

STRATEGIC PLAN

AMBITION, ACCESS, ACHIEVEMENT

2020-2023







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ACTION PLAN 31



OUR VISION IS:

Changing lives through learning

OUR MISSION IS:

To develop highly skilled, active citizens of all ages and abilities, leading to meaningful lives and productive careers

EVERYTHING WE DO AT THE COLLEGE IS UNDERPINNED BY OUR **CORE VALUES** WHICH ARE:

PARTNERSHIP

To forge strong partnerships that enable us to continually improve our training and education provision, and create opportunities that benefit all of the communities we serve.

RESPECT

An inclusive environment built on mutual respect, positive experiences and the celebration of talented and diverse communities.

OUTSTANDING

To be outstanding in everything we do, including curriculum delivery, student support and behaviour.

UNITED

To be united in what we do, why we do it and how we achieve it.

DETERMINED

To provide high quality education and training locally, regionally and nationally.

INTRODUCTION

South Essex College is the largest provider of technical and vocational education and training for 16-18 year olds, adults and apprenticeship provision within Essex.

This document outlines our strategic direction and ambitions from 2020-2023 and follows on from our previous strategic plan which ended in 2020.

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 programmes will contribute significantly to personal development and provide our students with relevant employability skills, alongside gaining relevant professional and technical skills. We believe this will enhance their opportunities and contribute significantly to the regional economy.

Our core values encapsulate the ambitions of the college.

We are committed to working closely and productively with all our partners so that together we can deliver a workforce that is skilled for success in south Essex and beyond.

OUR CONTEXT

South 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 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 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 our students with skills to ensure there are sustainable economic improvements locally, regionally and nationally.

The Local Enterprise Partnership (SELEP) has developed a Skills Strategy which clearly puts skills development, particularly at higher levels, at the forefront of its plans. The key focus of the Skills Strategy includes:

1. Improve the talent pool in support of priority sectors, particularly higher level skills
2. Upskill and reskill adults already in employment to create a skilled workforce
3. Increase participation of young people in work, education and training, providing opportunities for young people at all levels and abilities.
4. Improve the basic skills levels and employability of our residents to boost productivity and employment.

This document sets out the ambitions of South Essex College in addressing this agenda set by SELEP in its Skills Strategy and then locally in the Productivity Strategy developed by Opportunity South Essex.

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 the college, university, or through an apprenticeship, is critical to the college.

Some young people in the eastern region experience exclusion and struggle to engage in education or training post 16. Working with these young people and turning young lives around by engaging those 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.

The college works closely with employers to ensure that our curriculum is relevant and fit for purpose. Our aim is to provide young people and adults with the professional and technical skills they require to meet the skills need of local and regional employers, so that they can gain quality employment and in turn improve our local and regional economy. This plan sets out a clear strategy to further develop our relationship with employers and integrate them into our curriculum planning and delivery of apprenticeships, study programmes and higher education.

Supporting our local people, our locality and the region will need to continue despite significant underfunding by government for both young people and adults. The college will continue to offer high quality education and training to support our economy even within 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 VISION AND MISSION

VISION

CHANGING LIVES THROUGH LEARNING

MISSION

- To develop highly skilled, active citizens of all ages and abilities, leading to meaningful lives and productive careers

2.2 THE COLLEGE'S STRATEGIC AIMS AND OBJECTIVES

STRATEGIC AIM 1

Provide high quality, inclusive teaching and learning which raises aspirations

Strategic Objectives:

We will:

- 1.1 Deliver quality innovative teaching, learning and assessment based on the College standards.
- 1.2 Continually improve student performance
- 1.3 Provide integrated, timely, bespoke student support for all of our students.

STRATEGIC AIM 2

Design and deliver high quality progression pathways to support student progression and regional skills needs

Strategic Objectives:

We will:

- 2.1 Further develop our technical and professional pathways at all levels, based on labour market information, to provide a clear line of sight to meaningful, positive destinations at all levels (SELEP, DfE).
- 2.2 Work in partnership with employers to provide workforce solutions and develop relevant apprenticeships.
- 2.3 Grow our Level 4, 5 and 6 provision, including degree, sub degree programmes, higher apprenticeship and professional qualifications.
- 2.4 Develop our adult loan and full cost provision to better meet the need for upskilling of the existing workforce.

STRATEGIC AIM 3

Provide excellent facilities, resources and support for staff and students by achieving robust financial health

Strategic Objectives:

We will:

- 3.1 Provide a supportive environment in which all staff can flourish.
- 3.2 Improve the financial stability and resilience of the college.
- 3.3 Develop our Estate to provide safe and secure, high quality, industry standard facilities, resources and equipment.

STRATEGIC AIM 4

Extend and develop our partnerships to embed our reputation and improve the economic prosperity of the South East and Essex Region

Strategic Objectives:

We will:

- 4.1 Work with and respond to the needs of local stakeholders including South East Local Enterprise Partnership (SELEP), Opportunity South Essex (OSE), schools, businesses and industry, unitary authorities and county council.
- 4.2 Develop sustainable partnerships with employers to inform support and develop our curriculum delivery alongside meeting their needs.
- 4.3 Maintain our partnership arrangements with higher education to validate and inform our curriculum.
- 4.4 Provide opportunities for all students to develop the employability and enterprise skills they need to achieve their career potential.
- 4.5 Encourage our students and stakeholders to contribute to and inform college decision making.

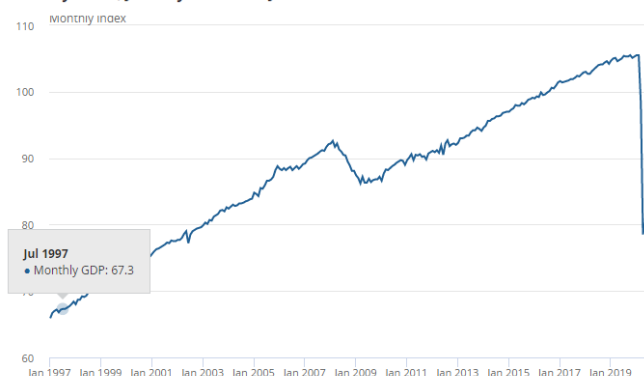
3.1 THE NATIONAL ECONOMY

During 2019 the UK's gross domestic product (GDP) was estimated by the Office for National Statistics (ONS) to have increased by 1.4%, this is one tenth of one percent higher than the figure of 1.3% published in 2018. Low interest rates and consumer spending contributed to this slight increase. The services sector and construction and production also contributed positively to growth in 2019.

2020 sees a very different picture with the economy being severely hampered since full lockdown on the country in March 2020. UK gross domestic product (GDP) is estimated to have fallen by a record 20.4% in Quarter 2 (Apr to June 2020), but by July 2020 as restrictions lifted this has increased to 6.6%. This monthly GDP was still 11.7% lower than the pre-pandemic levels seen in February 2020. At time of writing and with the risk of a full lockdown through the winter there is the potential that we will not see an improvement in GDP until later in 2021.

At the end of the financial year March 2019, the UK's national debt hit 84% of GDP which was a slight decrease on the same period in 2018 where it stood at 84.6%. Not surprisingly, due to the financial measures put in place due to the pandemic, national debt has spiralled, exceeding £2 trillion for the first time at the end of July 2020. This is £227.6 billion more than at the same point last year.

Monthly index, January 1997 until June 2020



Even before the impacts of the pandemic hit, leading economists and think tanks were still predicting an economic slowdown in the next few years as the reality of leaving the EU sets in before new trade deals and transition arrangements are set in stone.

Despite this, before the pandemic hit employment was at a record high. Estimates for September to November 2019 showed a record 32.90 million people aged 16 years and over in employment, 359,000 more than a year earlier.

Due partly to the introduction of universal credit, unemployment rates have generally been falling for the last six years. At the end of 2019 the estimated UK unemployment rate for all people was 3.8%, 0.2% lower than a year earlier. As a result of the pandemic this positive trend has been reversed and the unemployment rate grew to 4.1% in the three months to July, compared to 3.9% previously. This is the highest level for two years with young people being particularly hard hit by this trend. At time of writing this is expected to increase significantly when the furlough scheme ends in March 2021.

Trends towards self-employment and zero hour contracts continue and the number of people in self-employment has also pushed above five million for the first time, showing the increasing importance of flexible working and ensuring that our students are ready to work in a more flexible, 'gig' style economy.

The UK's long-term economic challenge continues to be how to address the long-standing shortfall in productivity levels relative to other advanced economies. The rate of productivity growth has left a significant shortfall in economic activity, taxes and international competitiveness. The latest data suggests that Britain's productivity per worker is 30% lower than the USA and 10-15% behind France, Germany and Italy.

Analysis by PWC shows that, with the partial exception of Germany, these productivity gaps are not due to the UK having too small a manufacturing base. Instead they reflect lower average UK productivity within certain industry sectors (for example retail and wholesale) relative to other advanced economies.

In a 2019 report from the Industrial Strategy Council it was suggested that another contributing factor to this is the degree to which employees are mismatched to the role they are performing. A mismatch of skills means the degree to which employees are engaged in an occupation for which they are not properly qualified. Data from OECD 2017 found that approximately 40% of workers in the UK fall into this category, while 28% are underqualified and 13% are overqualified. Much of this is caused by widespread and long term lack of investment in adult skills and training. The report suggests that by 2030, seven million additional workers could be under-skilled for their job requirements which would currently constitute about 20% of the labour market.

We know that more and more roles will become automated in the future. McKinsey Global Institute estimates that 39% of work activities in the UK are already technically automatable using current technologies. As tasks currently carried out by workers are automated, and as the technological revolution changes the patterns of production and demand for products and services, new tasks and jobs will be created. Some will require entirely new skills and the shift will be towards human competencies, such as communication, interaction and emotional connections. This means that demand for jobs in the UK is most likely to increase for managerial, professional and technical occupations; while production, sales, administration and elementary jobs are at greatest risk of automation.

Nationally the number of adult learners is in decline according to the 2019 Learning and Work Institute (LWI) survey which showed that adult participation has fallen 10 percentage points since 2010, from 43 per cent down to 33 per cent – the lowest figure on record. This is the equivalent to 3.8 million fewer adults taking part in learning since the start of the decade.

In addition, the Employment Trends survey conducted by the Confederation of British Industry (CBI) in 2018 found that talent shortages are the biggest reason companies worry about their competitiveness.

To meet the issues set out by all of this data, a key part of the college's strategic plan for the next three years is to dedicate more time to refreshing our adult offer and working with employers to address their skills challenges.

Employment trends

In March 2019, there were an estimated 5.39 million people employed in the public sector, 15,000 more than in December 2018. It was estimated that 27.38 million people were working in the private sector for September 2019, which was 229,000 more than for a year earlier. There were 5.9 million private sector businesses at the start of 2019 which is 200,000 more businesses than the year before. In 2019 small businesses accounted for 99.3% of all businesses in the UK. Again this is predicted to change as more businesses go out of business as a result of the pandemic.

The estimated number of jobs had been generally increasing since 2013, but fell by 354,000 to 35.41 million jobs in the UK from March to June 2020; this was the largest fall since September 1992.

There is some improvement in vacancy levels however and they were almost 30% higher in June to August 2020 at 434,000.

Number of vacancies in the UK, seasonally adjusted, between June to August 2001 and June to August 2020

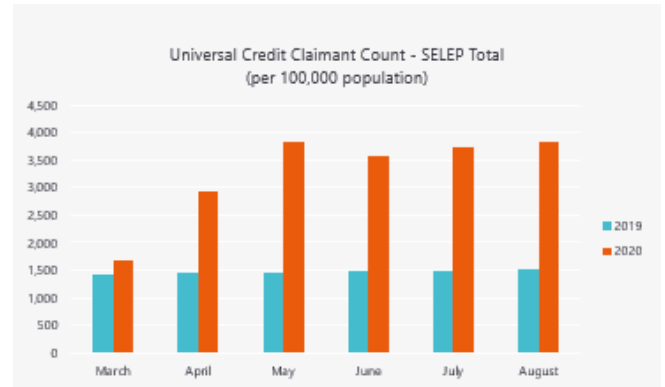


- In terms of where the vacancies are, construction and transport and storage sectors are showing signs of recovery. Wholesale and retail trade and repair of motor vehicle and motorcycles is now the largest sector, alongside significant increases in the health and care sector. Arts, entertainment and recreation is the sector that has struggled the most during the coronavirus (COVID-19) pandemic and has the lowest vacancies per 100 employee jobs ratio of 0.5.
- The estimated number of jobs in “wholesale and retail trade; repair of motor vehicles and motorcycles”, the largest sector, increased by 51,000 from March to June 2020; the increase is being driven by supermarkets and retailers adapting to the coronavirus pandemic by launching more online and home delivery services.
- “Administrative and support service activities” saw the largest fall in the estimated number of jobs between March and June 2020; the sector decreased by 150,000, this was driven by employment agencies because of a lack of customer demand.

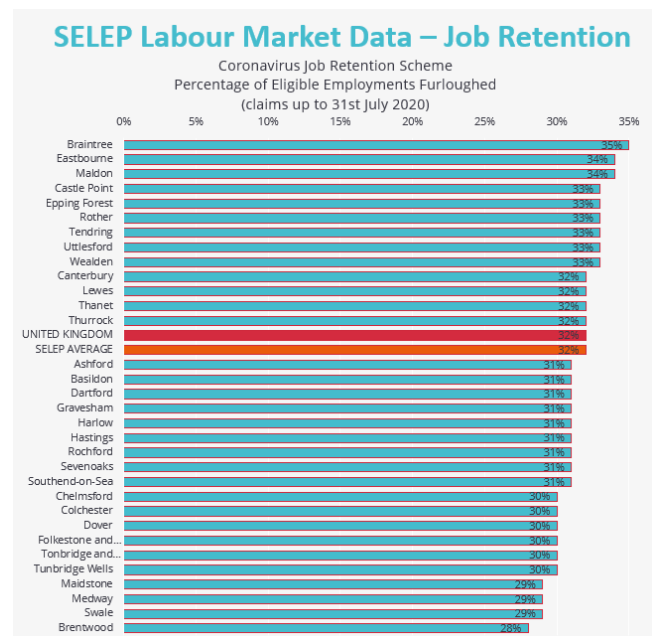
The local market

According to ONS data, Essex has a population of more than one and half million, with unemployment of 2.3%, comparing favourably with a UK average of 3.9% at the end of 2019. As of December 2019, there were 20,290 (2.3%) claiming universal credit in Essex which incorporates Jobseeker’s Allowance against a national average of 2.9%.

However since March and the pandemic there is a different picture with increased numbers of people claiming universal credit across the SELEP region.(162,000 in August)



In addition there are a large number of people across all areas of the region that have been furloughed. The furlough scheme is due to finish at the end of March 2021 and it is anticipated that a high percentage of those people will then be made redundant significantly increasing Universal Credit claimants.

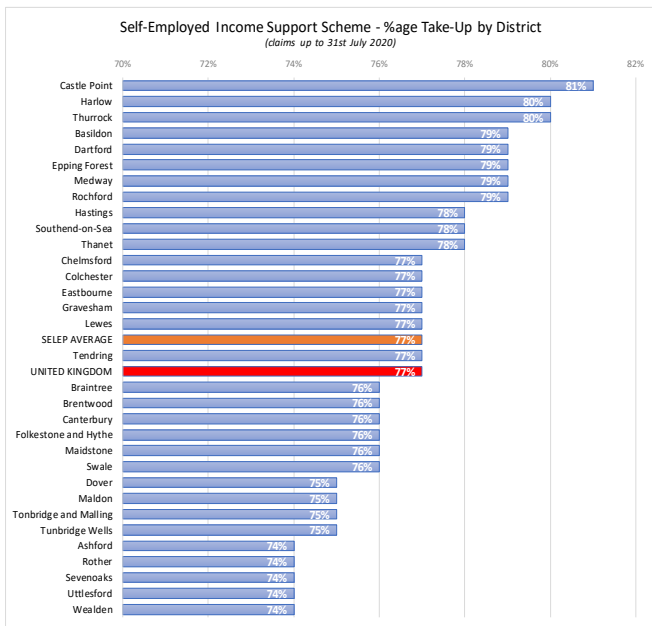


3.2 THE REGIONAL ECONOMY

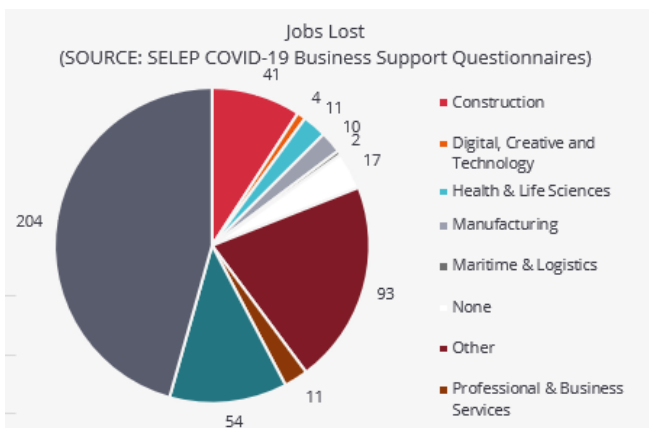
Pre the pandemic, the economy in Essex was made up of around 66,000 businesses (the Employment & Skills Board say 74,000), 90% of which had fewer than 10 employees (ONS report). There are a high number of construction, professional, scientific and technical activities as well as wholesale and retail trade; and repair of motor vehicles.

It is difficult to predict at this point what the impact of the pandemic will be on SMEs but we know that with challenge comes innovation and as a result of the pandemic some councils have reported increasing numbers of businesses being set up in all areas.

The high percentage of take up of the self-employed income support scheme demonstrated in the following graph reflects the high number of SMEs in the college main areas.



The following diagram indicates where the initial job losses are predicted across the SELEP region (source SELEP covid-19 business support questionnaire)



Businesses in Essex generated a gross value added (GVA) of £41.2 billion in 2019 (*provision figure) this is up 15 percentage points since our last strategic plan.

A major factor in the Essex economy is its connectivity to London and the high volume of residents who travel outside of the county to work each day. It is estimated that before

the pandemic more than 150,000 people travelled from Essex into London for work each day. It is expected that this trend may change as many businesses realise there is less need to invest in expensive London office buildings. This may present opportunities for relocation to Essex premises or mean more spend in the local economy as people work from home more.

Traditionally as a result of this regional characteristic, Essex workers earn above the national average. This drives high house prices in parts of Essex and also makes recruiting and retaining talented individuals more difficult, with businesses experiencing greater turnover. On the flip side there are also a large number of commuters flowing into Essex for work from Kent and east London. Again at this stage it is unclear what the predicted impacts of a more remote workforce may mean for Essex. The government has introduced short term reforms to stamp duty which is temporarily resulting in increased house sales.

Essex continues to be an enterprising economy and the rate of start-ups in Essex is higher than the UK average.

There continues to be some variation between where jobs are highest within Essex, but the focus on retail and wholesale persists despite a challenging environment for the retail sector and high streets, particularly in light of the pandemic. Before the pandemic in Basildon there were around 17,000 retail employees, 11,000 working in health and 7,000 in manufacturing. In Southend-on-Sea, there were 11,000 working in retail and manufacturing as well as in health followed closely by 7,000 in education. In Thurrock 19,000 people work in retail and wholesale (reflecting the growth of businesses such as Amazon), there were 9,000 staff employed in transportation and 6,000 in administration.

In terms of job vacancies even before the pandemic, in line with national trends, nursing and care are in high demand across Essex as well as roles in education and sales related positions. In addition with the growth in online shopping there has been a significant increase in logistics roles.

Top Posted Occupations

Occupation	Total/Unique (Jan 2020 - Jul 2020)	Posting Intensity	Median Posting Duration
Nurses	37,809 / 5,929	6 : 1	33 days
Care workers and home carers	30,742 / 5,155	6 : 1	33 days
Primary and nursery education teaching professionals	20,340 / 3,662	6 : 1	31 days
Van drivers	10,640 / 2,419	4 : 1	33 days
Sales accounts and business development managers	10,644 / 2,181	5 : 1	32 days
Elementary storage occupations	9,164 / 2,072	4 : 1	29 days
Book-keepers, payroll managers and wages clerks	15,970 / 1,962	8 : 1	36 days
Cleaners and domestics	7,177 / 1,936	4 : 1	27 days
Business sales executives	7,034 / 1,646	4 : 1	33 days
Nursing auxiliaries and assistants	7,827 / 1,607	5 : 1	30 days
Other administrative occupations n.e.c.	6,818 / 1,592	4 : 1	29 days
Finance and investment analysts and advisers	9,306 / 1,490	6 : 1	36 days
Medical practitioners	6,687 / 1,461	5 : 1	32 days
Kitchen and catering assistants	4,730 / 1,257	4 : 1	30 days
Human resources and industrial relations officers	6,582 / 1,255	5 : 1	33 days
Metal working production and maintenance fitters	8,609 / 1,215	7 : 1	33 days
Programmers and software development professionals	7,331 / 1,162	6 : 1	33 days
Chefs	4,798 / 1,150	4 : 1	30 days
Science, engineering and production technicians n.e.c.	7,643 / 1,118	7 : 1	42 days
Secondary education teaching professionals	7,473 / 1,100	7 : 1	36 days
Marketing associate professionals	5,494 / 1,087	5 : 1	33 days
Sales and retail assistants	4,204 / 1,061	4 : 1	16 days
Educational support assistants	4,268 / 996	4 : 1	24 days
Managers and directors in storage and warehousing	5,471 / 970	6 : 1	29 days

Essex SWOT analysis

STRENGTHS:	OPPORTUNITIES:
<ul style="list-style-type: none"> • Mixed economy not dependent on big employers or sectors • Proximity to good transport links to London resulting in highly paid and highly skilled out- commuters • Entrepreneurial with high levels of self- employment and new business formation • Strong presence of high value sectors such as professional, scientific and technical services • Growing pharmaceuticals and transport sectors • High levels of employees in construction, wholesale and retail, health and manufacturing • Effective role as a business administration and support service centre, providing a cost effective alternative to London • Good proximity to excellent airports and ports 	<ul style="list-style-type: none"> • Strategic infrastructure and investment, for example Crossrail and Lower Thames Crossing, enhancing connectivity with London and the south east • Basildon, Laindon and Pitsea regeneration plans • Potential to harness spending power of out commuting residents • Opportunity to attract businesses out of the capital as costs to businesses in east London boroughs rise • Digitalisation of wider economy is driving huge demand for IT skills • Potential business growth through DP World London Gateway and wider logistics sector • Volume of social care jobs expected to treble by 2030 • Low carbon agenda including environmental goods/services and offshore renewables • London Stansted airport and Southend airport expansion plans could create thousands of additional jobs
WEAKNESSES:	THREATS:
<ul style="list-style-type: none"> • High number of commuters into London • Survival rates for start-up businesses • Large gap between low wages achieved by working in South Essex and high resident wages, achieved through working out of the region • Deep-rooted and long-standing inequalities between districts within south Essex, particularly coastal communities • Affordability of homes in south east Essex is poor at approximately eight times the average annual income • Road network has limited capacity, high levels of congestion and no motorway linkage • Poor public transport links between south and north Essex • Volume of working age people with degree and higher level skills is below the national average • Low supply of high quality hotels and restaurants to support tourist trade 	<ul style="list-style-type: none"> • Further off-shoring of back office financial services and customer contact centres • Reliance on public sector, in particular health and education, may prove unsustainable • Failure to build more houses may undermine Essex's ability to attract and sustain a working population • Vulnerability of the financial sector to global events, in particular volatility related to COVID 19 pandemic and Brexit negotiations • Ageing workforce, in particular logistics & supply chain and advanced manufacturing • Reduction of travel from Southend airport means that Easyjet have closed routes and job losses • Reliant on retail sector and hospitality in some key college areas



Sector trends

To help address skills shortages for the longer term, Essex has identified seven priority sectors with strong potential for growth, where a range of openings exist. These include construction, logistics, engineering, IT, digital and creative and finance and insurance. It is unlikely that longer-term with the exception of the creative industries any of these sectors will be severely impacted by the pandemic.

Table on page 22 outlines employment growth forecasts for 2035 (source East of England Forecast Model) which back up these priorities.

In Essex and surrounding areas, the growth in construction and logistics is being driven by developments such as high numbers of homes being built, infrastructure such as the Lower Thames Crossing, and port and airport expansion, growth of care is being generated by an ageing population.

Other priority sectors are manufacturing and engineering, health, IT, digital & creative and finance & insurance. All these sectors have a strong presence and vital role in the future of the Essex economy. Other sectors that were seen as important include retail, accommodation, catering, and education.

Employment forecasts by sector				
Greater Essex				
	2015	2035	Change between 2015- 2035	
			Number	%
Agriculture	7,460	7,850	390	5%
Mining & quarrying	200	60	-140	-70%
Manufacturing - food	4,020	3,270	-750	-19%
Manufacturing - general	16,470	14,840	-1,630	-10%
Manufacturing - chemicals only	8,350	6,810	-1,540	-18%
Manufacturing - pharmaceuticals	40	40	0	0%
Manufacturing - metals	9,610	7,750	-1,860	-19%
Manufacturing - transport equipment	7,270	6,700	-570	-8%
Manufacturing - electronics	6,460	4,810	-1,650	-26%
Utilities	3,070	3,470	400	13%
Waste & remediation	5,430	8,230	2,800	52%
Construction	76,890	98,780	21,890	28%
Wholesale	51,460	48,610	-2,850	-6%
Retail	89,200	100,590	11,390	13%
Land transport	41,300	48,350	7,050	17%
Water & air transport	1,790	2,570	780	44%
Accommodation & food services	53,060	62,170	9,110	17%
Publishing & broadcasting	10,520	9,410	-1,110	-11%
Telecoms	3,050	3,220	170	6%
Computer related activity	14,890	19,730	4,840	33%
Finance	22,730	17,010	-5,720	-25%
Real estate	12,430	15,640	3,210	26%
Professional services	64,000	76,750	12,750	20%
Research & development	1,900	2,000	100	5%
Business services	54,330	50,380	-3,950	-7%
Employment activities	14,630	16,210	1,580	11%
Public administration	29,130	31,650	2,520	9%
Education	69,450	71,900	2,450	4%
Health & care	100,670	134,710	34,040	34%
Arts & entertainment	20,790	24,420	3,630	17%
Other services	24,690	26,750	2,060	8%

The college's strategy is focused on working with employers, schools and other local partners to help address these skills shortages. In recent years through the merger of South Essex College and PROCAT, we have expanded our construction and engineering offer by opening up our Construction and Engineering Campus on the A127. In January 2021 we will be opening our Centre for Digital Technologies in Basildon to enhance our IT and digital technology provision.

3.3 SECTOR PROFILES

Construction

Before the pandemic the construction sector in Essex was made up of more than 17,000 companies and employed around 65,000 people. Big employers in Essex include Anderson Group, Willmott Dixon, Galliard Homes, Cadman Group, Countryside Properties, EJ Taylor & Sons, Higgins Construction, Keepmoat and Kier Group plc.

The pandemic has obviously had an impact on the sector. Many large projects have been delayed and others cancelled due to financial uncertainty and other factors. Across the wider South Essex LEP, before the pandemic there were an estimated 213,000 people working in construction with this figure set to rise considerably due to the large numbers of new homes being built, large infrastructure projects (i.e. Lower Thames Crossing) and the decline in the number of EU workers due to Brexit. The construction sector, particularly house building has already started to pick up fairly quickly so this demand will continue for the future,

There is a national skills shortage in most areas of construction particularly since the Brexit referendum. These are seen in the traditional trades such as brickwork, electrical, carpentry.

However the largest skills shortage in construction is in higher level and specialist skills including civil engineering, surveying, quantity surveying, project and site management, contaminated land specialist, tunnelling engineer and geotechnical engineers.

Some roles in construction are changing considerably as there is a trend towards off-site housing to speed up the struggling sector. South Essex College is taking the opportunity to establish off site construction as an area of expertise of the college.

Average salaries in this area include project manager (£46k), carpenter (£32k), quantity surveyor (£47k).

Health & Care sector

Before the pandemic, across Essex around 100,000 people were employed in the health and care sector. This is a growing sector across the South East LEP as well as across the UK with an estimated 1.55 million care workers employed currently and an estimated two million health and care workers needed by 2022.

The sector is a mix of small and very large businesses. Main employers in Essex include the National Health Service (NHS), Care UK Health and Social Care, Aldanet Care, BMI Healthcare, BUPA, Nuffield Health, Spire Healthcare and Runwood Homes Ltd.

Essex is already a 'super aged' county, with more than one in five of the population aged over 65 (England is not expected to reach that point until 2025). This means that the challenge to recruit enough staff in this sector will only intensify. One positive to come from the pandemic is the respect and celebration of both NHS and social care workers. We are hopeful that this will increase the visibility of the sector and encourage more young people to look at careers in this area.

Jobs with a skills shortage include nurses, care workers, nursing assistants, dentists through to more specialised roles such as clinical radiology, emergency medicine and neurophysiologist.

Average salaries in this area include: nurse (£35k), care worker (£20k), residential care home manager (£41k), dentist (£63k), social worker (£41k)

IT, digital & creative

Over the past 20 years, the UK has become a global creative and digital hub. Pre the pandemic, the UK's digital technology sector was growing faster than the economy as a whole and according to the Tech Nation 2018 report the sector was worth £184 billion to the UK economy, up from £170 billion in 2016.

Before the pandemic in Essex approximately 30,000 people were employed in these sectors in around 7,800 companies, 96% of which are micro businesses (0-9 employees). Larger employers in the county include: Eurobase Systems Ltd, Majesty House, Coast Digital, Storm Creative, Virtually Mine, Royal Opera House Thurrock. Many of these businesses, particularly in the arts, have been severely impacted by the pandemic with little sign of a quick recovery.

However there is an increased demand for a wide range of digital skills for those already in employment and also to support future development in Internet 4.0, the Internet of Things and the IT Infrastructure required to underpin these developments

Jobs with a skills shortage include software developer, shader writer, animator, IT infrastructure technician and cybersecurity.

Average salaries in this sector are above the national average. These include programmers and software developers (£50k), web designers (£37k), IT business analysts (£47k).

Finance & professional services

Financial and professional services encompass a broad range of roles from money management and insurance through to investments and law.

The UK is the world's second largest financial centre behind the USA and ahead of China and Japan. It was predicted that as a result of Brexit, this is likely to change in the short-term although the UK is still expected to boast a finance sector that is double the size of any other European country. The sector, pre the pandemic, employed 2.3 million (source Reuters Dec 2018) across the UK and generates £27.3 billion in tax (in 2016/17).

Before the pandemic, in Essex there are around 27,000 people employed in the financial and professional services sector across 2,915 enterprises. Employers in the county include: First Data, RSA insurance, Marsh Insurance, HSBC, Grant Thornton, DST.

Positions with high levels of vacancies include Bookkeepers, payroll managers and wage clerks, chartered and certified accountants and financial managers and directors.

Average salaries in this sector are above the national average in Essex due to the close proximity to London and include payroll managers (£22k), accountants (£35k) estimators and assessors £38k).

Transport & logistics

The logistics and transport sector is vital to the UK economy and not more so than during the pandemic. Before the pandemic the sector employed over 2.2 million people nationally, approximately one in 12 UK workers. It is estimated that by 2022 the sector will need to recruit 1.2 million more workers to fulfil demand.

The South East Local Enterprise Partnership is home to the nation's largest concentration of ports, transport and logistics firms, Essex plays a key role in this sector and employs around 40,000 people across nearly 3,500 enterprises. Key employers include: DP World, Amazon, Port of Tilbury, Stobart Air, and London Container Services.

The sector under-performs particularly with education and training - currently it ranks 22nd in the extent of staff training provided across all sectors (source: World Economic Forum 2013 - The Global Competitiveness Report 2013-14). This provides the college with a great opportunity to help upskill the workforce.

Roles within the logistics sector that are in demand include large goods vehicle drivers, elementary storage occupations, managers in storage and warehousing, freight forwarding and supply chain managers.

Advanced manufacturing and engineering

Pre the pandemic, this sector employed more than 50,000 people in Essex in 4,300 companies. Employers include: BAE Systems/Leonardo, Ford Motor Company Limited, Gardner Aerospace, Ipeco, Olympus Keymed, Teledyne e2v, Case New Holland and Leonardo.

Since lockdown this has been a mixed picture. Some parts of this sector are thriving where demand for their product has risen whilst others have seen a sharp decline in demand.

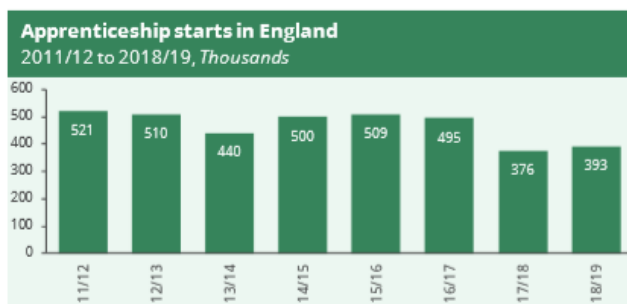
Across the wider South East region, according to the South East LEP in 2017 there were around 108,000 people working in this sector with nearly 12,000 vacancies. Although there may be a decline long term in roles in this area due to robotics, there is currently a skills shortage because of factors such as an ageing workforce. National job shortages include roles such as electrical machine design engineer and power electronics, electronics engineers, production & process engineers and rail & automotive engineers.

Average national salaries include: design and development engineers (£43k) engineering professionals (£33k), mechanical engineers (£38k).

Apprenticeships & workforce

Prior to the pandemic our workforce and apprenticeships team was thriving and we had made changes to this team to ensure that we were well equipped to fulfil both the needs of employers and the growing interest in apprenticeships.

Despite being a key part of government policy, the Apprenticeship Levy, introduced in May 2017 resulted in a short-term drop in apprenticeship starts, see table below.



In 2018/19, there were 742,400 people participating in an apprenticeship in England, with 393,400 apprenticeship starts and 185,100 apprenticeship achievements. Starts at intermediate level and by apprentices aged 25 and over were particularly affected. 72,400 fewer people were participating in an apprenticeship in 2018/19 than in 2017/18. However since the pandemic began, understandably the demand for apprentices has plummeted as employers focus on getting through the challenges as opposed to developing the workforce of the future.

3.4 EDUCATIONAL ATTAINMENT

Secondary school performance in maths and English in Essex as a whole is slightly below all schools in England. At the time of writing the performance data for 2020 exams is unavailable but in 2019, the performance was particularly strong in Southend-on-Sea, where grammar schools inflate the overall percentage. Southend-on-Sea also had the highest percentage of black pupils gaining a strong pass at 78.2%. In Thurrock, however, performance in maths and English remains below the national average, with 38.7% of young people leaving school with a good grade five or above in maths and English.

English and Maths key stage four performance

	Number of pupils at the end of key stage 4	GCSE Grade 5 or above in maths & English (think this is provisional data)
England - all schools	605,874	43.5%
Essex	14,485	41%
Southend-on-Sea	2,058	55.3%
Thurrock	1,750	38.7%

Source: Department for Education – 2017/18 results

Progression to Higher Education (2019)

At time of writing the 2020 data is unavailable but since our last strategic review there has been good progress in terms of numbers progressing into higher education. For example, across Essex in 2016 just 32% progressed against 38% in 2018/2019.

Across Essex the number of young people progressing to higher education when they reach 19 is seven percentage points below the national average as a whole. In Southend-on-Sea, the percentage is much higher, four percentage points above the national average at 49%, however this is once again inflated by the grammar schools, who recruit a considerable volume of pupils from outside of the authority. In Thurrock, progression is weak, with just 35% progressing to higher education. Across Essex, just 17% of young people with free school meal status progress to higher level study which is nine percentage points below the national average. Our University Centre's Access and Participation Plan for the next few years contains a number of initiatives to help address this issue.

	Progression to higher education	Progression to HE with Free School Meal status
Total England	45%	26%
Essex	38%	17%
Southend-on-Sea	49%	19%
Thurrock	35%	12%

Source: Department for Education

School Leaver Projections

After a decline of 16-year-old school leavers in recent years the number of 16-year-old school leavers is expected to slightly rise year-on-year until 2028 across most of the college's catchment areas.

	2020	2021	2022	2023
Southend	2003	2081	2145	2269
Thurrock	2162	2260	2334	2462
Castle Point	1019	986	1043	1004
Basildon	2186	2188	2385	2368

Source: School Census 2018

Attainment by disadvantage

Table 2: Attainment by disadvantage status, England, 2018-2019 (state funded schools)

		Disadvantaged pupils	All other pupils	Difference
End of key stage 4 cohort	2018	141,136	382,490	n/a
	2019	143,816	398,752	n/a
Progress 8²²	2018	-0.44 (-0.44 to -0.43)	0.13 (0.13 to 0.14)	-0.57
	2019	-0.45 (-0.45 to -0.44)	0.13 (0.12 to 0.13)	-0.58
EBacc entry	2018	26.4%	42.8%	16.4pp ²³
	2019	27.5%	44.5%	17.0pp
Achieving English and mathematics (at grades 9-5)	2018	24.9%	50.1%	25.2pp
	2019	24.7%	49.9%	25.2pp
Attainment 8	2018	36.7	50.1	13.4
	2019	36.7	50.3	13.6
EBacc average point score	2018	3.07	4.40	1.33
	2019	3.08	4.43	1.35

Source: key stage 4 revised attainment data

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863815/2019_KS4_revised_text.pdf



4.1 THE COLLEGE'S ESTATE

4.1.1 South Essex College

South Essex College merged with Prospects College of Advanced Technology (PROCAT) in February 2019 and entered a partnership with the National College for the Creative Industries in January 2020. These have resulted in an increase in the number of buildings the college now owns. In addition, the college now has a campus in Stephenson Road (Centre for Construction and Engineering) in Southend and will have a new campus in Basildon in opening January 2021.

South Essex College is now the main provider of college-based vocational and technical education in the south Essex region from Thurrock (just outside the London boundary) to Southend in the east.

The whole college has a campus situated in the town centre of the three main towns along the Thames estuary, situated outside the train station. The campuses make a significant contribution to each town centre economy.

- Thurrock Campus – Grays Town Centre
- Basildon Campus – Basildon Town Centre (opening in January 2021)
- Southend Campus – Southend Town Centre

Each of these campuses has one or two specialisms, where high level programmes are located to reduce the duplication of staffing and equipment.

- **Basildon Town Centre** – digital technologies

- **Southend** – health & social care and creative industries
- **Thurrock** – logistics

In addition, the college has two campuses which specialise in the delivery of engineering, building services and construction.

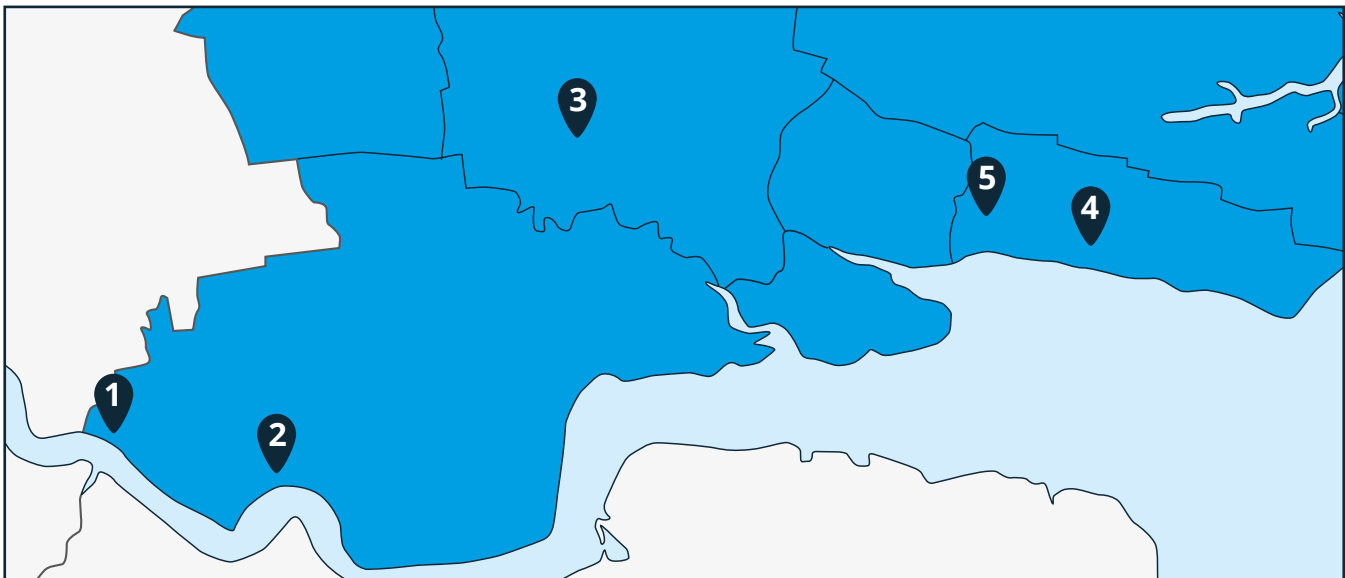
- **Centre for Advanced Engineering** – engineering and building services - Basildon
- **Centre for Construction and Engineering** – motor vehicle engineering and construction – Leigh-on-Sea, Southend

We have acquired a new building as part of the partnership with NCCI in Purfleet, The Backstage Centre, which will specialise in technical theatre and theatre production.

The largest campus is in Southend and accommodates 57% of the students attending college. This building is now 16 years old and requires refurbishment and reconfiguring in light of curriculum changes and the addition of new campuses across the estate.

We are planning to complete our long-term capital strategy by reconfiguring the Southend Campus to house music / music technology, performing arts and dance, much of which is presently delivered in off site, rented premises.

The college has invested a significant amount of money in its estate to provide modern, state-of-the-art facilities for all of our students. We will continue to grow specialist provision at our specialist centres to maximise growth opportunities and make effective use of our estate.



1 Backstage Centre
(Purfleet)

2 Thurrock Campus
(Grays High Street)

3 Centre for Advanced
Engineering
(Basildon)

Centre for Digital Technologies
(Basildon town Centre)

4 Southend Campus
The Forum
Beauty Academy
Princess Caroline House
Xtreme Music Studio

5 Centre for Construction
and Engineering
(Leigh-on-Sea)

4.2 OUR CAPITAL STRATEGY

4.2.1 The college is coming to the end of its long-term capital strategy which aimed to provide new state of the art facilities in each town centre along the estuary. The final stages include the following.

4.2.2 Basildon

The Digital Technologies Campus in Basildon Town Centre will be open to students in January 2021. This campus will provide computing and IT infrastructure training, alongside games design and animation.

4.2.3 Redevelopment of Southend Campus

We will redevelop the Southend Campus to provide new state-of-the-art facilities for performing arts, dance, music and music technology. Alongside reconfiguring some of the spaces as we relocate provision to house health and social care, hairdressing and beauty therapy.

4.2.4 Thurrock Learning Campus

Thurrock Learning Campus is now leased to Osbourne Academy Trust until 2023 as a temporary new free school, Thames Side Academy.

We intend to either find a permanent use for the space or will demolish the building at the end of the present lease period.

4.3 SPECIALISATION

4.3.1 Over the last three years we have begun to locate our provision, particularly at high levels into specialist campuses along the estuary.

There will be little specialisation at Entry and Level 1 and 2 where students often find it difficult to travel and need local provision.

This provision will mainly be offered in each of the main towns so that it is easily accessible to students.

At Level 3 and particularly at Level 4 and 5 and 6 specialisation will increase by subject and campus.

Our curriculum strategy over the next five years is to specialise in areas of provision that meet the needs of our local and regional employers, particularly at levels 3, 4, 5 and 6 and to expand key areas of identified growth including:

- Transport & logistics
- Construction & construction management
- Creative & cultural skills
- IT & digital skills
- Health & social care
- Adult professional qualifications

All of these are identified as priority sectors by SELEP, Opportunity South Essex (Federated Board), the unitary authorities and Essex County Council.

The college has expertise, experience and ability to develop and deliver technical education and training which develops students' skills and the ability to apply these skills in the workplace. We are well placed to meet the skills needs to support further economic development of the Thames estuary and are focused on developing specialisms at each of its centres, providing relevant industry-led technical training.

SPECIALISMS

The Southend Campus:

- Creative & cultural skills
- Health & care

The Thurrock Campus:

- Transport and logistics

Centre for Digital Technologies (Basildon):

- Digital technology

Centre for Advanced Engineering (Basildon)

- Engineering and building services

Centre for Construction and Engineering (Leigh-on-Sea)

- Motor vehicle engineering and construction

Backstage Centre (Purfleet)

- Technical theatre and theatre production



The Forum



Centre for Digital Technologies



Thurrock Campus

4.4 THE COLLEGE'S STUDENT POPULATION

4.4.1 The latest academic year for which student data is available is 2019/20. The following data shows a three-year trend broken down by funding stream. 16-18 and 19+.

2019/20 as at January 2020		
Funding Stream	No of learners	% split
16-18	4,743	50.8%
19+	1,784	19.1%
Apprenticeships	1,314	14.1%
HE	675	7.2%
Full Cost	817	8.8%
Total	9,333	

2018/19		
Funding Stream	No of learners	% split
16-18	5,036	44.6%
19+	3,666	32.5%
Apprenticeships	816	7.2%
HE	772	6.8%
Full Cost	995	8.8%
Total	11,285	

2017/18		
Funding Stream	No of learners	% split
16-18	5,109	46.3%
19+	3,224	29.2%
Apprenticeships	1,160	10.5%
HE	739	6.7%
Full Cost	814	7.4%
Total	11,046	

Note: data is derived from the ILRs, 2018-19 includes PROCAT data

The data shows a decline in 16-18 year olds over the last three years, year-on-year. This is due to increased competition in the 16-18 market due to an increase in school sixth forms, a declining demographic and the withdrawal of some programmes due to poor quality and lack of relevance in the local labour market.

Adult funding is no longer allocated on a learner number basis. An amount of money is allocated and the college has the freedom and flexibilities to then offer what it believes best meets local need.

The majority of our Government Funded Adult allocation (AEB) is spent on providing programmes for the unemployed (over 50%). The remainder is spent on adults doing GCSE or Functional Skills in English or maths and ESOL provision for adults who need to improve their skills in English.

Apprenticeship numbers have significantly increased over the last three years. In 2017/18 the majority of apprenticeship provision at the college was subcontracted to partners, with only 5% being delivered in-house. All apprenticeship provision is now directly delivered by the college.

4.4.2 Southend Map



4.4.3 Basildon Map



4.4.4 Thurrock Map



5.1 INTRODUCTION

5.1.1 In order to meet our strategic aims and objectives we have developed a very clear curriculum plan for the period 2020-2023.

The focus of the plan is to grow and develop our curriculum to better meet the needs of employers, particularly locally and regionally. We will provide clear curriculum pathways, with a clear line of sight to clear, meaningful, positive destinations at all levels.

We have already begun to implement our strategy for employer engagement to realise our ambition. We are establishing industry partnerships that will challenge and inform our curriculum offer based on direct input from employers.

This plan has been developed to clearly articulate the college ambition to be the main provider of industry-led technical and professional pathways for South Essex. Our plans are all based on labour market intelligence and the voice of employers in the region. Our growth plans are concentrated on the key growth sectors identified by the South East Local Enterprise Partnership, Opportunity South Essex and the Business Boards of the three main towns we serve: Southend, Basildon and Thurrock.

Our key drivers for our curriculum are:

- To continually improve outcomes for students choosing to study at South Essex College
- To better reflect the needs of industry by becoming industry-informed
- To rationalise our curriculum offer across the college campuses to create specialisation at higher levels
- To increase and expand our higher education offer in sub-degree and degree programmes including higher and degree apprenticeships
- To continue to grow the apprenticeship offer, particularly at higher levels
- To provide education and training to upskill and retrain adults through maximising adult loans, AEB, employers' Apprenticeship Levy and full-cost provision

5.1.2 Maths and English

The college understands the requirement for all 16-18 year olds who have not achieved a GCSE in maths and/or English at grade 4 to continue their learning in these subjects until they achieve the GCSEs. If they have already achieved grade 4, they will continue to study English and maths throughout their full time programme.

The college has implemented a clear college-wide maths and English strategy which is understood across the college and is "owned" by the departments. We now have a clear human resources and pay strategy for staff teaching English and maths and we have a full complement of permanent teachers to deliver the strategy going forward, which we will maintain and improve through ongoing CPD.

All the research shows that students who resit GCSEs often do little better in a resit.

However, we will work with the students to improve our GCSE achievement at Grade 4 year-on-year, and will measure and report distance travelled from the students' starting point, to evidence the progress students are making in improving their skills.

We will continue to offer a range of opportunities for

adults to increase and improve their literacy and numeracy skills to help them improve their employment prospects, including GCSE, functional skills and basic skills as required.

We will continue to offer functional skills as part of apprenticeship programmes as required and unitted accreditation to learners with very low levels of numeracy and literacy.

5.2 APPRENTICESHIPS

5.2.1 Workforce Team

Workforce is the employer-focussed division of South Essex College blending the best of a commercial training provider with the integrity and rigorous governance of a college to position us as a leading provider of high quality skills solutions both regionally and nationally. Our approach to apprenticeship delivery and wider development is both industry and client focussed to work with employers, supply chains, major projects and local and central government to ensure that a relevant and sustainable skills provision is available to support economic growth.

5.2.2 Plan for Growth

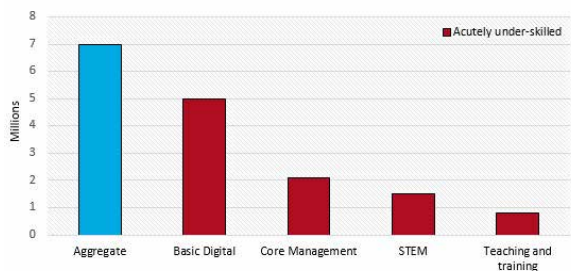
Working closely with employers across the region enables us to understand the technical skills demands that will inform the intent and sequencing within our provision. It is our intention to grow new provision over the next three years, despite the pandemic, by developing a range of new standards at levels 2, 3 and 4, including:

- Professional services – Working with larger employers to expand provision in HR and procurement
- Schools and colleges - Launch the Teaching level 5, Assessor Coach L3 and School Business Professional L4
- Construction – Working with infrastructure projects such as Lower Thames Crossing, linked to 'Tier 1' and 'Tier 2' contractors growing provision at higher levels including surveying and project/site management
- Construction trades – Working with the many house building companies in the Thames estuary to meet their skills needs through increased numbers on a range of building trades including brickwork, multi-skills, carpentry and joinery, plumbing, and electrical installation, alongside higher level apprenticeships in surveying project and site management

5.2.3 Digital Skills

Through labour market intelligence and engagement with key industry stakeholders we have identified a range of current and developing gaps across the digital skills landscape. These gaps have been driven by the move to an Industry 4.0 model for manufacturing industries along with a drive towards a data driven service economy. This has created a complex cross dependency between traditionally separate skills turning to automation, data analytics, machine learning and connected machinery and equipment.

Estimated under-skilling in the workforce in 2030 [1]

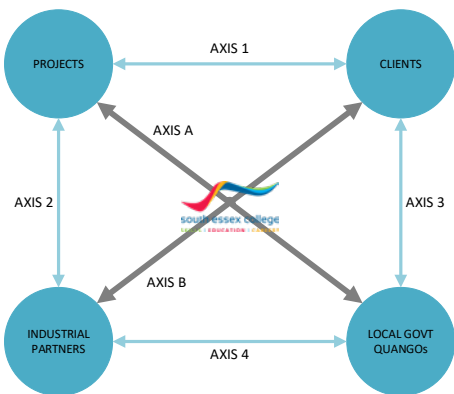


Implementing this into businesses requires not only new roles and skills but also development to retain the currency of existing ones. We will look to implement new apprenticeship standards as they become available in Internet 4.0 Technologies, Automation and Robotics and, Business Improvement Techniques (BIT).

5.2.4 Strategic partners

South Essex College works with strategic partners to identify and develop new apprenticeship provision and curriculum opportunities. The college has a proven track record of innovation and growing provision to meet market demand. The college continually re-designs and changes what it does to meet demand and to take advantage of any opportunity presented to it.

The college will continue to work with and grow its partners to develop provision at all levels, building on its work with Proctor and Gamble, Britvic, Olympus, Leonardo, Honeywell, C2C Trenitalia, Swan Housing, Thames Skills Academy, Basildon Council, Southend Borough Council, Thurrock Council, Essex County Council, Ford, Tesco, Simarco, Lower Thames Crossing, and DP World London Gateway, within the Thames estuary area and many of our SME's.



5.2.5 Industrial partnerships

Creating an ecosystem of industrial partners that are at the leading edge of their sector will support us in staying at the forefront of industry developments. The effect of this is up to date and forward-looking delivery.

We will welcome all new clients to participate in our industrial partner programme. Working collaboratively with the college to:

- Enhance relationships with both clients and industrial partners
- Gather information from industrial partners to inform and support curriculum development and the college offer

It is our intent to create six distinct groupings:

- Digital
- Construction
- Logistics
- Engineering
- Professional services
- Health and childcare

5.2.6 Levy

The college is working hard with industry to find solutions to the funding shortages for non-levy employers. Employer engagement around this subject is a key priority for the college as it supports the following:

- Develop our work with stakeholders to improve the economic prosperity of the south east
- Develop sustainable partnerships with levy employers to inform, support and develop our curriculum offer, increase apprenticeship opportunities and address the apparent skills gaps

It is our intention to work with levy payers to increase their spend within the college and to release as much of the unspent LEVY accounts and pledge it to SMEs, so they can utilise the funding to employ an apprentice.

5.2.7 Non-Levy

The changes in apprenticeship funding and the introduction of the Levy has increased the complexities within the employer engagement conversation. It is clear that employers still do not understand that funding is available to them. To ensure we can increase the non-levy customer base it is imperative we clearly articulate to SME employers the return on investment apprenticeships can provide. Non-levy customers will form a pivotal role within our industrial partnerships providing the link levy partners and the significant infrastructure projects that are taking place within Essex over the next 10 years. .

5.2.8 COVID 19 Pandemic

The college apprenticeship and commercial work has been the area most affected by the pandemic.

When the country went into lockdown in March 2020 many of the apprentices studying with the college were furloughed or put on a 'break in learning'.

The college continued to teach and work with all our apprentices using a wide range of technologies and the majority of apprentices continued with their day release programmes on-line. However, those young people who were put on a "break with learning" were often not in a position to continue with their day release, although the college did remain in contact with them. For example, Tesco put all of their apprentices on a "break in learning" and then used them in their stores to help deal with the demands of the pandemic.

All of the furloughed apprentices (321) are now back in learning, although 18 were made redundant and we are looking for other opportunities for them to complete their apprenticeship.

The new economic situation that employers now find themselves in has had a huge impact on apprenticeship starts for 2020. We are down by 50% in apprenticeship numbers. We do believe that the apprenticeship market will not recover fully for at least another two years. This has slowed our plans for apprenticeship growth and development significantly, with many employers

concerned about taking on apprentices in these uncertain times.

The government have put a financial incentive in for employers who take on an apprentice of £2k but this is having little impact on the market. In response we have scaled back our original apprenticeship growth plans and will aim to redirect resource into other areas of growth, e.g. programmes for the unemployed.

Commercial income stopped completely during lockdown. It has now restarted but restrictions on adults attending college will result in a reduction in commercial work taking place for the next 12 months, unless it can be delivered remotely, which is not possible in technical areas. We will look to diversify our commercial offer to widen our portfolio and increase income in this area gradually over the next three years.

5.3 HIGHER EDUCATION

5.3.1 Introduction

The crucial role that higher level skills development plays in economic growth is well documented.

A significant number of employers in the south east region raise skills and recruitment issues at Level 4 and above as a major concern.

They report concern about the impact on the continued productivity and growth of their business; whether this is related to an ageing workforce, workforce development needs or ability to recruit new talent, particularly from the local area and indeed sometimes the UK.

Higher skills are not just important for our global competitiveness; they have the potential to transform lives by driving social mobility through the development of new skills. Having higher level skills enables people to play a fuller part in society, making it more cohesive, more environmentally friendly, more tolerant and more engaged.

Over half of the employers with vacancies in the south east are seeking degree level candidates. The National Employer Skills Survey states that 55% of employers in the south east are reporting workforce skills gaps in technical, practical or job specific skills and predicts that the number of jobs in skilled occupations typically requiring a high level qualification, is expected to continue to grow. Data clearly demonstrates a need to focus on developing higher level technical skills with those already in employment and in preparing people for the labour market.

The proportion of residents with higher level (4+) qualifications is 5% lower in the south east than the national average.

5.3.2 Strategic Direction

There have been significant changes in the last two years in the management and delivery of our traditional full-time, three- year degree programmes.

There is now a new regulator for higher education - the Office for Students (OFS). They have changed the regulatory regime for higher education significantly since their inception, in response to the Higher Education and Research Act in 2017. They have created a register of higher education providers and set conditions of registration which set baseline requirements for all higher education providers.

The college achieved registration from the OFS in November 2018 with a number of conditions relating to student retention and outcomes which will need to

continually improve over the term of this plan to maintain our registration. We have seen some improvement in our metrics over the last two years.

We appointed a new Dean of HE and have now established an HE Faculty which oversees and monitors all higher education delivery across the college. All full-time, three-year degrees are line managed through the new faculty structure.

The college currently delivers 22 Honours Degree Courses this includes the one-year, top-up in counselling, plus two HND and three HNC courses. All of our creative and cultural degrees are validated by the University of the Arts London (UAL). This is a very productive partnership which has brought strategic support and up-skilling to our staff and our curriculum planning and delivery.

Our health and social care-related degrees are all now validated by the University of East Anglia (UEA). This partnership has been forged and developed over the last three years and is now very strong. This new relationship has enabled the college to move away from its previous validating partner, the University of Essex. There will be no students studying on University of Essex degrees after completion of the 2019/20 cohort.

We have also developed a new validation partnership with the Open University (OU) for our teacher education programmes (PGCE).

Validating partners have been selected on the basis of mutual benefit and a shared approach to valuing and advancing the student academic experience. This is demonstrated in the way the college is committed to using validating partner strategies to inform some of its own strategies and initiatives, especially where they are likely to add value to the student experience. Validating partners gain an increased footprint in the south east region, potentially improve widening participation and an established pathway from FE to HE.

The college will continue to grow and develop our higher level curriculum offer. We recognise that there is increased competition from the university sector, particularly for traditional undergraduate, three-year degrees. In order to compete we will differentiate ourselves through offering "licence to practice" qualifications alongside our main degree programmes, e.g. BSc (Hons) Accounting and Finance degree, ACCA papers F1 to F9. CISCO qualifications alongside our HNC/D in IT.

We will continue to grow and develop programmes focussed on upskilling or reskilling adults. 35% of our existing HE student cohort are adults who are classed as non-traditional learners, many of whom progress from our own internal Access to HE programmes.

Our future development will focus on sub-degree programmes (Foundation degrees or HNC/D) on both a full-time and part-time basis alongside some further higher level apprenticeships. This mixed portfolio will provide a number of routes for adults to upskill and retrain to higher levels via provision which fits around their lives.

We will also develop some on-line resources to enable some programmes to be delivered on a more flexible basis to help support our widening participation agenda.

Our offer will provide local access to higher and degree qualifications, developed with industry partners, which are predominantly vocationally and technically focussed, with "licence to practice" qualifications provided as part of the programme to enhance progression into employment on completion. Our programmes will be delivered with the additional support provided through smaller classes,

significant classroom-based taught hours and exposure and input from employers to increase employment outcomes.

Degrees Presently available:
BA (Hons) Costume Construction
BA (Hons) Fashion Media & Promotion
BA (Hons) Fine Art
BA (Hons) Graphic Design & Illustration
BA (Hons) Interior Design
BA (Hons) Digital Animation
BSc (Hons) Games Design
BA (Hons) Television and Film Production
HND Performing Arts (Dance)
HND Performing Arts (Acting)
BA (Hons) Counselling
BA (Hons) SEND
BA (Hons) Early Years Education
BSc (Hons) Psychology and Sociology
BSc (Hons) Criminology and Forensic Investigation
BSc (Hons) Exercise, Health and Sport Performance
BA (Hons) Business & Entrepreneurship
BSc (Hons) Accounting and Finance
BSc (Hons) Sustainability and Global Citizenship
HNC Construction & the Built Environment
HNC Electrical & Electronic Engineering
HNC General Engineering

Pending Validation 20/21
Performance (Acting and Dance) Top-Up degree
Hair, Media and Makeup 2Y Foundation degree
Mental Health 2Y Foundation degree
Health and Social Care 2 Y Foundation degree
Animal Welfare 2Y Foundation degree



5.4 16-19 CURRICULUM OFFER

5.4.1 We recruited 4,743 16-19 students onto study programmes in 2019/20. The majority of students are recruited onto vocational/technical pathways.

We offer provision at Entry/Level 1, Level 2 and Level 3 to 16-19 year olds. The learners above are broken down into enrolment figures below (excluding English and maths):

	2019/20	Percentage of Provision
Entry/Level 1	1,115	19%
Level 2	1,381	24%
Level 3	3,074	52%
Level X	291	5%

We offer the lower levels of the curriculum on at least two of our campuses, but then consolidate at Level 3 onto one campus wherever possible.

We have a detailed curriculum plan which underpins the strategic plan, which clearly identifies the labour market demand for each of our curriculum areas, outlines what we already offer and details any planned growth.

The table below outlines our curriculum offer for 16-19 year olds and where it is delivered.

Area	Southend	Thurrock	Stephenson Road	Luckyn Lane	Digital Technology Campus Basildon	Backstage Centre
Business	✓	✓				
Construction		✓	✓			
Performing Arts	✓	✓				✓
Travel & Tourism	✓					
Media/Animation	✓				✓	
TV & Film	✓					
IT	✓	✓			✓	
Health & Care	✓	✓				
A Levels	✓					
Early Years/Health & Care	✓	✓				
Art & Design	✓	✓				
Science	✓	✓				
Sport/Public -Services	✓	✓				
Logistics	✓	✓				
Hairdressing	✓	✓				
Beauty Therapy	✓	✓				
Hospitality & Catering	✓	✓				
Engineering		✓	✓	✓		
Building Services		✓	✓	✓		
Motor Vehicle Engineering			✓			

5.5 ADULT PROGRAMMES

5.5.1 The COVID 19 pandemic has increased the college focus on upskilling and reskilling for adults to enable them to gain employment, through developing skills to move into a new sector or gain higher level skills within their discipline/sector to help them retain their employment.

The latest data identifies that there will be increasing numbers of adults claiming Universal Credit who will need to undertake training to reskill and upskill to facilitate them re-entering the employment market. There are vacancies still being advertised in construction, building services logistics, manufacturing and engineering, digital skills and in some professional areas such as accountancy, HR and project management.

The college already delivers a range of employability programmes aimed at getting people into employment. Our plan is to grow and expand these programmes to quickly get people back into the labour market. In addition we will be offering some more substantial retraining programmes for those who wish to change career or increase their skill levels. We are hopeful that the government will provide some financial support for adults to undertake training via the National Skills Retraining programme.

Adult training will become an increasing part of the college delivery and we will build on the good work we already do in upskilling and reskilling adults.

We will be looking to offer provision in:

- Construction trades
- Project management
- Digital skills, e.g. CISCO and Microsoft qualifications
- Logistics, e.g. HGV and fork lift truck driving, warehousing and supply chain management
- Building services, e.g. plumbing, green energy
- Health and care
- Cleaning services

In addition we will further expand our professional course offer to include and expand AAT, HR professionals, teacher education, project management, BIM, CAD, digital marketing, to name just a few.

This will be a major growth area for the college over the next two years, which will require investment in training for existing staff or the appointment of new staff with appropriate professional qualifications.



6.1 STRATEGIC AIM 1

Provide High Quality Inclusive Teaching and Learning which raises aspirations

- 6.1.1 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.
- 6.1.2 We will continually focus on further improving teaching, learning and assessment across the whole college. We will provide support and development to enable teachers to continually improve their practice and skills in the classroom, both in traditional classroom settings, in workshop environments or in the workplace in apprenticeship delivery. We will support staff to embed cross college themes of English and maths, employability and citizenship, alongside meeting the individual needs of students.
- 6.1.3 We will continue to embed all aspects of the study programme for all 16-18-year-olds. We will provide high quality teaching and learning for English and maths at the level appropriate to the student, alongside embedding it into the teaching and learning on the main qualification. All students will be prepared for entering the workplace, including access to good quality work placements and work-related learning.
- 6.1.4 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.
- 6.1.5 We will make learning as relevant as possible to the world of work and help prepare students to move onto their next steps, whether that is employment or further study. We will involve employers in the planning and delivery of our curriculum through the establishment of industry partnerships in each curriculum area.
- 6.1.6 We will continue to grow our apprenticeship provision, both levy and non-levy across the college. We will work with our employers to develop and plan the delivery of high quality apprenticeship standards to meet the needs of both the student and the employer. The close collaboration between the employer, the apprenticeship team, including the trainer assessors and the academic teams will ensure that students experience a high quality programme.
- 6.1.7 We will continue to provide high quality support for all of our students. We will tailor our support to meet the needs of high needs students, looked-after-children and those with clearly identified additional needs. We will continue to provide additional support for all students studying at Entry 3 and Level 1 across the college.
- 6.1.8 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 will help embed the use of online learning and independent study in curriculum delivery.
- 6.1.9 **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
- Embed English and maths in all of our programmes
- Provide good quality work placements for all 16-18-year-olds, with increasing numbers undertaking extended work placements
- 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

6.2 STRATEGIC AIM 2

Design and deliver high quality progression pathways to support student progression and regional skills needs

- 6.2.1 We will continue to deliver and expand our range of high quality technical and professional pathways/programmes for students of all ages.
- 6.2.2 We will continually review and revise our 16-18 study programme offer to reflect labour market information and demand. All programmes will clearly signpost progression pathways for students into higher level study, (including university), apprenticeships or employment.
- 6.2.3 We will have a clear focus on employability and the core skills students require to enter, succeed and progress in the workplace. We will provide all young people with a work placement opportunity and continue to increase the percentage of our students accessing an extended work placement year-on-year.
- 6.2.4 We will extend our offer to young people to include 'T' Levels from 2021. We will introduce three 'T' Levels in 2021. We have expressed an interest for a further four T Levels, so seven in total for 2022/23.
- 6.2.5 We plan to grow our adult provision to include a range of professional and high level qualifications available on a part time basis to support adults in employment wishing to upskill or reskill. We will reduce our sub-contracting for adult programmes, to help people in employment, shifting to full college delivery by year two of the plan.
- 6.2.6 We will grow our commercial programmes across the college to help meet the needs of employers in our region by upskilling and reskilling the present workforce.
- 6.2.7 We will bid for an Institute of Technology (IoT) in Automation, Logistics and Construction to better meet the growing demand from industry and higher level skills.
- 6.2.8 The IoT will be supported by our continual growth in apprenticeship standards available across the college. Our apprenticeship provision has grown significantly over the last two years and we will continue to grow in partnership with our employers, particularly at higher levels.
- 6.2.9 We will also develop our higher education provision at the college. With the acquisition of the Backstage Centre we will develop new degrees linked to the creative industries, as part of the Thames Estuary Production Corridor.

We will:

- Develop clear pathways for all of our courses
- Identify and sign post employment outcomes at all levels
- Bid for the development of an Institute of Technology in automation, logistics and construction
- Continue to grow our apprenticeship provision to better meet employer need
- Grow our professional and technical offer for adults alongside our commercial and full-cost provision to better meet the need for upskilling and reskilling.
- Grow our adult programmes which focus on getting people into work through reducing sub-contracting year-on-year
- Grow our Level 4 and 5 provision
- Grow our commercial and full-cost provision to better meet the need for upskilling of the existing workforce

6.3 STRATEGIC AIM 3

Provide quality facilities, resources and support for staff and students by achieving robust financial health

- 6.3.1 We will employ qualified, confident, inspirational professionals across the college to enable our learners to have high aspirations and to achieve their potential.
- 6.3.2 We will employ experienced practitioners where possible, with up-to-date current and emerging workplace practice, e.g. dual professionals. 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.
- 6.3.3 To take the college to the level of performance we require will present a clear challenge to our managers. Managers will be required to manage their continual improvement and development and set clear, concise but stretching targets for their staff and develop a culture of professional, innovative and flexible practice through competent, clear strategic management.
- 6.3.4 We will provide a supportive environment in which staff can develop, flourish and progress. We will provide ongoing CPD and professional updating for staff. We will implement a range of rewards and recognition for staff who exceed expectations. Alongside providing support for staff mental health and wellbeing.
- 6.3.5 Improve the financial viability and resilience of the college through a range of measures, including:
- Accurate student number targeting and recruitment to targets set
 - Growth in adult and professional programmes including HE
 - Apprenticeship growth for both levy and non-levy employers
 - Ensure effective staff utilisation and reduction in the use of agency staffing
 - Pay down debt to reduce interest rates
- 6.3.6 Complete the College Capital Strategy with the Digital Technologies campus and refurbish existing Southend building to enable growth and consolidation.

- 6.3.7 We will continue to explore new ways of working and new arrangements which may include joint venture arrangements, mergers, and partnerships and any other appropriate arrangements.

We will:

- Provide a supportive, positive environment
- Develop a flexible employment base to help meet the changing needs of the organisation
- Make more use of new technologies to help reduce workload
- Implement a clear pay structure for all staff by the end of the plan
- Remain financially viable
- Explore new ways of working to reduce costs or increase income
- Accurately target student numbers to predict income and budget plan effectively.
- Develop our Estate to provide modern, high quality facilities in the correct locations
- Provide high quality resources and equipment to support learning
- Ensure a safe and secure environment for all.

6.4 STRATEGIC AIM 4

Extend and develop our partnerships to embed our reputation and improve the economic prosperity of the South East and Essex Region

- 6.4.1 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, help us to understand the communities in which we work and challenge us to work in new and exciting ways.
- 6.4.2 We support and contribute to the economic prosperity of the region through the development of sustained partnership with Local Authorities, Unitary Authorities, the County Council, the SELEP and its boards, including the Skills Advisory Panel and the Federated Opportunity South Essex Board, schools, higher education institutions (HEIs), ACL, business and industry.
- 6.4.3 We have developed strong partnerships with employers. We will build on this work and extend our partnerships with a much wider range of employers. We will develop seven industrial partnerships to inform our curriculum development and extend our employer partnerships to co-design and co-deliver new programmes, including apprenticeships to better meet their skills needs.
- 6.4.4 We will maintain our partnership arrangements with our higher education partners to validate, support and inform our curriculum development at Levels 4-6. We will also develop partnerships with HE to bring research capacity to our employer partners.
- 6.4.5 We will use a variety of mechanisms to engage effectively with our students to understand their views and opinions on what we can improve as a college. We will use questionnaires, focus groups, student representatives from course teams, student representatives on committees and boards, alongside building relationships with the student union and other student bodies to ensure that their voice contributes and informs a wide range of decision making.

6.4.6 The college is a key strategic influencer and partner in the development and growth of the south Essex region and the Thames estuary, as an economic growth corridor. We will develop the skills needed to support the ambition of our region.

We will:

- Maintain effective relationships with appropriate funding, regulatory and awarding bodies
- Develop strong relationships with the South East LEP, Opportunity South Essex, County Councils and Unitary Authorities to secure investment and a focus on the skills needs of the region
- Enhance our partnership arrangements with higher education institutions
- Enable our students to contribute and inform college decision making
- Develop further our partnerships with employers to better meet their skills needs

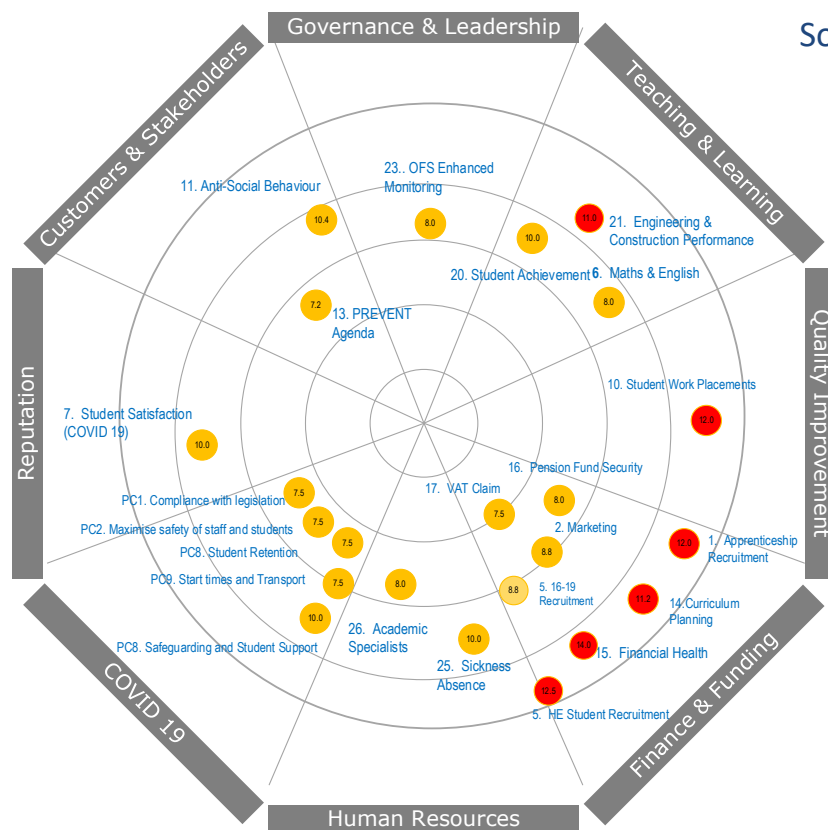


7.1 IDENTIFICATION OF RISK

- 7.1.1 The college uses risk management techniques to assist business planning. A comprehensive risk management plan, which is supported by the internal auditors and various other experts, is used to give the corporation assurance over their control and risk management arrangements.
- 7.1.2 **The risk register is divided into “Risk Themes” as follows:**
- Governance & Leadership
 - Teaching & Learning (Strategic Aim 1)
 - Quality (Strategic Aim 1)
 - Financing & Funding (Strategic Aim 3)
 - Human Resources (Strategic Aim 3)
 - COVID 19
 - Reputation (Strategic aim 4)
 - Customers & Stakeholders (Strategic Aim 4)
- 7.1.3 The key strategic risks arising from each of these themes 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.
- 7.1.4 The detailed risk management register is reviewed regularly by college management and governors. A simplistic graphical representation has been developed called “The College Risk Dartboard”.
- 7.1.5 The dartboard maps the risks identified by the college into the quadrants on the circle so that they are in the theme areas noted above. The further a risk is placed on the dartboard away from the centre of the circle, the greater the potential financial impact.
- 7.1.6 Risks are RAG rated, this means highlighting them Red, Amber or Green depending upon their likelihood to happen and the impact they might have. Impact and likelihood are measured on a scale of 1 to 5 with 5 being the most likely or most impactful. Impact is then multiplied by likelihood to give the risk a score.
- 7.1.7 Since March 2020 the college has kept a separate risk register for COVID 19 actions and impacts. A new section has been added to the dashboard to reflect the key items from this register. Departments have separate detailed and dynamic risk assessments. The strategic register and dashboard only summarise the key points.
- 7.1.8 Risks are scored using a multiplication of a likelihood score and an impact score. The result from this determines the RAG rating for the risk after applying a confidence factor to the mitigation resulting in a net residual risk score.

Impact	Likelihood	Residual risk
1. Not critical to continuing operations	1. Extremely unlikely; rare occurrence	0-6 Green
2. Minor impact in some areas	2. Unlikely	7-10 Amber
3. Minor impact in many areas	3. Moderately likely	11+ Red
4. Significant impact to operations in the future	4. Regular occurrence	
5. Fundamental to continuing operations	5. Highly likely; frequently	

7.2 THE COLLEGE RISK DARTBOARD



Key:
The 5 lines of the dartboard denote the severity of the financial impact.

The closer the dots are to the centre of the dartboard indicates a lower financial impact and the further away from the centre indicates a higher financial impact.

The dots are RAG rated as per the risk register and the number in the centre of the dots refer to the residual risk value.

The number next to the risk on the dartboard above is a reference to the risk and is used to cross refer between the dartboard and the register.

7.3 THE IMPACT

7.3.1 The possible impact of each of these risks, if not mitigated, could have a major adverse effect on the college. The possible impact themes are:

- Student satisfaction
- Reduction in student numbers
- Reduction of income to the college
- Difficult to recruit and retain quality staff
- OFSTED grade
- Financial health
- Poor cashflow
- College reputation

7.4 MANAGEMENT OF RISKS

7.4.1 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 main Board. The college and governors have developed an "Assurance Map" so that it is clear to governors how they can take assurance that a risk is being managed. If any risks become more likely to occur then they are focused on more closely by the board of governors.

7.4.2 The assurance map lists sources of assurance, i.e. Internal Audit, Health & Safety review, OFSTED, HEFCE, SFA etc.

7.4.3 Risks identified are owned by individuals in the college so that they are responsible for managing and mitigating them. The Senior Leadership Team monitor the risks on a regular basis and check and change the mitigating actions being put in place as required.

7.4.4 Both internal and external auditors of the college audit how well we manage risk throughout the college via our risk management processes and report their findings to the Audit and Risk Committee and the main board.

7.5 COPING WITH RISK

- 7.5.1 It is important for the college to manage risk and understand potential impact. It is not possible to completely mitigate against all risks and therefore there are a number of methods the college uses to help manage and cope with risk:
- 7.5.2 The governors established an Audit and Risk Committee which meets termly.
- 7.5.3 The college prepares a three-year financial plan and uses the risk management register to prepare a sensitivity analysis on the assumptions in the financial plan. Since July 2020 ESFA have implemented more regular financial monitoring for Colleges. This is reported to governors.
- 7.5.4 The college prepares monthly management accounts and monitors the key financial risks through a series of Key Performance Indicators.
- 7.5.5 The college employs a specialist company to carry out the internal audit function. The work of the auditor is determined from a review of risks.
- 7.5.6 The college produces a regular learner performance report that is scrutinised by governors. Each governor is also linked to a curriculum department and is invited to attend department reviews with senior management.
- 7.5.7 A dashboard is prepared for governors that highlights key student data and performance such as attendance and retention. This is RAG rated to quickly identify areas that require further scrutiny or assurance.
- 7.5.8 The college focuses significant resource on ensuring classroom practice is of good quality.
- 7.5.9 The college will ensure that appropriate insurances are in place and that they are reviewed regularly.
- 7.5.10 A Section 11 audit is undertaken annually to ensure the college is meeting its safeguarding responsibilities.
- 7.5.11 A separate action plan and risk management plan is used to monitor the PREVENT agenda and the college's response to it.
- 7.5.12 The college will ensure that it regularly reviews risks and takes action to address them.
- 7.5.13 The college ensures a robust Critical Incident Plan is implemented to enable swift response to any risks to the smooth and efficient operation of the business and / or threat to the health and well-being of individuals on our premises. The Critical Incident team established in the college have taken the lead on managing the impact of COVID 19.



8

ACTION PLAN

Our 2020/23 Objectives (Intent)	Our 2020/23 Objectives (Intent)	Our 2020/23 Strategic Targets (Impact)	Progress (Implementation)
<p>1. Provide high quality, inclusive teaching and learning which raises aspirations.</p>	<p>1.1 Deliver quality innovative teaching, learning and assessment based on the college standards.</p>	<p>1.1.1 Maintain Ofsted Grade 2 overall for Quality of Education.</p> <p>1.1.2 Achieve 2% per year increase for the student survey for the quality of teaching and overall score.</p> <p>1.1.3 90% of lesson observations/ peer reviews to achieve a minimum of Good.</p> <ul style="list-style-type: none"> • Creating an environment focused on learning • The use of feedback to support learning and help students progress • Setting high standards of behaviour • Setting demanding work to consolidate and develop knowledge skills • Embedding technical and specialist language • Using support staff to support students 	

Our 2020/23 Objectives (Intent)	Our 2020/23 Strategic Targets (Impact)	Progress (Implementation)
<p>1.2 Continually improve student performance.</p>	<p>1.2.1 For those included in the DfE performance tables (16-18 year-olds only) achieve score of Merit + in first year and then Distinction for Applied General and Level 2 Technicals.</p> <p>Improve the achievement of apprenticeships at or above the national average for overall and timely.</p> <p>Achieve a progress score (DfE) of 0.14 for English and 0.1 for maths. (these are the national averages for English state funded schools/colleges) for maths and English.</p> <p>1.2.2 ALPs Value Added score of 3 for vocational programme.</p> <p>1.2.3 Achieve a retention rate of 94%.</p> <p>1.2.4 Achieve an overall achievement rate (including maths and English) of 84%.</p> <p>1.2.5 Destinations – achieve at least the published DfE national average for sustained positive destinations (89%) for 16-18-year-olds.</p> <p>Achieve positive destinations for higher education students.</p> <p>1.2.6 Competitions – all curriculum areas to take part in at least one external competition</p>	

Our 2020/23 Objectives (Intent)	Our 2020/23 Strategic Targets (Impact)	Progress (Implementation)
<p>1.3 Provide integrated, timely, bespoke student support for all of our students.</p>	<p>1.3.1 Achieve student survey score of 90% satisfaction for student support.</p> <p>1.3.2 Monitor the performance of “at risk” groups so that they achieve in line with the college average for young carers, care leavers, looked after children, those in receipt of free meals, those with EHCPs and those in receipt of additional learning support.</p> <p>1.3.3 Implement additional learning support as required within two weeks of diagnostic assessment.</p> <p>1.3.4 Ensure all group profiles are completed and are then reflected in lesson planning and delivery.</p> <p>1.3.5 Implement an examination preparation programme for all full-time students.</p>	
<p>2.1 Further develop our technical and professional pathways at all levels, based on labour market information, to provide a clear line of sight to meaningful, positive destinations at all levels (SELEP, DFE)</p>	<p>2.1.1 Develop clear pathways for all curriculum areas, identifying employment outcomes at all levels.</p> <p>2.1.2 Maintain Year 11 market share from feeder schools over the life of the plan to maintain 16-18 student numbers.</p> <p>2.1.3 Reduce sub-contracting on adult programmes so all AEB is delivered in-house over the life of the plan.</p> <p>2.1.4 Bid for the development of an IoT in automation, construction and logistics by the end of the plan.</p>	
<p>2. Design and deliver high quality progression pathways to support student progression and regional skills needs.</p>		

Our 2020/23 Objectives (Intent)	Our 2020/23 Strategic Targets (Impact)	Progress (Implementation)
<p>2.2 Work in partnership with employers to provide workforce solutions and develop relevant apprenticeships.</p>	<p>2.2.1 Maintain apprenticeship numbers in 20/21 and then increase numbers by 3pp in 21/22</p> <p>2.2.2 Develop a minimum of four new higher level apprenticeships by the end of the plan.</p>	
<p>2.3 Grow our Level 4, 5 and 6 provision, including degree, sub-degree programmes, higher apprenticeship and professional qualifications.</p>	<p>2.3.1 Implement seven new sub degree programmes, three new degrees (may be more) and five new professional qualifications by the end of the plan. Increase HE income by 20%.</p>	
<p>2.4 Develop our adult loan and full cost provision to better meet the need for upskilling of the existing workforce.</p>	<p>2.4.1 Maintain commercial income in 20/21 then plan to increase income by £40k per year.</p> <p>2.4.2 Grow the adult provision to increase take up of adult loan funding by 5%.</p>	

Our 2020/23 Objectives (Intent)	Our 2020/23 Strategic Targets (Impact)	Progress (Implementation)
<p>3. Provide quality facilities, resources and support for staff and students by achieving robust financial health.</p>	<p>Provide a supportive environment in which all staff can flourish.</p>	<p>3.1.1 All staff to undertake an appraisal moderated by the relevant manager in each year of the plan.</p> <p>3.1.2 All teaching and management staff to undertake a minimum of 30 hours CPD per annum and support staff 20 hours.</p> <p>For teachers and assessors this will include a minimum of one session on industry updating.</p> <p>3.1.3 All managers at all levels to access at least one external CPD opportunity.</p> <p>3.1.4 Wellbeing activities are clearly signposted and accessed by all staff.</p> <p>3.1.5 Staff workload is closely monitored to help maintain staff mental health and a good work life balance, while recognising the extensive demands of the sector.</p> <p>3.1.6 Implement a clear transparent pay structure for all staff by the end of the plan.</p> <p>3.1.7 Improve staff retention by 3% (excluding organisational change and performance management).</p>

Our 2020/23 Objectives (Intent)	Our 2020/23 Strategic Targets (Impact)	Progress (Implementation)
<p>3.2 Improve the financial stability and resilience of the college.</p>	<p>3.2.1 Achieve financial health score of requires improvement by 2021/22 despite impact of COVID19.</p> <p>3.2.2 Achieve minimum contribution level of 40% in each year of the plan.</p> <p>3.2.3 Reduce borrowing by 20% by the end of the plan.</p> <p>3.2.4 Maintain staff costs at no more than 64% of income.</p> <p>3.2.5 Achieve a surplus of £100k by 2022/23 despite COVID19.</p> <p>3.2.6 Maintain a minimum £3m bank balance by the end of each year of the plan.</p> <p>3.2.7 Achieve EBTIDA of at least 10% by the end of the plan.</p> <p>3.2.8 Achieve at least 94% staff utilisation.</p> <p>3.2.9 Provide clear value for money statement for HE students.</p> <p>3.2.10 Establish clear, achievable growth and income targets for all areas of curriculum, including higher education, adults, apprenticeships and 14-16-year-olds.</p>	

Our 2020/23 Objectives (Intent)	Our 2020/23 Strategic Targets (Impact)	Progress (Implementation)
<p>3.3 Develop our estate to provide safe and secure, high quality, industry standard facilities, resources and equipment.</p>	<p>3.3.1 Complete the College Estates Strategy, including the opening of the Digital Technologies campus in Basildon.</p> <p>3.3.2 Reconfigure the curriculum offer at each campus to reflect “specialisation” at higher levels of provision.</p> <p>3.3.3 Complete the sale of the Aveley site to pay down debt.</p> <p>3.3.4 Maintain high quality health and safety and a safe and secure environment at all campuses, particularly related to the Covid pandemic.</p> <p>3.3.5 Consolidate curriculum across the campuses to reduce travel time and duplication of resources.</p>	
<p>4. Extend and develop our partnerships to embed our reputation and improve the economic prosperity of the south east and Essex region.</p> <p>4.1 Work with and respond to the needs of local stakeholders including South East Local Enterprise Partnership (SELEP), Opportunity South Essex (OSE), schools, businesses and industry, Unitary Authorities and County Council.</p>	<p>4.1.1 Work in partnership with Unitary Local Authorities, and County Council to contribute to regenerating our town centres and meet identified skill needs.</p> <p>4.1.2 Successfully access grant funding from SELEP, Local Authorities and any other funding streams to enhance both provision and our estate.</p>	

Our 2020/23 Objectives (Intent)	Our 2020/23 Strategic Targets (Impact)	Progress (Implementation)
4.2 Develop sustainable partnerships with employers to inform support and develop our curriculum delivery alongside meeting their needs.	<p>4.2.1 Develop six industrial partnerships within the following areas.</p> <ul style="list-style-type: none"> • Digital technologies • Construction • Engineering (Manufacturing) • Health and care • Logistics • Professional services <p>4.2.2 Meet the identified skills needs of employers through regular curriculum review and development.</p>	
4.3 Maintain our partnership arrangements with higher education to validate and inform our curriculum.	4.3.1 Maintain partnerships with our three university validating partners.	
4.4 Provide opportunities for all students to develop the employability and enterprise skills they need to achieve their career potential.	<p>4.4.1 To deliver an employability programme for all 16-18 students.</p> <p>4.4.2 Improve enterprise support at Southend and Thurrock campuses.</p> <p>4.4.3 Provide an employability support programme for all HE students to improve student destinations in line with our commitments to the Access and Participation Plan and any associated targets.</p> <p>4.4.4 All full-time students to receive at least two careers guidance interviews by a qualified member of staff (minimum Level 2 IAG).</p>	

Our 2020/23 Objectives (Intent)	Our 2020/23 Strategic Targets (Impact)	Progress (Implementation)
4.5 Encourage our students and stakeholders to contribute to and inform college decision making.	4.5.1 Increase “student voice” activities across the college. 4.5.2 Student representatives attend and engage in all key committees. 4.5.3 Students completing the student survey increases by 2% per year to 92% by the end of the plan.	



south essex college

SKILLS | EDUCATION | CAREERS

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