 7,625 | 6,925 | -9.2% |
| SFA funding | 4,078 | 4,436 | 8.8% |
| NAS funding via SFA (Apprenticeships) | 4,325 | 4,578 | 5.8% |
| HE | 1,150 | 1,062 | -7.7% |
| Full cost | 2,269 | 1,574 | -30.64% |



5.1 Strategic Aim 1

Deliver high-quality teaching, learning and assessment across the whole College.

5.1.1

We will place our students at the heart of everything that we do, listening carefully to student feedback and incorporating their views and ideas into decision-making. We will ensure that we raise aspirations and ambitions for all of our students through the programmes, activities and support on offer and through the commitment of our staff.

5.1.2

We will focus our development over the next three years on improving teaching, learning and assessment across the whole College. We will develop a language for learning which all staff understand and will provide support and development to enable all teachers to enhance their practice and skills in the classroom, whether that be in a traditional classroom setting or a workshop environment. We will continue to embed the "Learning Framework" which focuses on development of high-quality, innovative practice.

5.1.3

We will ensure that all students are involved in their assessment and accreditation by keeping them informed of their progress and by providing them with detailed feedback on how they can improve. We will encourage them to recognise their achievements and stretch them to achieve above and beyond expectations, through continued reinforcement and recognition.

5.1.4

The focus on quality teaching, learning and assessment will result in improved achievement for all students. We will endeavour to make learning as relevant as possible to the world of work and help prepare students to move onto the next stage whether that be employment or further study. We will involve employers as much as possible in the preparation and delivery to increase vocational relevance, alongside ensuring that teaching staff are up-to-date and knowledgeable about industry practice.

5.1.5

We will make a significant investment and commitment to supporting the use of new technologies to promote innovative learning and ensure learning can take place in a range of settings and venues outside of the classroom. The further development and use of the College Virtual Learning Environment by both staff and students, will help embed the use of online learning in curriculum delivery.

5.1.6

We will encourage our students to communicate effectively and make use of all forms of technology. We will develop a community of confident information users and owners stretching both our staff and students' use of technology.

Section 5 : Achieving the College's Strategic Aims and Objectives

5.1.7 We will:

- Support the delivery of high quality, innovative and inspiring teaching and learning which is celebrated and promoted
- Continually improve student performance to ensure high-quality outcomes
- Raise the aspirations and ambitions of all our students
- Provide fair and transparent procedures for recognising, assessing, recording and accrediting all learning
- Increase the vocational relevance of our teaching, learning and assessment to better meet the needs of employers
- Embed the use of technology to promote innovative learning

5.2 Strategic Aim 2

Provide relevant, accessible, supportive opportunities for all students

5.2.1

We will work with a growing number of partners to raise aspirations within the region. We will provide a curriculum with clear pathways for learning from Entry Level through to Level 4 and beyond. We will work closely with our secondary schools to help them provide the skills to their students to enable them to effectively progress to the College. We will develop students' readiness to progress by developing abilities and capabilities to move to the next step and see a clear pathway to success and progression to further study, employment or HE.

5.2.2

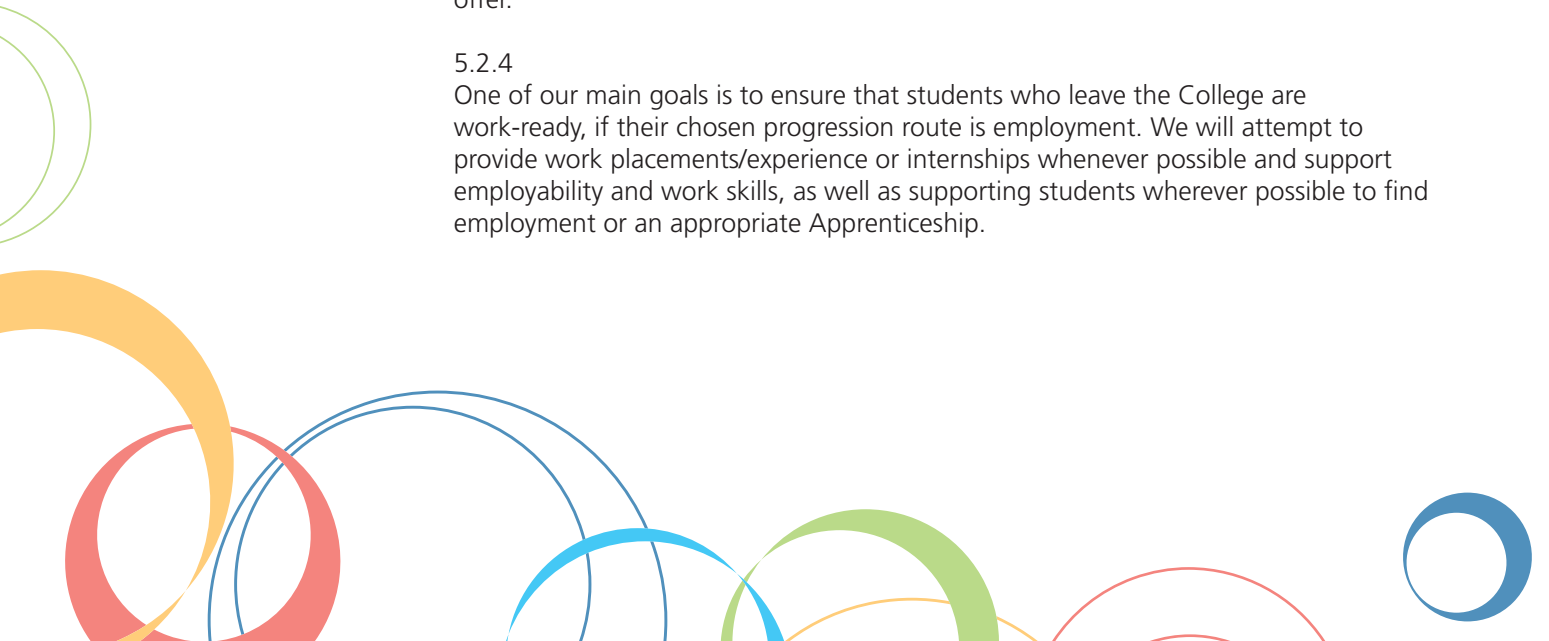
We will support progression and improve the capabilities of our students through the identification of need for all students, including basic skills needs. Clear initial and diagnostic assessment, which then triggers support for each student as required, will ensure that all learners succeed and progress.

5.2.3

We will continually review our curriculum offer to ensure that we are meeting the needs of the local and regional economy, as well as meeting student demand. We will monitor progression of our students more carefully to better inform our curriculum offer.

5.2.4

One of our main goals is to ensure that students who leave the College are work-ready, if their chosen progression route is employment. We will attempt to provide work placements/experience or internships whenever possible and support employability and work skills, as well as supporting students wherever possible to find employment or an appropriate Apprenticeship.



5.2.5

We recognise that we offer more to students than just a qualification. We aim to contribute to social cohesion and will work with our students through the wider curriculum to engage in citizenship activities, develop a sense of community and contribution to the College, their community, their locality and the region.

5.2.6

We will encourage students to embrace enterprise and think about new ways of working, including establishing businesses or becoming self-employed. We will embed enterprise throughout our curriculum to encourage innovation and new ways of working.

5.2.7 We will:

- Provide a curriculum offer which is responsive to local and regional priorities and needs
- Develop citizenship, enterprise and a sense of community for all our students
- Raise the basic skills levels of all our students
- Provide bespoke, effective and timely support for all our students
- Ensure all students have the opportunity to develop the skills that will allow them to progress to the appropriate next step

5.3 Strategic Aim 3

Develop and grow a sustainable, viable, innovative and responsive College

5.3.1

The College has a proven track record of innovation and growing provision to meet market demand. We continually redesign and change what we do to meet demand and to take advantage of any opportunities presented to us.

5.3.2

We will endeavour to work more closely with business and industry in order to meet their employment requirements. We will work with the Local Enterprise Partnership (LEP) to deliver their ambitions, alongside being a member of the LEP Skills Committee, and a member of the new Employment and Skills Board being established by Essex County Council. We will work closely with the Chamber of Commerce and other employer bodies to better understand the changing needs of employers and plan provision with our private sector partners to prevent duplication of resources.

5.3.3

The changing, tightening funding regime for both adults and 16 to 18 year-olds with the new funding methodology will require us to think innovatively about curriculum delivery, the types of provision we offer and the whole College infrastructure. The College will be challenged to change and develop new approaches to engage new learners, focus on employment outcomes and further develop our Apprenticeship offer. We will need to explore new ways of working and new arrangements which may include joint venture arrangements, mergers, acquisition of subsidiary companies, Group Training Associations (GTAs), federations, shared services, free schools and any other appropriate arrangements which may be required.

5.3.4

We will further develop partnerships with our local schools to ensure clear progression opportunities for school leavers. We will explore different partnership models to develop joint delivery and mutual support arrangements.

5.3.5

We will continue our partnership arrangements with Prospects Learning Trust to further develop the Canvey Centre and other Joint Ventures, and will work with other partners to provide opportunities to young people which cannot be provided by the College.

5.3.6

We will develop new international markets to support the College income. The College will grow its international work through an expanding international unit. The development of strategic overseas markets is a key driver in growing the College of the future.

5.3.7

We will take full advantage of the new FE loans systems and develop new programmes in response to attract new adult learners into Level 3 provision, particularly those in employment who wish to increase their skills base.

5.3.8

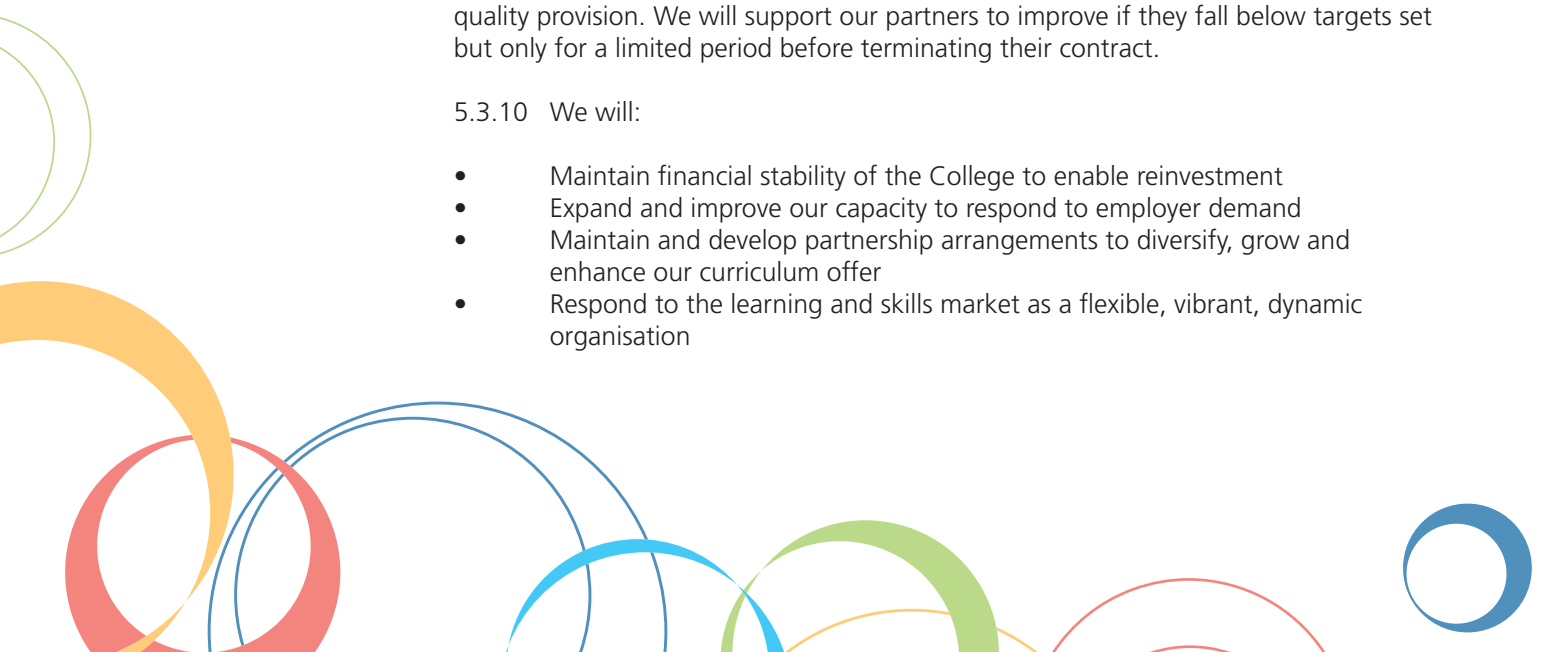
We have ambition to grow and develop our HE provision. We will further develop new and innovative products particularly those which will meet the needs of employers. Part-time HE is an attractive new market which the College has not yet explored fully. We hope to expand our HEFCE contract numbers year on year alongside retaining our excellent relationship with the University of Essex. We will explore new HE opportunities in areas where the University of Essex has no expertise and may need to explore accreditation outside Essex, while always giving the University of Essex first refusal. We will offer outstanding value for money with low cost, good quality, vocationally specific Level 4 to 7 qualifications, in a range of formats to meet the varying needs of students.


5.3.9

We will continue to maintain and develop our sub-contracting arrangements. We will attempt to find sub-contracting partners who complement and enhance the College curriculum offer. We will only maintain relationships with partners who maintain high quality provision. We will support our partners to improve if they fall below targets set but only for a limited period before terminating their contract.

5.3.10 We will:

- Maintain financial stability of the College to enable reinvestment
- Expand and improve our capacity to respond to employer demand
- Maintain and develop partnership arrangements to diversify, grow and enhance our curriculum offer
- Respond to the learning and skills market as a flexible, vibrant, dynamic organisation



- 
- Develop new national and international markets
 - Explore new opportunities to develop, including new ways of working (Federations, Shared Services), as well as closer working with local schools

5.4 Strategic Aim 4

Attract, develop and maintain a highly skilled, innovative flexible workforce

5.4.1

To enable our learners to aspire to and achieve their potential we will employ qualified, confident, inspirational professionals across the whole College.

5.4.2

We will develop teachers who are experienced practitioners with strong industrial links and are up to date in current and emerging workplace practice. We will encourage and reward entrepreneurial practices within the organisation to develop and grow new markets and products as well as developing cost-effective delivery models.

5.4.3

We will encourage and support our managers and staff to try new things and be prepared to take calculated risks. We will encourage entrepreneurial activity and look to grow and develop into new areas of work, while developing new models of delivery.

5.4.4

The ILT/IT team in the College will support, train and work alongside academic staff to ensure we make the best use of new technologies.

5.4.5

All of our staff, both teaching and support, will be required to meet the high expectations the College has set. Many already perform above and beyond their role and most are proud to be making a difference to people's lives. However, we will establish a collective improvement culture. Staff will be assessed against core standards required in the institution.

5.4.6

To take the College to the level of performance we require will present a clear challenge to our managers. We will encourage our managers to take increasing responsibility for those staff they directly line manage, to manage their continual improvement and development and set clear, concise but stretching targets. Our managers will be supported to develop a culture of professional, innovative and flexible practice through competent, clear strategic management based on sound analysis and judgement, alongside recognising and taking responsibility for their own performance.

5.4.7

The future financial constraints being placed on the College will require us to deliver more for less. We will need to become much more efficient and cost-effective in the delivery of our service. We will need to reduce staffing costs, while maintaining the quality of provision and our front-line services. This will require us to do things differently, making a better, more effective use of new technologies while maintaining employment for as many staff as possible. This process will require managers, staff and the unions to work closely to resolve issues together in the best interests of our staff and the organisation.

5.4.8

We will expect all staff to engage in professional development to maintain and develop their skills, including English and Maths qualifications. Our performance management system will both recognise and reward those who achieve and exceed expectations, while identifying those who do not. Support will be provided for those who are not performing effectively and improvements will be expected within a limited timescale.

5.4.9 We will:

- Provide a supportive environment in which all staff can flourish and take pride
- Make use of new technologies to establish integrated systems which reduce workload
- Develop a more flexible employment base to help meet the changing needs of the organisation
- Agree and achieve clear quality service standards for all areas of the College,
- Improve the professional practice of our staff through structured professional development

5.5 Strategic Aim 5

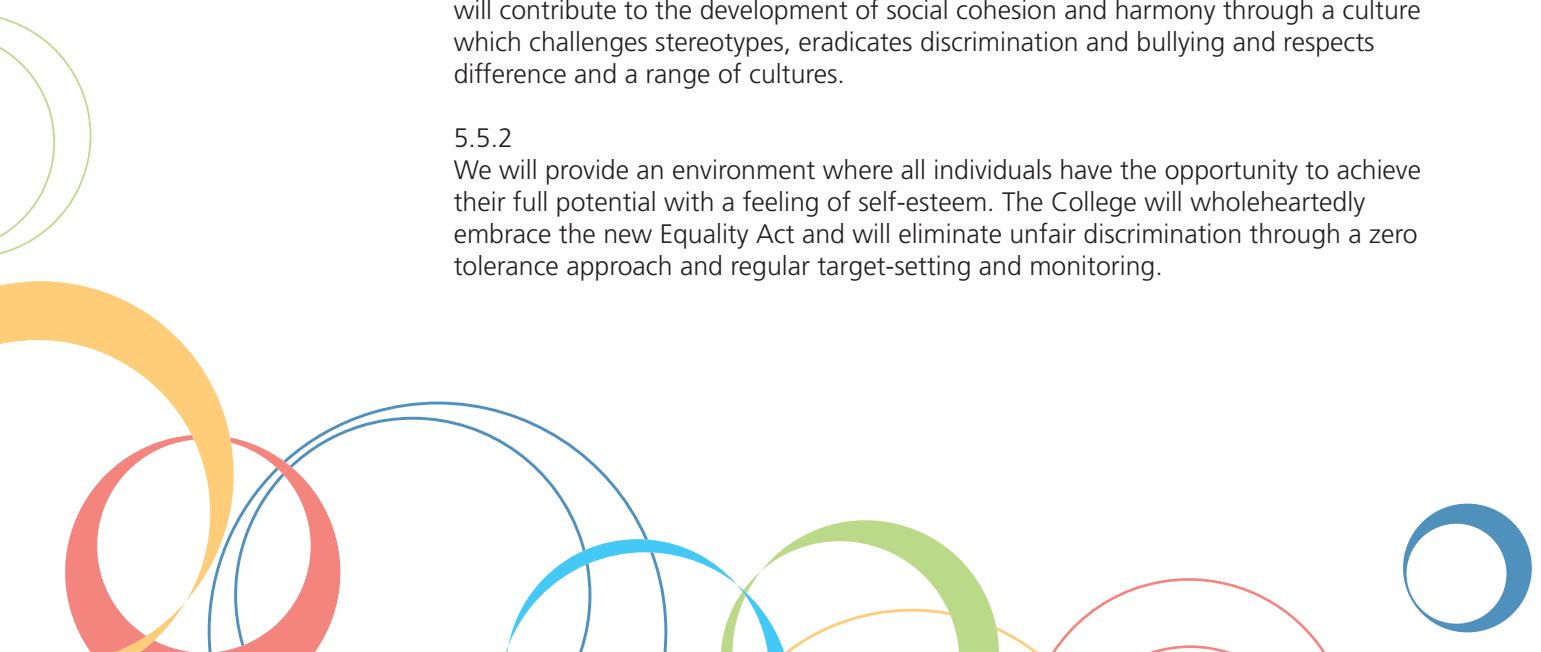
Respect, promote and celebrate diversity

5.5.1

A key driver of the College is the promotion and celebration of diversity. The College will contribute to the development of social cohesion and harmony through a culture which challenges stereotypes, eradicates discrimination and bullying and respects difference and a range of cultures.

5.5.2

We will provide an environment where all individuals have the opportunity to achieve their full potential with a feeling of self-esteem. The College will wholeheartedly embrace the new Equality Act and will eliminate unfair discrimination through a zero tolerance approach and regular target-setting and monitoring.



5.5.3

The College will further develop its provision for learners with learning difficulties and disabilities. We will widen participation by ensuring we have clear progression routes with programmes available at Entry and pre-Entry Level. We will develop programmes which focus on potential students who are currently economically inactive and who consider themselves to be outside the skills market.

5.5.4

We will take advantage of our international work to promote other cultures and engage our international students in a wide range of practices in raising awareness of the benefits gained from a diversity of cultures and approaches necessary in a global economy.

5.5.5

We will collect and analyse appropriate data to ensure that no group of students or staff is disadvantaged or discriminated against due to action or inaction on the part of the College.

5.5.6 We will:

- Actively challenge discrimination to foster a culture of social cohesion
- Foster relationships between individuals who share protected characteristics and those who do not
- Promote equality and diversity in our teaching and learning and foster tolerance and understanding through a range of College activities

5.6 Strategic Aim 6

Develop our work with stakeholders to improve the economic prosperity of the eastern and south east regions

5.6.1

The College has an excellent reputation for working in partnership with a wide range of organisations and agencies across the region and beyond. Effective partnerships extend our capacity to meet learning needs and challenge us to work in new and exciting ways. We will continue our wide range of arrangements with our partners to ensure we achieve our core aims and objectives.

5.6.2

We will support and develop the economic prosperity of the region through the development of sustained partnerships with Unitary Authorities and the County Council, the LEP and its Committees, Sector Skills Councils, HEIs, business and industry. We will listen to the needs of business and industry and design our curriculum offer in order to better meet their needs and to contribute to the employability of local people.

5.6.3

At the present time we have a well-established partnership with the University of Essex. We will maintain this arrangement alongside our ambition to continue to grow our own directly funded HE provision. We wish to further develop for the needs of industry locally by offering part-time HE provision and full-time provision in areas not currently offered at the University of Essex. We will continue to approach the University in the first instance for validation, but will look to other HEIs if the University does not wish to offer validation.

5.6.4

We will use a wide range of mechanisms to engage effectively with our students to understand their views and opinions on what we can improve as a College. We will carry out questionnaires, consultations with groups, have student representation on a wide range of committees and boards, alongside developing our Student Union and student representatives to ensure that their voice contributes and informs a wide range of decision making.

5.6.5 We will:

- Continue to maintain and develop partnerships with Sector Skills Councils, National Skills Academies, business and industry
- Maintain effective relationships with appropriate funding and regulatory bodies
- Develop relationships with the LEP Board, County Councils and Unitary Authorities and new Employment and Skills Boards to inform our curriculum offer
- Maintain and develop our partnership arrangements for higher education provision
- Enable our students and stakeholders to contribute and inform College decision-making

5.7 Strategic Aim 7

To provide high quality, fit for purpose, accommodation and resources

5.7.1

The College plans to renew significant parts of its estate through the development of the New Thurrock Campus, the Forum at Southend, the New Campus at Basildon and existing Southend Campus. One of these developments is still awaiting planning approval and the release of funding from the sale of land, before the College can proceed.

5.7.2

The College will provide high-quality, industry standard resources and equipment to meet the needs of a wide range of curriculum offerings. We will have a replacement strategy to renew resources as they become out of date or unsuitable. Much of our equipment and resource base will be replaced as part of our new build strategy.



5.7.3

We will ensure that our IT infrastructure is fit for purpose. The infrastructure will underpin our teaching and learning strategy and ensure that staff and students have access to high-quality, fast broadband and software to support their learning. The IT infrastructure will also underpin our drive for greater efficiency through improved access to data and systems both on and off College premises.

5.7.4

Given the funding restrictions we will continue to fund efficiency savings at all levels and in all areas of the College in order to minimise the impact on our students and the quality of teaching and learning. We will need to be smarter and more focused in the work that we do.

5.7.5

We will ensure that we effectively safeguard our students at all times. We will ensure that all staff are trained in both safeguarding and health and safety at appropriate levels.

5.7.6 We will:

- Develop new buildings at Thurrock and Basildon, alongside redesign of Southend Campus to provide modern, high-quality, state of the art facilities
- Provide high-quality resources and equipment to support learning
- Continue to develop the College IT infrastructure to meet the emerging and demanding needs of new technologies
- Continually review College services to produce ongoing efficiency savings while improving standards
- Ensure a safe and secure environment for all

Section 6 : Risk Management

6.1 Identification of Risk

6.1.1 The principal risks facing the College relate to:

- a) The funding and regulatory framework within which it functions
- b) The quality of its provision
- c) Capital projects
- d) The way it undertakes its business operations
- e) Its competitive position

6.1.2

The key strategic risks arising from each of these areas are set out in this section of the Strategic Plan. Underneath each of the strategic risks identified there is a much more detailed risk register which identifies the risks, the controls we have put in place and the likelihood of its occurrence. Each of the strategic risks identified are those which would have a significant impact on the College as a whole should it occur, to warrant particular attention and monitoring by the Governing Body.

6.2 The Key Strategic Risks

| | |
|---------|---|
| Risk 1: | under achievement of our funding contracts |
| Risk 2: | lack of appropriate staffing for contract allocation in place and maintaining staff costs within 62.5 percent of overall budget |
| Risk 3: | failure of Capital Projects |
| Risk 4: | the quality of our teaching and management of the learning experience below required standards |
| Risk 5: | franchised and partnership activities are inappropriately planned, controlled and monitored |
| Risk 6: | the competitive external environment |
| Risk 7: | diversification into new or expanding markets (HE, new ways of working, international) |
| Risk 8: | changes to curriculum delivery and planning required by new funding methodologies not implemented effectively |



6.3 The Impact

6.3.1

The possible impact of each of these risks, if not mitigated, would have a major adverse effect on the College. The possible impact results in them being identified as the key strategic risks of the College. The main impact of most of these risks are listed below:

- a) Reduction in student numbers year on year
- b) Reduction of revenue income to the College year on year
- c) Difficult to recruit and retain quality staff
- d) College prevented from offering certain curriculum areas by funding bodies
- e) College moves into special measures
- f) College falls into unsatisfactory category for financial health
- g) Poor cashflow begins to affect payments and salaries of staff
- h) College reputation falls into disrepute.

6.4 Management of Risks

6.4.1

The College Governors regularly monitor the actions we are taking to mitigate the key strategic risks. This is done in detail at the Audit and Risk Committee on a regular basis and is then reported to the Board. If any risks become more likely to occur then they are focused on more closely by the Board of Governors.

6.4.2

The Senior Leadership Team also monitor both the strategic risks and the more detailed identified risks on a regular basis and check and changes the mitigating actions being put in place as required.

6.4.3

The College has a very detailed risk register in place which identifies the more detailed individual risks which underpin the key strategic risks. This again is monitored on a regular basis and individual risks and the actions required to mitigate them are owned by different managers and their teams in the organisation.

6.4.4

Both internal and external auditors of the College audit how well we have embedded risk management throughout the College via our risk management processes and report their findings to the Audit and Risk Committee and the Board.

6.5 Coping with Risk

6.5.1

A loss of revenue arising out of any of the risks identified will require the College to reduce its expenditure, and this may be within the year in question. The College has traditionally always been graded "outstanding" for financial health. The three-year financial plan indicates that the College is likely to be graded "good" for 2012/13 and "outstanding" for 2013/14 and 2014/15 after adjusting for the effects of financing the College capital investment programme. Our approach to the management of financial risks is to quickly identify funding shortfalls and make an appropriate response.

6.5.2

To help the College cope with in-year reductions the College will each year:

- a) Plan to make an operational surplus of a minimum of 1 percent of income
- b) Provide for a contingency of at least £300,000

6.5.3

The College will maintain a ratio of permanent to temporary and agency staff of 70:30. If necessary we will rebalance the staffing budget in-year following curriculum remodelling.

6.5.4

In exceptional circumstances, the College will utilise its reserves. These reserves will be replaced as necessary to maintain/regain the outstanding category for financial health.

6.5.5

The College will ensure that our marketing identifies our unique selling point to counteract increased competition.

6.5.6

The College will focus significant resource on improving classroom practice to improve the quality of our provision.

6.5.7

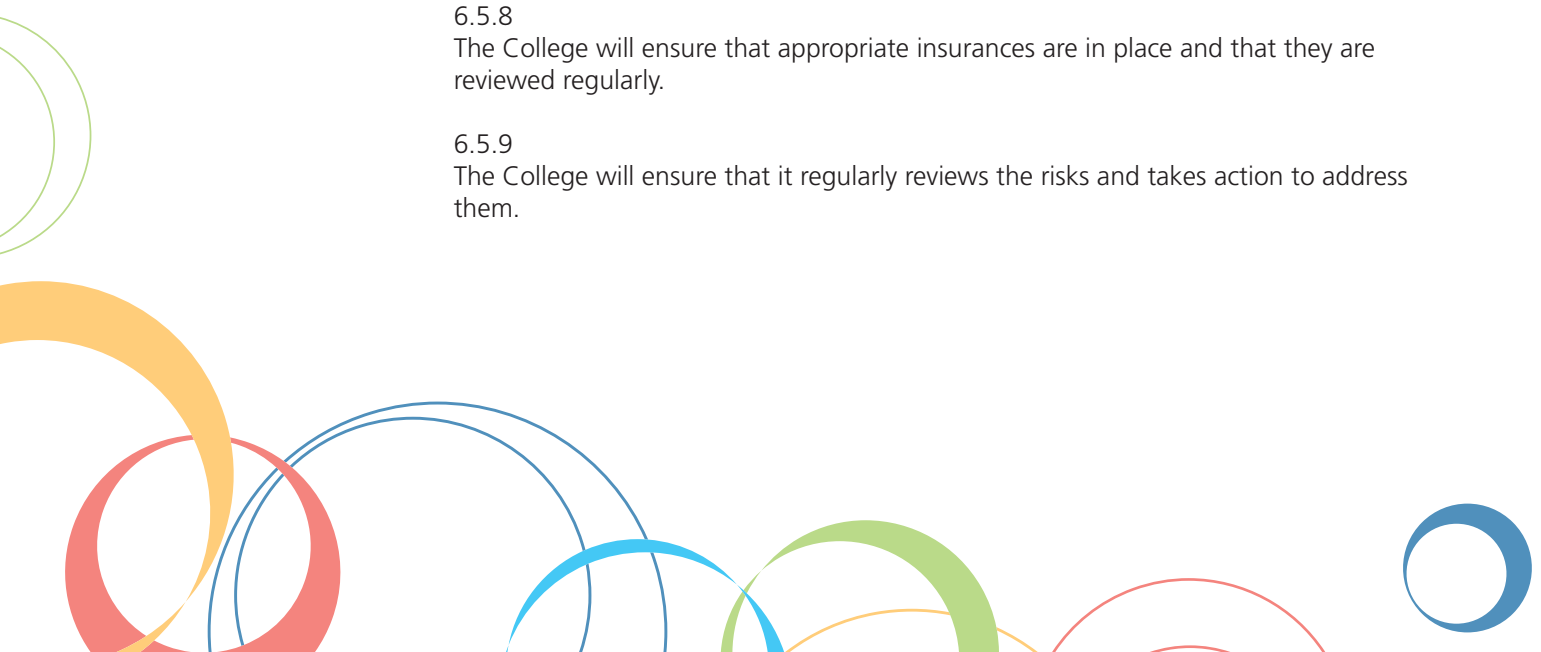
We will maintain a continued focus on our capital projects to ensure there are no overspends or overruns on each contract.

6.5.8

The College will ensure that appropriate insurances are in place and that they are reviewed regularly.

6.5.9

The College will ensure that it regularly reviews the risks and takes action to address them.



7.1 Strategic Targets – 2013/2016

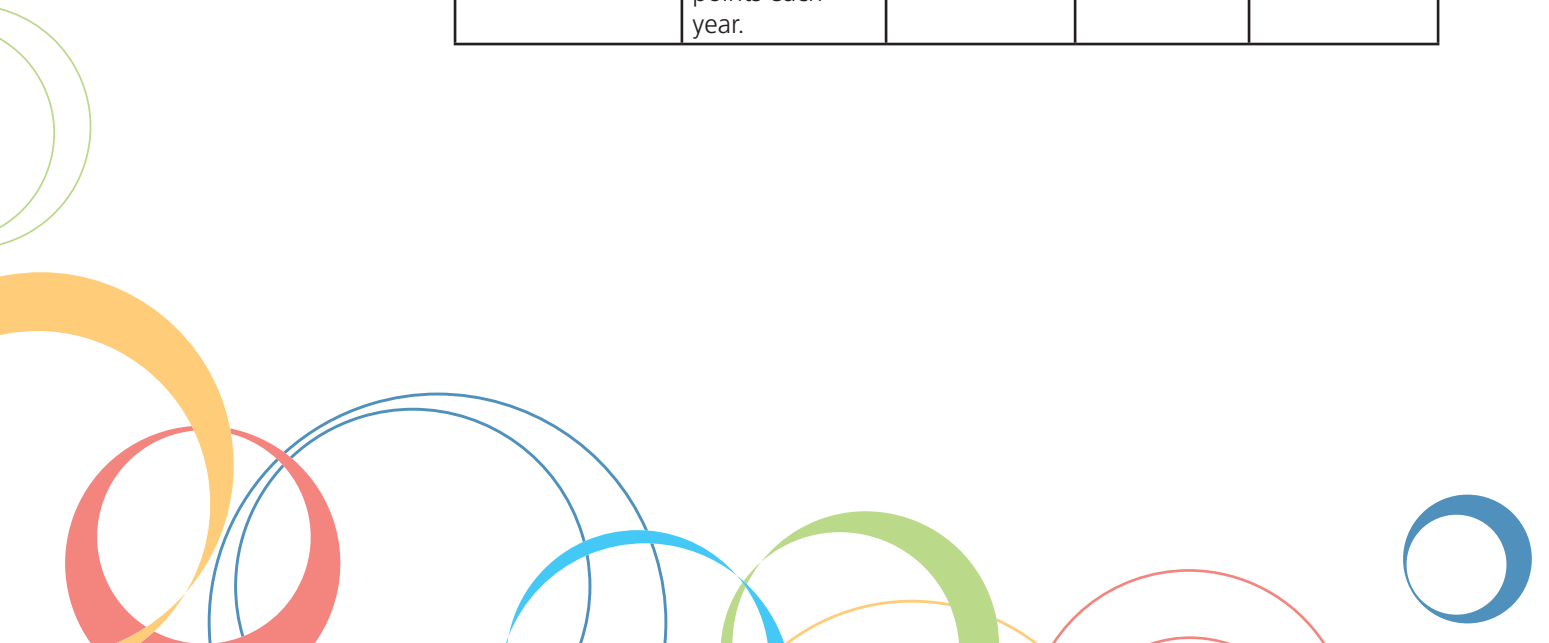
Section 7: Strategic Targets

| AIM | TARGET | PERSON RESPONSIBLE | REVIEW DATE | COMPLETION DATE |
|--|--|---------------------------|---------------------------|-----------------|
| 1. Deliver high quality teaching, learning and assessment across the whole College | 100% of full-time 16 to 18 year-olds will undertake some enrichment (or work placement) activity as part of their programme. | Vice Principal Curriculum | End of each academic year | July 2016 |
| | 85% of full-time 16 to 18 year-olds will achieve Level 2 in literacy and numeracy by age 19. | Vice Principal Curriculum | End of each academic year | July 2016 |
| | 100% of publicly funded students who require additional learning support will receive it. | Deputy Principal | End of each academic year | July 2016 |
| | Implement the new "study programme" for all 16 to 18 full-time students. | Vice Principal Curriculum | September 2013 | September 2013 |
| | Improve the use of individual student targets and review. 100% of full-time students will have an ILP. | Vice Principal Curriculum | End of each academic year | July 2016 |

| | | | | |
|--|--|---------------------------|---------------------------|----------------|
| | Less than 15% of lessons will be graded as satisfactory and no more than 1% of these will be graded as unsatisfactory over the lifetime of the plan. | Vice Principal Curriculum | End of each academic year | July 2016 |
| | 90% of internal CPD activities to be rated as good or very good with less than 2% rated as poor. | Deputy Principal | End of each academic year | July 2016 |
| | Develop e-learning opportunities in every curriculum area (academy). | Deputy Principal | End of each academic year | July 2016 |
| | Embed the Teaching and Learning Strategy across the College. | Deputy Principal | September 2013 | September 2014 |
| | Provide substantive training on the Learning Cycle for Advanced Practitioners, academic managers and teaching staff. | Deputy Principal | July 2013 | July 2013 |
| | All programmes will successfully pass national standard sampling in each year of the plan. | Quality Manager | End of each academic year | July 2016 |

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|--|---|-------------------------------------|---------------------------|-----------|
| | Reviews of all HE programmes and institutional reviews indicate that our HE partner(s) have no concerns regarding the quality of our HE programmes. | Vice Principal Curriculum | End of each academic year | July 2016 |
| | Institutional success rates will increase in every year of the plan by a minimum of 2 percentage points. | Deputy Principal | End of each academic year | July 2016 |
| | The proportion of high grades will increase in each year of the plan. | Deputy Principal | End of each academic year | July 2016 |
| | The institutional value added score will increase for each year of the plan. | Deputy Principal | End of each academic year | July 2016 |
| 2. Provide relevant, accessible, supportive opportunities for all students | Increase enrolments to Level 1 programmes by 30 students each year. | Vice Principal Curriculum | End of each academic year | July 2016 |
| | Develop new partnership arrangements to diversify and enhance provision by a minimum of £500k over the life of the plan. | Vice Principal Business Development | End of each academic year | July 2016 |

| | | | | |
|--|---|-------------------------------------|---------------------------|-----------|
| | Promote and develop Level 3 adult programmes in line with our loan allocation. | Vice Principal Business Development | End of each academic year | July 2016 |
| | Carry out initial assessment of literacy and numeracy for 100% of 16 to 18 year-olds. | Vice Principal Curriculum | End of each academic year | July 2016 |
| | Provide appropriate literacy and numeracy programmes for all students not functioning at Level 2. | Vice Principal Curriculum | End of each academic year | July 2016 |
| | Develop improved links with business and industry to better inform our curriculum planning each year. | Vice Principal Business Development | End of each academic year | July 2016 |
| | Develop improved links with employers to increase employment outcomes for our students by 10 percentage points each year. | Vice Principal Business Development | End of each academic year | July 2016 |



| | | | | |
|--|--|------------------|---------------------------|-----------|
| | Develop specialist staff/ resources to support students with a range of disabilities to improve success rates by 1 percentage point each year. | Deputy Principal | End of each academic year | July 2016 |
| | Implement a fully designed and integrated admissions system to maximise recruitment and ensure "Right Student on Right Course". | Deputy Principal | End of each academic year | July 2016 |
| | Improve the links between Learning Resource Centres and academic staff to aid student learning. Student use of Learning Resource Centres to increase by 10 percentage points per year. | Deputy Principal | End of each academic year | July 2016 |
| | Increase the numbers of students accessing support from student services by 2 percentage points each year. | Deputy Principal | End of each academic year | July 2016 |

| | | | | |
|--|---|-------------------------------------|---------------------------|-----------|
| | Improve the use of online resources and students accessing learning externally by 20 percentage points year on year. | Deputy Principal | End of each academic year | July 2016 |
| 3. Develop and grow a sustainable, viable, innovative and responsive College | Exceed EFA 16-18 learner target in second and third year of the plan by a minimum of 20 learners. | Vice Principal Curriculum | End of 2014 | July 2016 |
| | Achieve the 19+ SFA funding target through the development of new, innovative adult programmes. | Vice Principal Business Development | End of each academic year | July 2016 |
| | Achieve the 19+ adult loans target each year. | Vice Principal Business Development | End of each academic year | July 2016 |
| | Increase the number of apprenticeships offered by the College for 16 to 24 year-olds by 10 percentage points each year. | Vice Principal Business Development | End of each academic year | July 2016 |
| | Grow HE income by 3 percentage points per year. | Vice Principal Curriculum | End of each academic year | July 2016 |

| | | | | |
|--|---|-------------------------------------|----------------------------|-----------|
| | Grow international income from a base of nil in 2012/13 to £200k in year one and then £500k per year. | Principal | End of each academic year | July 2016 |
| | Review all of our partnership and sub contracting arrangements to ensure that they are financially viable for the College. | Vice Principal Business Development | End of each academic year | July 2016 |
| | Ensure year-on-year reductions in the proportion of the College budget spent on overhead costs. | Deputy Chief Executive | End of each financial year | July 2016 |
| | Explore and implement some new arrangements in Finance and other support areas to develop a professional shared services model. | Deputy Chief Executive | End of each financial year | July 2016 |
| | Maintain the underlying operating surplus of at least 2% in year one. To be reviewed annually. | Deputy Chief Executive | End of each financial year | July 2016 |

| | | | | |
|--|---|---|----------------------------|----------------------------|
| | Maintain the financial health category as good in 2012/13 and outstanding in 2013/14 and 2014/15 after accounting for the effect of the major capital projects. | Deputy Chief Executive | End of each financial year | End of each financial year |
| | Continually review the curriculum offer to ensure relevance and viability of the College offer and responsiveness to our local communities. | Vice Principal Curriculum/ Vice Principal Business Development | End of each financial year | July 2016 |
| 4. Attract, develop and maintain a highly skilled, innovative flexible workforce | Develop values and core standards of behaviour for all staff. | Principal | September 2013 | September 2013 |
| | Further develop the competency framework for all academic staff. | Deputy Chief Executive | July 2014 | July 2016 |
| | Review and implement appropriate changes to staffing complement to address reductions in College income. | Deputy Chief Executive | End of each financial year | July 2016 |

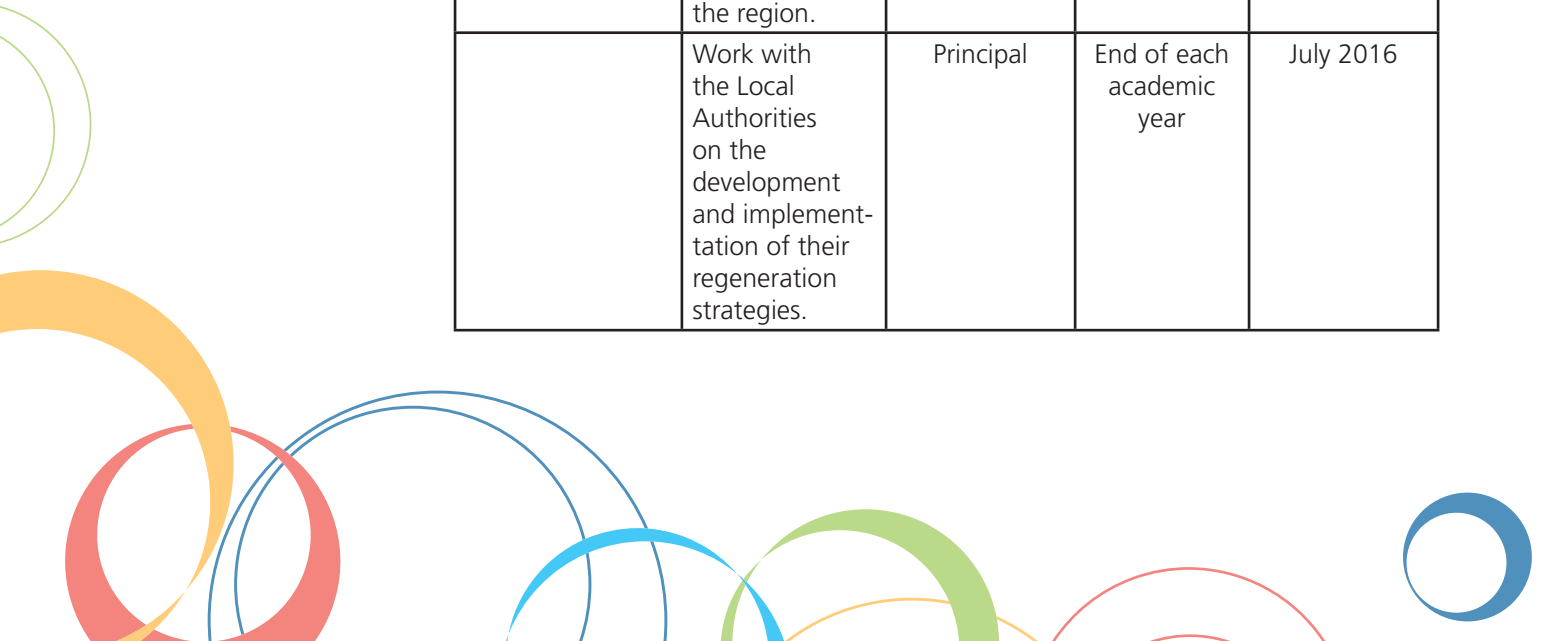
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|---|--|---------------------------------------|---------------------------|-----------|
| | Review induction programme and develop a detailed induction to support new staff. | Deputy Principal | July 2014 | July 2016 |
| | Reduce sickness absence to below the sector average over the period of the plan. | Deputy Chief Executive/ Head of HR | End of each academic year | July 2016 |
| | Maintain salary costs as a proportion of income at 60%. | Deputy Chief Executive | End of each academic year | July 2016 |
| | Implement an effective performance management process for all staff to recognise excellence and address under-performance. | Deputy Chief Executive/ Head of HR | July 2013 | July 2013 |
| | Develop a competency framework for managers to improve performance of middle managers. | Deputy Principal | July 2013 | July 2013 |
| 5. Respect, promote and celebrate diversity | Ensure all College policies and strategies address the principles of and commitment to our Equality Duty. | Principal | End of each academic year | July 2016 |

| | | | | |
|--|---|--|---------------------------|-----------|
| | All full-time 16 to 18 year-olds will have the opportunity to experience tutorial and enrichment activities which promote equality and diversity. | Deputy Principal | End of each academic year | July 2016 |
| | The College will develop a minimum of five events throughout the year which will promote equality and diversity. | Deputy Principal | End of each academic year | July 2016 |
| | 100% of staff to undertake training in equality and diversity on a yearly basis. | Deputy Principal/Staff Development Manager | End of each academic year | July 2016 |
| | Ensure all marketing materials and activities positively promote all aspects of protected characteristics. | Vice Principal Business Development/ Head of Marketing | End of each academic year | July 2016 |



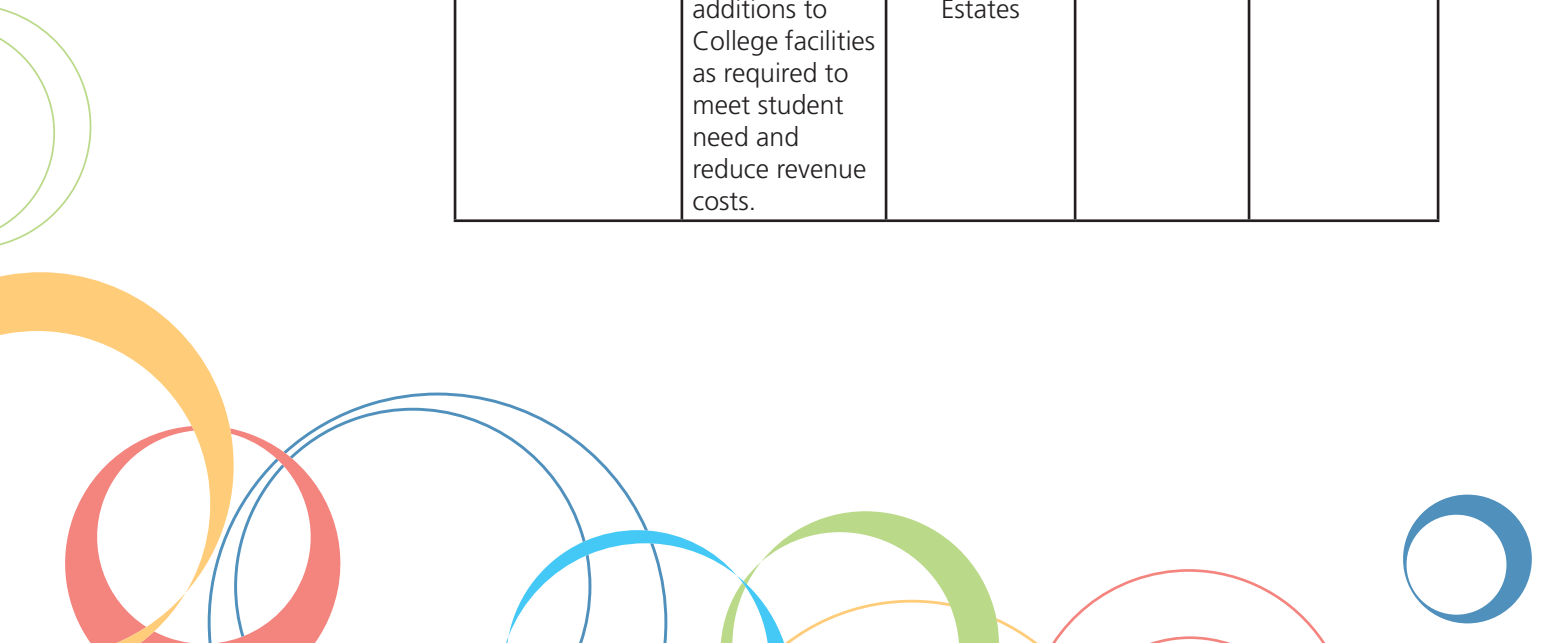
| | | | | |
|----|--|---|---------------------------|-----------|
| | Ensure that all language, imagery and classroom practice used within lessons positively promotes protected characteristics and fosters relationships between protected groups. | Vice Principal Curriculum | End of each academic year | July 2016 |
| | Produce and publish data required by the Equality Act. | Principal | End of each academic year | July 2016 |
| | Provide opportunities for non-traditional learners to gain access to College provision. | Vice Principal Curriculum/ Vice Principal Business Development | End of each academic year | July 2016 |
| 6. | Develop our work with stakeholders to improve the economic prosperity of the south east region. The College will be an active member of a range of groups/committees which develop/impact on education within the sub-region. | Principal | End of each academic year | July 2016 |
| | The College will engage as a key partner in the South East LEP. | Principal | End of each academic year | July 2016 |

| | | | | |
|--|--|-------------------------------------|---------------------------|-----------|
| | The Principal will remain an active member of the AoC Board and the Regional Committees, e.g. ACER (Association of Colleges in the Eastern Region), FEDEC (Federation of Essex College). | Principal | End of each academic year | July 2016 |
| | The College will actively engage with Essex County Council and Thurrock and Southend Unitary Authorities. | Principal | End of each academic year | July 2016 |
| | The College will build on and develop our relationships with Jobcentre Plus to increase our provision for those on active benefits. | Vice Principal Business Development | End of each academic year | July 2016 |
| | Engage effectively with employers and employer representative organisations in the region. | Vice Principal Business Development | End of each academic year | July 2016 |
| | Work with the Local Authorities on the development and implementation of their regeneration strategies. | Principal | End of each academic year | July 2016 |



| | | | | |
|----|---|------------------------|---------------------------|----------------|
| | Engage with a wide range of employers to inform our curriculum offer and positively impact on our delivery. | Principal | End of each academic year | July 2016 |
| 7. | To provide high-quality, fit-for-purpose, accommodation and resources | Deputy Chief Executive | September 2014 | September 2014 |
| | Complete the Thurrock Campus development by September 2014 on budget. | Deputy Chief Executive | September 2014 | September 2014 |
| | Complete the Forum building at Southend and open to students by October 2013. | Deputy Chief Executive | December 2013 | December 2013 |
| | Gain planning permission for all aspects of the Basildon development. | Deputy Chief Executive | July 2013 | July 2013 |
| | Complete the Basildon development by September 2015 on budget. | Deputy Chief Executive | September 2015 | July 2016 |
| | Reduce the College's carbon emissions by 5% per year. | Deputy Chief Executive | September 2015 | July 2016 |
| | Develop and implement a corporate design for all College Learning Resource Centres. | Deputy Principal | September 2013 | September 2013 |

| | | | | |
|--|---|---|---------------------------|-----------|
| | Relocate provision from the majority of off-Campus facilities to main College sites. | Deputy Chief Executive | End of each academic year | July 2016 |
| | Increase student satisfaction in relation to access to new technologies from 90 to 93%. | Deputy Principal | End of each academic year | July 2016 |
| | Improve use of IT in supporting learning from student satisfaction survey from 83% to 86%. | Deputy Principal | End of each academic year | July 2016 |
| | Embed sustainability throughout the College. | Deputy Chief Executive/ Head of Estates | End of each academic year | July 2016 |
| | Update capital equipment on a rotational basis at all College campuses. | Deputy Chief Executive/ Finance Director | End of each academic year | July 2016 |
| | Make appropriate alterations/additions to College facilities as required to meet student need and reduce revenue costs. | Deputy Chief Executive/ Head of Estates | End of each academic year | July 2016 |







Alternative formats:

this plan can be made available in large print, audio and Braille formats upon request.

Please contact
Student Services on
0845 52 12345
or email
guidance@southessex.ac.uk
for further information.

