



Strategic Plan

2017 - 2020

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OUR MISSION AND CORE VALUES

INTRODUCTION

PROUD

PROUD

Partnership

To forge strong relationships 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

Through innovation and inclusivity, in all aspects, be it, provision, support, approach and behaviour.

United

In what we do, why we do it and how we achieve it.

Determined

To provide stronger foundations for education and training, with better prospects leading into long-term education, employment or enterprise.

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

This document outlines our strategic direction and ambitions from 2017-2020 and follows on from our previous Strategic Plan which ended in 2016.

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 to the regional economy.

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

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

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 tackle worklessness, create new jobs, create new business and provide a highly skilled workforce in order to attract new business for the area. There has never been a greater need for skilled professionals in our region and South Essex College plans to be a key provider of skills development across the South East Region at all levels.

The 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 latest Skills Strategy from Central Government has been produced in response to the Sainsbury Report. A group of individuals chaired by Lord Sainsbury made recommendations to change our skills system by 2020 through the introduction of 10 Technical Routes for 16-18 year olds. In addition, the Apprenticeship Reforms Bill, which includes the introduction of an Employer Levy, alongside the development of employer led standards and end point assessment are being implemented. In the middle of all of these reforms the UK has voted to leave the European Union, resulting in a new Government with changed priorities which are mainly focused on BREXIT.

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. Increase participation of young people in work, education and training, with a focus on supporting priority sectors and skills gaps
3. Improve the basic skills levels and employability of our residents to boost productivity and employment.

This document will set out the ambitions of South Essex College in addressing this agenda set by SELEP and then locally via the Employment and Skills Board for Greater 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 University, at the College or through an Apprenticeship, is critical to the College.

Some young people in the Eastern region experience exclusion and do not engage in education or training post 16. Working with these young people and turning young lives around by engaging those who feel excluded or who have been unsuccessful in the past is a high priority for the College.

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

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. One of the biggest changes in the next year will be the implementation of the Apprenticeship reforms. The College has a clear plan to work with employers to deliver the growth in Apprenticeships to better meet employer need.

Supporting our local people, our locality and the region will need to continue despite significant reductions in Government funding 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.

YOUR

Life

OUR COLLEGE

& your &

Future

2.1 THE COLLEGE'S MISSION AND CORE VALUES

Your life, our college, your future
Our core values are:

Partnership

To forge strong relationships 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

Through innovation and inclusivity, in all aspects, be it, provision, support, approach and behaviour.

United

In what we do, why we do it and how we achieve it.

Determined

To provide stronger foundations for education and training, with better prospects leading into long-term education, employment or enterprise.

2.2 THE COLLEGE'S STRATEGIC AIMS AND OBJECTIVES

STRATEGIC AIM 1

Deliver high quality, inclusive teaching, learning and assessment

Strategic Objectives:

We will:

- 1.1** Support the delivery of high quality, innovative and inspiring Teaching and Learning which is celebrated and promoted.
- 1.2** Deliver effective study programmes for 16-18 year old learners including English and Maths, Personal Development and Employability Skills.
- 1.3** Continually improve student performance.
- 1.4** Raise the aspirations and ambitions of all our students.
- 1.5** Provide bespoke, effective and timely support for all our students.

STRATEGIC AIM 2

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

Strategic Objectives:

We will:

- 2.1** Improve financial stability of the College by achieving a minimum 3% surplus by 2020.
- 2.2** Develop our Higher Education provision through continuous improvement of the student academic experience and student outcomes
- 2.3** Continually review College Services to produce ongoing efficiency savings while improving standards.

STRATEGIC AIM 3

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

Strategic Objectives:

We will:

- 3.1** Work in partnership with our staff to provide a supportive environment in which they can flourish and take pride.
- 3.2** Make use of digital technologies to establish integrated systems to reduce workload, and support curriculum delivery.
- 3.3** Improve the professional practice of our staff through structured professional development.

STRATEGIC AIM 4

Respect, Promote and Celebrate Diversity

Strategic Objectives:

We will:

- 4.1** Actively challenge discrimination to foster a culture of social cohesion.
- 4.2** Foster relationships between individuals who share protected characteristics and those who do not.
- 4.3** Embed Diversity and British Values in our teaching, learning and training and foster tolerance and understanding.

STRATEGIC AIM 5

Develop our work with stakeholders to improve the economic prosperity of the South East

Strategic Objectives:

We will:

- 5.1** Continue to maintain and develop partnerships with the South East Local Enterprise Partnership (SELEP), the Employment and Skills Board (ESB), businesses and industry, Unitary Authorities and County Council.
- 5.2** Maintain effective relationships with appropriate funding and regulatory bodies.
- 5.3** Develop sustainable partnerships with employers to inform, support and develop our curriculum offer, and increase Apprenticeship opportunities.
- 5.4** Promote and develop sustainable partnership arrangements with a number of Higher Education Institutions.
- 5.5** Encourage our students and stakeholders to contribute to and inform College decision making.

STRATEGIC AIM 6

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

Strategic Objectives:

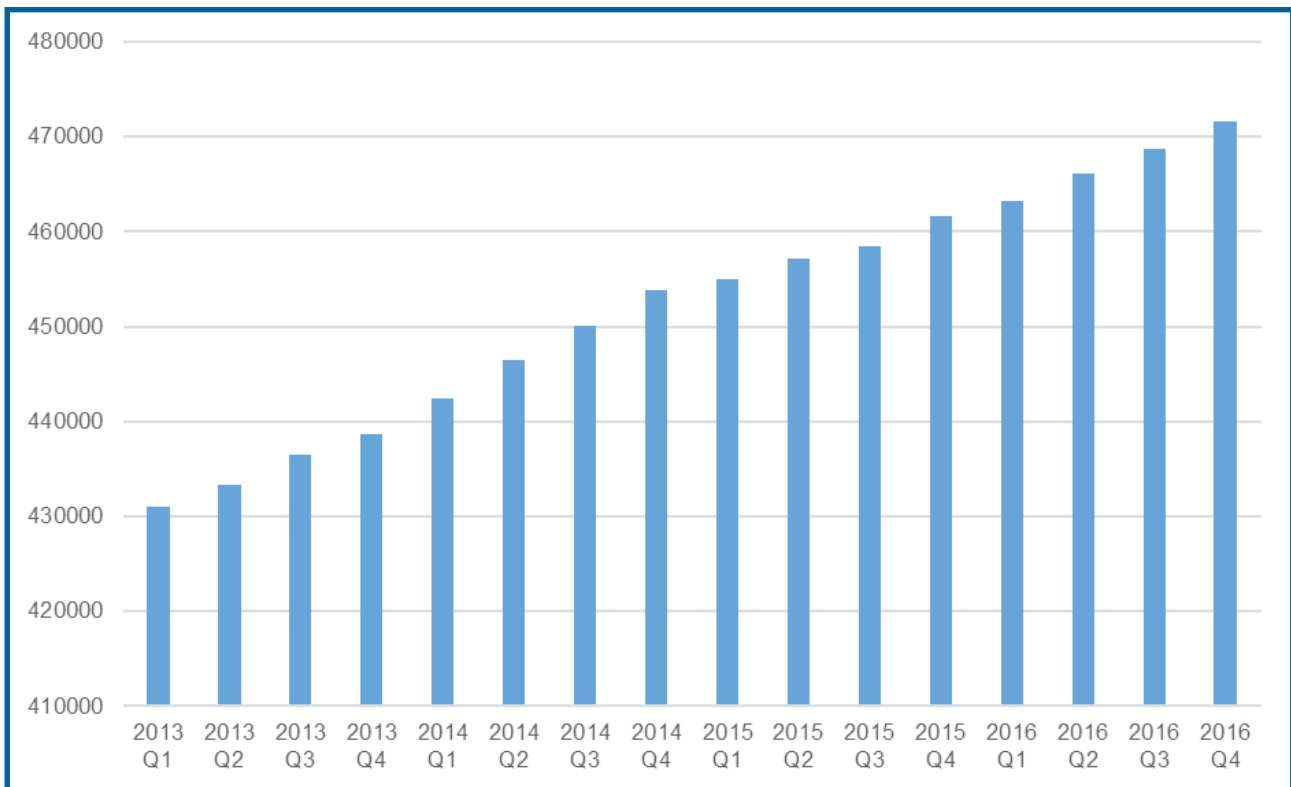
We will:

- 6.1** Develop our Estate, to provide modern, high quality, state of the art facilities, resources and equipment.
- 6.2** Continue to develop the College IT infrastructure to take advantage of emerging new technologies.
- 6.3** Ensure a safe and secure environment for all.

3.1 THE NATIONAL ECONOMY

3.1.1 UK gross domestic product (GDP) was estimated by the Office for National Statistics (ONS) to have increased by 2.0% during 2016, slowing slightly from 2.2% in 2015 and from 3.1% in 2014. Buoyant consumer spending kept the UK economy growing at the brisk pace of 0.6% in the final quarter of 2016. However, the UK's national debt will hit a modern record of 90.2% of GDP in 2017 according to the Office of Budget Responsibility (OBR).

3.1.2 Gross domestic product in the United Kingdom (£million)



Source: ONS

3.1.3 The economy's resilience has confounded forecasters, some of whom feared the UK would slip into recession following the shock outcome of the EU referendum in June 2016. However, economists are still expecting a slowdown this year as higher inflation affects consumers' ability to spend. There were 31.80 million people in work by the end of 2016, 294,000 more than a year earlier. Meanwhile, there are 1.60 million unemployed people, 81,000 fewer than at the end of 2015.

3.1.4 The UK economy is dominated by services, worth nearly 80%, with a strong contribution from retail sales and travel agency services as consumers continue to spend in shops and online. Business services and finance industries are also strong. However, industrial production and construction are flat.

3.1.5 According to the Government, the UK has experienced nearly a decade of historically low productivity growth. The trend rate of productivity growth has left a significant shortfall in economic activity, taxes and international competitiveness. Britain's productivity per worker is 30% lower than the USA and Germany, and behind France and Italy. In its Industrial Strategy, the Government has outlined national priorities to boost productivity. They point out that there is a shortage of technical-level skills in the workforce, ranking 16th out of 20 Organisation for Economic Co-operation and Development

(OECD) countries for the proportion of people with technical qualifications. The UK has particular skills shortages in sectors that depend on STEM subjects, which is seen as being crucial to compete successfully in a global economy.

3.1.6 ONS reports that the total UK public sector employment was 5.44 million by the end of 2016. This is 10,000 lower than at December 2015. Employment in UK local government, at 2.18 million, was 16,000 lower than at June 2016. This is the lowest recorded level since comparable records began in March 1999.

3.2 THE REGIONAL ECONOMY

3.2.1 Essex has a population of 1.79 million, with unemployment of 3.5%, comparing favourably with a UK average of 4.9% at the end of 2016, according to ONS. There were 11,580 people claiming Job Seekers' Allowance in December 2016, significantly down from 16,320 back in February of the same year.

3.2.2 The economy in Essex is made up of 71,000 businesses, 90% of which have fewer than 10 employees. Businesses in Essex generated a gross value added (GVA) of £35.9 billion in 2014. Overall, Essex is the eighth largest economy in the UK. The main areas of strength are scientific and technical businesses, construction, retail and logistics. South Essex represents 36% of GVA in Essex, the largest proportion of the four corridors in the county.

3.2.3 A major factor in the Essex economy is the volume of residents who travel outside of the county to work each day. This totals 29%, with 148,920 people travelling into Greater London. The result of this regional characteristic results in Essex workers earning above the national average. It also makes recruiting and retaining talented individuals more difficult, with businesses experiencing greater turnover. However, there is also evidence of commuters flowing into Essex for work from Kent and east London.

3.2.4 Greater Essex local commuting flows

LA name	Inflow	Outflow	Net flow	Inflow as % of outflow
Basildon	36,096	36,243	-147	100%
Southend	20,683	29,946	-9,263	69%
Thurrock	21,813	35,032	-13,219	62%
Rochford	10,416	24,441	-14,025	43%
Castle Point	7,470	23,573	-16,103	32%

3.2.5 Essex has a reputation for being a county of entrepreneurs, and this is justified, with 54,670 start-up businesses between 2010 and 2015, according to the Essex Economic Commission. Survival rates for new enterprises in Essex are slightly ahead of the UK average. After five years 43.0% have survived compared with 41.7% for the whole of the UK. Sectors with the largest number of start-ups were professional, scientific and technical services with more than 11,000, followed by construction with over 9,000.

3.2.6 There is some variation between the core business sectors within Essex, but the focus on retail persists. In Basildon there are 16,800 retail employees and 11,100 working in health. In Southend-on-Sea, there are 11,500 working in health and 10,100 in retail, while in Thurrock, there are 17,500 people employed in retail and 7,900 in logistics and transport.

3.2.7 Demand for nurses in 2016 was unrelenting, according to job vacancy reporting tool, Burning Glass. Vacancies in the county's hospitals for nurses totalled over 6,500. Business and administration posts collectively totalled almost 10,000, whilst employer demand for teachers in both primary and secondary schools was significant, totalling 8,500. Roles in IT, even more sought after in Greater London, are still prominent in Essex, with 3,771 programmers required by employers in 2016, with support technicians and business analysts also featuring in the top 25 vacancies recorded.

3.2.8 Job vacancies in Essex (2016)

SOC code	Occupation title	Number of job vacancies	Mean advertised salary
2231	Nurses	6,687	£33,142
3542	Business sales executives	4,972	£29,112
4159	Administrative occupations	4,953	£17,393
2314	Secondary education teaching professionals	4,688	£30,705
2136	Programmers and software development professionals	3,771	£45,454
2315	Primary and nursery education teaching professionals	3,769	£31,578
6145	Care workers and home carers	3,186	£19,180
8211	Large goods vehicle drivers	2,925	£26,052
4122	Book-keepers, payroll managers and wages clerks	2,757	£22,193
3545	Sales accounts and business development managers	2,641	£42,693
7129	Sales related occupations	2,477	£27,263
1190	Managers and directors in retail and wholesale	2,280	£29,090
3562	Human resources and industrial relations officers	2,126	£27,934
3543	Marketing associate professionals	2,108	£25,575
3531	Estimators, valuers and assessors	1,992	£33,533
5231	Vehicle technicians, mechanics and electricians	1,976	£26,374
3132	IT user support technicians	1,923	£26,126
2135	IT business analysts, architects and systems designers	1,867	£47,073
2421	Chartered and certified accountants	1,836	£34,422
2319	Teaching and other educational professionals	1,779	£30,329
5434	Chefs	1,766	£21,073
2211	Medical practitioners	1,761	£57,691
2137	Web design and development professionals	1,690	£35,873
6125	Teaching assistants	1,628	£17,689
2433	Quantity surveyors	1,599	£49,809

Source: Burning Glass

3.2.11 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 • High productivity and growing pharmaceuticals and transport sectors • High levels of employees in 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, 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 expansion plans could create 10,000 more jobs; growth at London Southend has the potential to support an additional 2,000 jobs
Weaknesses:	Threats:
<ul style="list-style-type: none"> • South Essex is substantially an exporter of skills to London • Low 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 • 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 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 Brexit negotiations and the Trump administration in the USA • Ageing workforce, in particular logistics & supply chain and advanced manufacturing

3.2.9 The use of Microsoft Office software, including Word, Excel, PowerPoint and Access, were the most sought after skills by employers with job vacancies in Essex in 2016. There were over 14,500 job vacancies advertised with this skill featured in the job specification. Business management skills were also a key feature of employer

demand in 2016, with contract, project and budget management featured as essential criteria. Furthermore in finance, procurement as well as billing, invoicing and accounting featured significantly. Reflecting the job vacancies, IT technical support and SQL coding were required skills in over 7,000 advertised roles.

3.2.10 Skills required by employers with vacancies in Essex (2016)

Skill clusters	Job vacancies
INFORMATION TECHNOLOGY: Microsoft Office	14,504
CUSTOMER AND CLIENT SUPPORT: basic customer service	12,960
SALES: general sales	12,847
BUSINESS: business management	9,437
ADMINISTRATION: general administrative and clerical tasks	8,520
BUSINESS: contract management	7,128
BUSINESS: project management	5,680
FINANCE: budget management	5,104
ANALYSIS: mathematics	5,095
BUSINESS: business process and analysis	4,666
FINANCE: billing and invoicing	4,543
HUMAN RESOURCES: recruitment	4,310
SALES: business development	4,298
BUSINESS: key performance indicators	4,248
ADMINISTRATION: office management	4,052
FINANCE: general accounting	3,859
SUPPLY CHAIN AND LOGISTICS: procurement	3,775
INFORMATION TECHNOLOGY: technical support	3,722
INFORMATION TECHNOLOGY: SQL	3,592
BUSINESS: people management	3,441
EDUCATION AND TRAINING: teaching	3,386
SALES: sales management	3,373
BUSINESS: business strategy	3,370
MARKETING AND PUBLIC RELATIONS: customer relationship management (CRM)	3,245
MANUFACTURING AND PRODUCTION: product development	2,722

Source: Burning Glass

3.3 SECTOR ANALYSIS

Advanced manufacturing and engineering

3.3.1 This sector employs more than 50,000 people in Essex in 4,200 companies. Employers include: BAE Systems, Case New Holland, e2v Technologies, EBM Papst UK, Fläkt Woods, Ford, Ipeco Holdings, Konica Minolta, Raytheon UK, Selex Galileo, Truck-Lite Europe and Visteon.

3.3.2 295,200 people are employed in manufacturing in the East of England, accounting for 11% of the region's total workforce. The East of England's

productivity is 98.5% of the UK average. This makes the region the UK's second-most productive after the south east and London.

3.3.3 There were 16,100 job postings across Essex for roles in this sector during 2016. Specialised skills in demand include: computer aided design, mechanical engineering, mechanical design, product development, repair electrical engineering and computer numerical control.

Health and care

3.3.4 This sector employs more than 31,000 people in Essex in 1,300 companies. Employers include: Aldanat Care, Care UK Health and Social Care, Essex County Council, Forest Homecare, National Health Service, Interserve Healthcare, Orchard Care Homes and Runwood Homes.

3.3.5 Around a third of the adult social care workforce in England is in London and the south east, equating to around 385,000 workers. There are around 36,000 over 85s in Essex, equivalent to

a large market town and this figure will more than double in the next 20 years. The number of people in Essex needing social care support is expected to rise from 35,000 (2013) to 137,500 by 2030.

3.3.6 There were 22,857 job postings across Essex for roles in this sector in 2016. Specialised skills in demand include: home management, social work, care plans, patient bathing, cleaning, working with dementia, mental health, meal preparation and senior care.

Construction and the built environment

3.3.7 This sector employs more than 56,000 people in Essex in 15,000 companies. Employers include: Anderson Group, Brennan Group, Cadman Group, Countryside Properties, EJ Taylor & Sons, Higgins Construction, Hutton Construction, Kier Group, Keepmoat and Ringway Jacobs.

3.3.8 Construction output in the East of England is projected to grow at an annual average rate of 2.3% between 2016 and 2020, slightly below the UK

average of 2.5%. Total construction employment is likely to increase in line with the UK average rate, at 1.1% per annum between 2016 and 2030.

3.3.9 There were 8,871 job postings across Essex for roles in this sector in 2016. The most in demand job occupations include: bricklaying, carpentry and metal work, electrical & electronic trades, heating & ventilation trades, quantity surveyors and plumbers.

Finance and insurance

3.3.10 This sector employs more than 25,800 people in over 2,600 companies. Employers include: Alpine Insurance, Aon, Barclays, Hiscox Insurance, HSBC, IFDS, Lloyds TSB, Marsh and McLennan, Nationwide, QBE, Santander and Swinton Insurance.

3.3.11 According to research by specialist recruiter Robert Half, almost all (99%) of the Senior Financial Services Executives

surveyed felt that finding the right quality of finance professionals was a challenge.

3.3.12 There were 10,318 job postings across Essex for roles in this sector in 2016. Specialised skills in demand include: accountancy, business management, bank reconciliation, account reconciliation, financial accountancy, claims adjustments, VAT returns, balance sheet and customer checkout.

IT, digital and creative

3.3.13 This sector employs more than 29,000 people in over 7,000 companies. Employers include: Adphonic, BT, Coast Digital, Eurobase Systems, Kat Marketing, Mercury Theatre, Oakley Integrated Business Solutions, Objective IT and Storm Creative Media.

3.3.14 In the Creative Economy (including all creative occupations across all sectors) there were 213,000 jobs in the East of England and 435,000 jobs in the south

east in 2014. The Creative Economy accounts for 7.7% of jobs in the East of England, compared to 28.9% in London.

3.3.15 There were 14,646 job postings across Essex for roles in this sector in 2016. Skills in demand include: SQL, JavaScript, .NET programming, Microsoft C#, SQL server, technical support, IT support, website development, marketing, social media and Adobe Photoshop.

Logistics and supply chain

3.3.16 This sector employs more than 35,000 people in over 2,900 companies. Employers include: DP World, DSV, Harwich International Port Ltd., Manchester Airport Group, Port of Tilbury Ltd., Stobart Air, Tilbury Container Services, Uniserve and Woodland Logistics.

3.3.17 The south east employs the greatest number of individuals in the sector (222,000), followed by London (193,000), the north west (165,000)

and the east of England (149,000). This reflects the major transport hubs. The average age of the workforce is 56 years old, with only 9% under the age of 25.

3.3.18 There were 7,997 job postings across Essex in 2016. Specialist skills in demand include: forklift operation, warehouse management, transport management, stock control, heavy/large goods vehicle driving and efficient transportation.

3.4 EDUCATIONAL ATTAINMENT

3.4.1 Secondary school performance in Maths and English in Essex as a whole is above the national average. The performance is particularly strong in Southend-on-Sea, where grammar schools inflate the overall percentage. In Thurrock, however, performance in Maths and English is two percentage points below the national average, with 61.5% of young people leaving school with grade C or better in Maths and English.

3.4.2 English and Maths key stage four performance

	Number of pupils at the end of key stage 4	Grade C or better in English and Maths GCSEs
England - all schools	600,425	59.30%
England - state-funded schools only	540,689	63.00%
Essex	14,607	64.30%
Southend-on-Sea	2,047	69.00%
Thurrock	1,721	61.50%

Source: Department for Education

3.4.3 Progression to Higher Education (2016)

The number of young people progressing to Higher Education when they reach 18 is five percentage points below the national average in Essex as a whole. In Southend-on-Sea, the percentage is much higher, four percentage points above the national average at 41%, 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 over a quarter of 18-year-olds progressing to higher education. Across Essex, just 7% of young people with Free School Meal status progress to higher level study.

	Progression to higher education	Progression to HE with Free School Meal status
Total England	37%	13%
Essex	32%	7%
Southend-on-Sea	41%	11%
Thurrock	26%	13%

Source: Department for Education

3.4.4 School Leaver Projections

The volume of 16-year-old school leavers is expected to continue a steady decline until 2019. Across the College's key catchment area, the number of school leavers will drop by 3.4% between 2016 and 2018. This drop follows three previous years of continued decline. However, there is projected to be an increase in 2019 of 3.1% and a further 5.2% rise in 2020.

	2016	2017	2018	2019	2020
Basildon	2,039	1,992	2,021	2,067	2,161
Castle Point	996	987	893	956	970
Southend-on-Sea	1,891	1,964	1,855	1,861	1,959
Thurrock	1,984	1,862	1,906	2,000	2,150

Source: School Census 2016

4.1 THE COLLEGE'S ESTATE

4.1.1 South Essex College

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

- South East Essex College
- Thurrock & Basildon College

South Essex College is now the main provider of college based vocational education in the South Essex region along the Thames from Thurrock (just outside the London Boundary) to Southend in the East.

The College has 3 main campuses based in the 3 main towns along the Thames Estuary.

- Thurrock Campus – Grays town centre
- Basildon Campus – just outside the town centre with plans and funding to relocate in the next two years to a new campus in the town centre
- Southend Campus - based in the town centre

All campuses (once the new Basildon campus is complete) will be situated at the heart of each town centre outside the train station. The campuses all make a significant contribution to each town centre economy.

The largest campus is in Southend and accommodates 50% of the students attending the College. The building in Southend is now 12 years old and does require some reconfiguration which the College has planned over the next 3 – 5 years.

The newest campus is based in Grays Town Centre in Thurrock. This building, mainly funded through the sale of the old Thurrock Campus, is the second largest. The building was opened in September 2014 and is still not at full capacity.

Our oldest campus is in Basildon, where the accommodation is in desperate need of replacement. We have now agreed sale of the Basildon Campus land which provides the opportunity to build a new campus in Basildon town centre.

4.2 THE STRATEGY

4.2.1 Basildon

The sale of the Basildon Campus in partnership with the Housing and Communities Agency and Basildon Council will provide the capital money required to replace all the provision at the present Basildon Campus.

The replacement of the provision will include:

- The relocation of Motor Vehicle and Engineering provision and Construction trades facilities from Nethermayne to another site. The College has carried out an extensive search for sites to relocate the provision within Basildon, but has failed to secure any possible opportunities.
- The building of a new campus in Basildon town centre with a specialism in Digital Technologies. The College has already secured a town centre site, opposite the train station which will be available by July 2017. The new campus will be opened in 2020. This campus may also house Science provision (presently at Basildon).
- The relocation of Hairdressing to Southend is also part of the relocation.

We have identified a site on the border of Basildon and Southend, which we are now pursuing as a realistic replacement site for this provision.

If the College agrees to purchase the site, then it will relocate Motor Vehicle and Engineering by September 2018 and the Construction facility by 2018/19.

4.2.2 The Forum Phase 2

The Local Authority in Southend wish to develop the space opposite the present Forum building in partnership with the College. We plan to relocate some Dance and Performing Arts

provision plus Extreme Studios and Catering. This is only at a feasibility stage at present but if we go ahead it will be complete by September 2021.

4.2.3 Aveley

The College has a piece of land in Aveley which is currently not used. We are in discussions with Thurrock Council to include this as a potential site for housing. If this is approved it will release capital money

to enable refurbishment of Thurrock Learning Campus and to develop a Logistics facility in Thurrock, preferably on the Dubai Ports Logistics Park. The plan is to complete the sale of the land by 2019.

4.2.4 Thurrock Learning Campus

Thurrock Learning Campus (TLC) at Thurrock presently only has temporary planning permission, as it was originally intended only as a temporary building. The College intends to retain the building by gaining permanent planning permission and upgrading it.

4.3 SPECIALISATION

4.3.1 At present our campuses, as a result of the merger, have offered similar provision at each campus, particularly at levels 1-3. We have already started to address this issue and have closed provision at some campuses to consolidate at particular sites, e.g. Health & Early Years at level 1-3 was closed at Basildon and consolidated to Southend and Thurrock. Beauty was closed at Basildon and is now focused at Thurrock and Southend. This process has to be done slowly with sufficient notice for students to accept the need to travel.

We plan to continue this specialism over the next 2 to 3 years, which will be aided by the new campus planned for Basildon Town Centre.

There will be less specialism at Entry, level 1 and 2 but as students progress to level 3 and particularly to level 4, 5 and 6, specialism will increase.

We have a very broad curriculum offer which will become more specialised by campus and subject as the levels increase.

Our curriculum strategy over the next 5 years is to specialise into areas of provision which meet the needs of our local and regional employers, particularly at levels 3, 4 and 5 and to expand into some 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 in both Greater Essex and Thames Gateway South Essex Federated Areas, through the Essex Employment and Skills Board (Federated Skills Board of the LEP).

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.

Our focus will be to create three main college campuses, each of which has one or two clear specialisms, particularly at Level 3, 4 and 5, and a specialist Logistics Centre.

The Southend Campus will have two main specialisms:

- Creative & Cultural Skills
- Health & Care

The Thurrock Campus:

- Construction

Basildon Campus:

- Digital Technology
- Plus a new Logistics Technical Training Centre

We are working with Thurrock Council to hopefully develop a new industry-led Technical Training Centre, within one of the new Logistics parks along the river in Thurrock to service the growing skill demand.

4.4 THE COLLEGE'S STUDENT POPULATION

4.4.1 The latest academic year for which student data is available is 2016/17. The following data shows a 3 year trend broken down by 16-18 and 19+.

2016/17		
Age Group	No of learners	% split by age
16-18	5,299	49.5%
19+	3,000	28.0%
Apprenticeships	2,396	22.4%
Total	10,695	

2015/16		
Age Group	No of learners	% split by age
16-18	6,017	49.6%
19+	3,058	25.2%
Apprenticeships	3,051	25.2%
Total	12,126	

2014/15		
Age Group	No of learners	% split by age
16-18	6,425	47.4%
19+	3,974	29.3%
Apprenticeships	3,165	23.3%
Total	13,564	

The data shows a decline in 16-18 year olds over the last 3 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.

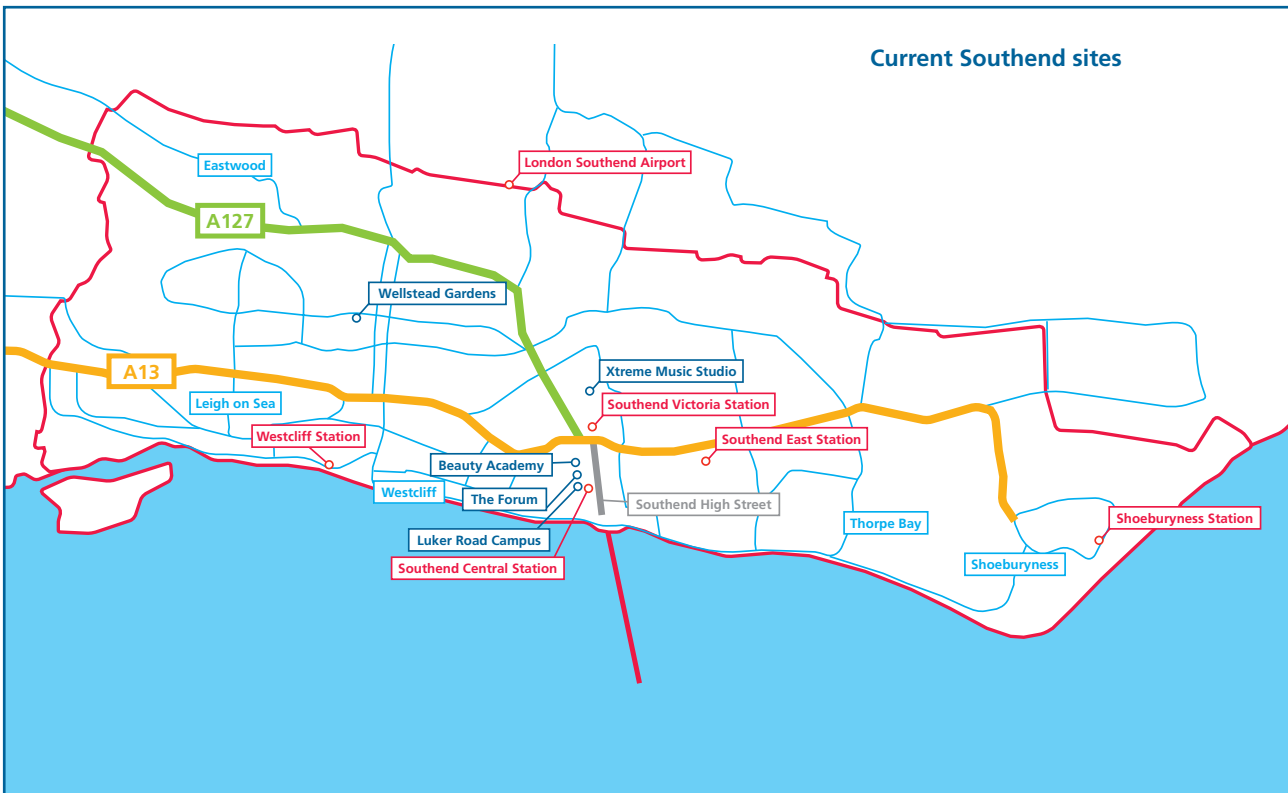
The majority (85%) of the College adult funding is spent on long Level 3 programmes, mainly Access to HE. The remainder of the money is focused on programmes for the unemployed in partnership with Jobcentreplus.

These percentages will change over the next 3 years as the College grows its apprenticeship provision from both levy and non-paying levy employers.

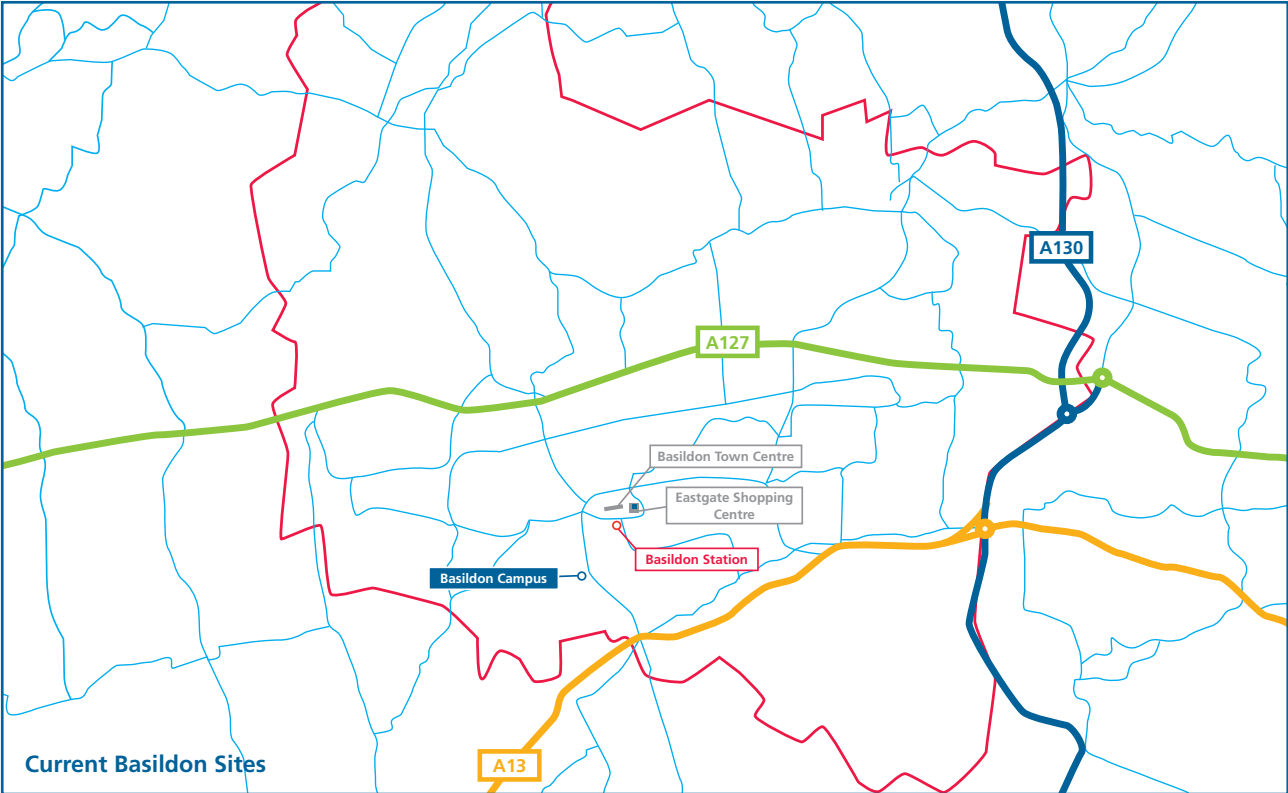
Breakdown of student numbers by funding agency over the last 3 years.

	2016/17	2015/16	2014/15
EFA Funding	5,299	6,017	6,425
SFA Classroom Based Funding	3,000	3,058	3,974
Apprenticeships 16-18	952	1,111	1,094
Apprenticeships 19+	1,444	1,940	2,071
Higher Education	771	643	477
Total	11,466	12,769	14,041

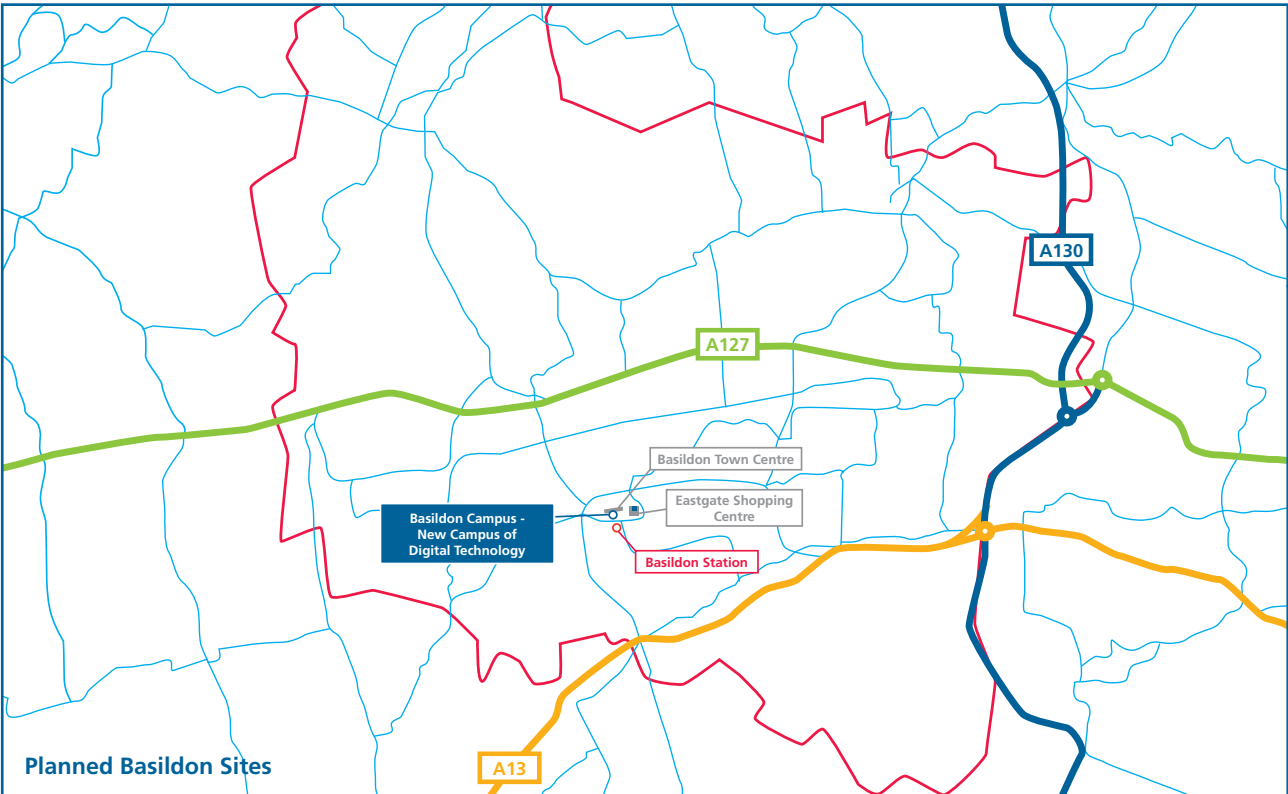
4.4.2 Southend Map



4.4.3 Basildon Maps

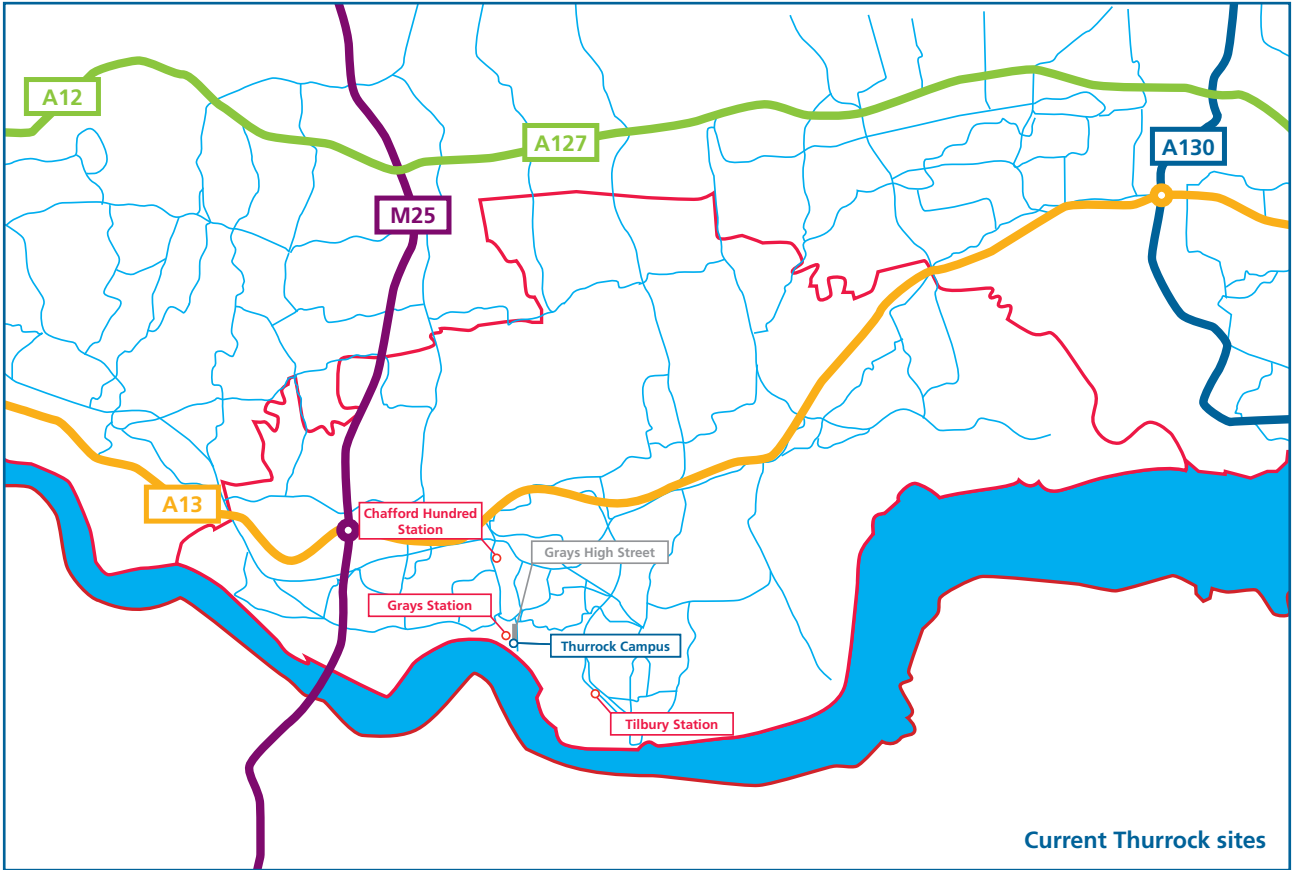


Current Basildon Sites



Planned Basildon Sites

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 2017-2020.

The focus of the plan is to grow and develop our curriculum to better meet the needs of employers, particularly locally and regionally.

We have already begun to implement our strategy for employer engagement to realise our ambition. We are establishing Industry Partnerships (IDPs - informed by the SFA/ UKCES Employer Ownership Pilots), 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 vocational education and training 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, the Essex Employment and Skills Board, Thames Gateway Partnership 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 being totally industry-led.
- To rationalise our curriculum offer across the College and focus on specialisation.
- To increase and expand our Higher Education offer in both degree programmes and Higher and Degree Apprenticeships.
- To plan for the Apprenticeship changes that will begin to be implemented in April 2017.
- To provide education and training to upskill and retrain Adults through maximising adult loans, 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 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 for 2016/17 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 no better in the resit and many achieve a reduced grade. However, we will implement the national strategy and will improve our GCSE achievement at new Grade 4 (previously Grade C) year on year, alongside achievement of functional skills qualifications at Level 1 for those who do not have the required skills to undertake a GCSE programme.

In addition we will increase the number of adults undertaking Maths and/or English qualifications at the College.

5.2 APPRENTICESHIPS

5.2.1 Plan for Growth - Apprenticeships

With the forthcoming reforms in funding methodologies and the ongoing design and implementation of new Apprenticeship

standards, we have redeveloped both strategic and operational plans to ensure we are well positioned to enable growth.

5.2.2 The Apprenticeship Levy

The implementation of the proposed Levy in April 2017 will have a significant impact on the delivery and uptake of Apprenticeships. It is likely that we will see an effective end to sub-contracting relationships that currently exist in the sector, as employers will be directly purchasing provision via their new online accounts. This has a significant impact on South Essex College, as prime allocation holder for the Nova partnership.

We have already started to develop an effective communications strategy to inform employers and business groups of the Levy and how it will affect them. We will work with employers and their supply chains to ensure that they get best value in terms of skills development from their Levy accounts.

5.2.3 Non-Levy Employers

The Government will continue to fund SMEs and micro businesses who do not qualify to pay a levy. In the initial stages this will continue to be through funding allocations to colleges/providers. The

main change is that the employer will be required to make a contribution of 10% unless they are a micro business (less than 50 employees) and take a 16-18 year old, where no contribution is required.

5.2.4 Becoming a recognised Assessment Organisation

In addition to being an approved apprenticeship deliverer, South Essex College will become a major player in the South of England as an Assessment Organisation.

We will apply to become a recognised end-point Assessment Organisation in identified sectors where we have particular expertise and become the assessor of choice

for large and small training providers. Our assessment team will deliver end-point synoptic testing/assessments for employers and providers across the South of England and beyond. It is envisaged that we will deliver at least 50% more assessments than we commission for our own apprenticeship programmes. This can become a major income stream in its own right.

5.2.5 Re-launching our Traineeship offer

In order to give our employers more confidence in recruiting 16-18 year-old apprentices, we will re-design and re-launch our Traineeship provision, to create an effective stepping stone into Apprenticeships, for those who are not quite ready. Working with

employers, we will design a flexible programme that provides the soft skills top-up, along with meaningful work experience. This will be an opportunity for employers to “try before they buy” and become an effective Apprenticeship feeder and extended interview/trial.

5.2.6 Launching Apprenticeship provision in new sectors

South Essex College will work with strategic partners to identify and develop new Apprenticeship provision. Our main focus will be to develop provision at Levels 3-6, particularly in leadership and management. We are already investigating and conducting feasibility work on the following sectors/key employers, in particular:

- Logistics & Transport – Building on our work with Port of Tilbury and DP World, we have opportunities with the likes of Amazon and UPS entering our locality. It is envisaged that we will develop a Technical Training Centre for Logistics located within the Thames Estuary area.
- Digital Technologies – We will work with employers to further develop our IT provision to make it industry relevant, including higher level apprenticeships.
- Creative & Media – Building upon our existing work with the Production Park in Purfleet and beyond.
- Construction – Working with employers such as Redrow Homes (Nethermayne development), Morgan Sindall (Basildon District Council works) and wider housing and regeneration contractors to develop a wider, responsive Apprenticeship provision in Construction.

5.3 HIGHER EDUCATION

5.3.1 Introduction

The crucial role that skills development plays in economic growth is well documented. A significant number of employers in the South East Region raise skills and recruitment issues 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.

Skills are not just important for our global competitiveness; they have the potential to transform lives by transforming life chances and driving social mobility. Having higher skills also 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 low in the South East (see Section 3).

5.3.2 Strategic Direction

At present the College offers 17 different degree programmes at two University Centres: one at Southend-on-Sea in the Forum building and one at our Thurrock Campus in the TLC building in Grays. These are all 3 year undergraduate programmes funded through student loans.

New degrees we plan to develop will be based on employer demand and we will involve employers in their development. A new degree developed with the Royal Opera House to meet their identified skill demand in Costume Construction, validated by University of the Arts London (UAL), is an excellent example of how we plan to develop in the future.

We will look to expand our Degree offer into Transport, Logistics and Supply Chain Management, Accounting and Finance, Social Care, Cybersecurity and Networking, alongside further development of our Teacher Training and Education programmes.

The College has been reviewing its HE portfolio and partnership arrangements. This commenced with the move of Art and Design programmes to University of the Arts London in 2014-15. This represented a strategic strengthening of the existing HE offer, with collaborative synergies and long-term benefits for both parties. The College intends to extend this arrangement in 2017-18 for its media and performing arts programmes.

During this period of transition, our first long-standing validating partner, the University of Essex, took the opportunity to review their partnership arrangements as a whole and both parties recognised that they had significantly changed their individual strategic priorities and direction.

Prospective partners are being considered for the remaining HE provision, currently validated by the University of Essex, alongside the potential for innovation in curriculum design and delivery to enhance growth.

Validating partners are 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's response to the changing HE landscape and regulatory challenges are addressed at a strategic level in The HE Strategy 2017-20 and the HE Enhancement and Continuous Improvement Strategy 2017-20, together with associated implementation plans.

We recognise that there is increased competition from the University Sector, now that the HEFCE number cap has been removed. We will, therefore begin to offer "licences to practice" qualifications alongside our degree programmes, e.g. CISCO, qualifications alongside IT Degree, Teaching qualification alongside our Degree in Dance and CIPD or CIM accreditation alongside our Business Degree. These "licence to practice" qualifications will provide a unique selling point for the College as the whole programme will be available for one fee, paid via student loans.

The College recognises that it cannot compete directly with Universities in the region with respect to research and will focus on delivery of taught degrees, which are technically and vocationally relevant to the local labour market, so playing to its recognised strengths. We can offer local access to Higher and Degree Qualifications, developed with industry partners, which are predominantly vocational/technical degrees, with wherever possible "licence to practice" accreditation in addition. These will be delivered with the additional support, smaller classes, and personal guidance only available at a Further Education College, which many young people and adults prefer.

5.4 THE PROFESSIONAL INSTITUTE

5.4.1 Introduction

In the wake of current and potential future funding cuts to adult learning and the prospect of many adults seeking transition to a new career or improve their skills for career progression it is important to find new ways to meet the needs of adult learners.

Except for those with basic skills needs or those with learning difficulties and disabilities, the days of state subsidised

adult learning have all but disappeared.

The new focus from Government is that individuals should invest in their own learning (development) either by taking out a student loan, by paying their own fees or having their fees paid by their employer.

These changes in adult funding have prompted a review of our current adult offer so that we can better meet a changing demand.

5.4.2 Access to Higher Education

There are still many adults who attend Further Education as a route to Higher Education. South Essex College has a relatively strong market presence in this provision but it could be improved and greater use of different modes of

learning would do much to increase the attractiveness of this provision, e.g. intensive courses, weekend and evening provision, which will be our direction of travel over the next 4 years.

5.4.3 Our Plans

The College intends to grow level 4-6 professional qualifications with the first new provision beginning in 2016/17 including ACCA, Chartered Institute of Logistics (CILT), and Chartered Institute of Purchasing and Supply (CIPS). The College currently has 100 level 4 learners on professional qualifications and intends to increase this number significantly moving forward.

The College has launched a new Professional Institute. We are offering a number of pathways including:

- Accountancy
- HR and Marketing
- Administration, Management, Legal and Company Secretarial

- Care and Wellness
- Construction, Engineering and Science
- Computing and IT
- Culinary and Cultural

We will grow this provision and offer a very flexible and more bespoke programme of study to enable adults to effectively combine work and study, alongside the opportunity to access this provision via a Higher Apprenticeship route which will directly link Professional qualifications directly to the workplace.

5.5 16-19 CURRICULUM OFFER

5.5.1 We recruited 5,248 16-19 students onto study programmes in 2016/2017. 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 numbers are broken down below:

	2016/17	Percentage of Provision
Entry/Level 1	817	16%
Level 2	1,241	24%
Level 3	3,051	58%
Level X	139	2%

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 plan to consolidate our student numbers in 2017/2018 and reduce the amount of sub-contracting so that we deliver the majority of the provision in-house. In the following two years we plan to grow our 16-18 numbers year on year.

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	Basildon
Business	✓	✓	
Construction		✓	✓
Performing Arts	✓	✓	
Travel & Tourism	✓		
Media/Animation	✓		✓*
TV & Film	✓		
IT	✓	✓	✓
Health & Care	✓	✓	
A Levels	✓		
Early Years	✓	✓	
Art & Design	✓	✓	
Science	✓		✓
Sport/Public Services	✓	✓	✓
Logistics		✓	
Hairdressing	✓	✓	
Beauty Therapy	✓	✓	
Hospitality & Catering	✓	✓	
Engineering	✓	✓	✓**

(* as part of the new build)

(** Motor Vehicle Engineering)

6.1 STRATEGIC AIM 1

Deliver high quality, inclusive teaching, learning and assessment

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 focus our development over the next three years 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, and British Values, alongside meeting the individual needs of students.

6.1.3 We have implemented study programmes for all 16-17 year olds. We will continue to embed all aspects of the study programme into the programmes 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 Development Partnerships (IDPs) in each curriculum area

6.1.6 We recognise that the delivery of apprenticeship programmes will require significant change in light of the new standards. We will support our teachers and assessors to deliver high quality apprenticeships to meet the needs of students and their employers.

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 and the Digihubs will help embed the use of on-line 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
- 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.
- Establish 8 Industry Development Partnerships (IDPs).
- Continually improve the quality of our provision in both Further and Higher Education

6.2 STRATEGIC AIM 2

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

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

6.2.2 The reductions in Government funding year on year to fund college programmes, alongside the requirement to deliver more hours to meet study programme requirements, particularly English and Maths, have put a significant strain on college finances. We have already implemented some changes in delivery models, staff hours, mix of staff and reducing overheads.

6.2.3 Moving forward we will need to continue the focus on reducing costs across the organisation. In 2017/18 we will stabilise our 16-19 student numbers and then look to increase numbers again each year over the next three years. We plan to grow our HE provision based on Labour Market Information and increase adult uptake of student loans through the development of the Professional Institute. We will have Satisfactory financial health by end of 2016/17 with plans to move to Good by 2019/20.

6.2.4 We will take advantage of new markets as they emerge. We have already developed partnerships with a number of large levy paying employers, who will use us to deliver their apprenticeships, particularly at Levels 4-6. We also aim to grow our full cost delivery programmes through the Professional Institute. Both of these areas will contribute to our financial health to

improve our sustainability moving forward.

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

6.2.6 We will continue to explore opportunities and models to reduce our overheads, and develop lean systems to reduce staffing costs.

6.2.7 We plan to expand Essex Shared Services with Chelmsford College. We will begin to increase the services offered by the company and will grow the services with the inclusion of an increased number of colleges/partners.

6.2.8 We will continue to explore new ways of working and new arrangements which may include joint venture arrangements, mergers, free schools and any other appropriate arrangements which may be required.

We will:

- Remain financially viable to enable reinvestment
- Grow and enhance our curriculum offer to better meet employer need
- Improve efficiency across all aspects of the College
- Explore new ways of working to reduce costs or increase income
- Maintain student numbers over the next 3 years to stabilise EFA/SFA income.

6.3 STRATEGIC AIM 3

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

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

6.3.2 We will develop teachers who are experienced practitioners with strong industrial links and are up to date in current and emerging workplace practice.

6.3.3 We will encourage and reward entrepreneurial practices within the organisation to develop and grow new markets and products as well as developing cost effective delivery models.

6.3.4 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.

6.3.5 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.

6.3.6 We will:

- provide a supportive environment in which all staff can flourish and take pride.
- make use of new technologies to establish integrated systems which reduce workload,
- develop a more flexible employment base to help meet the changing needs of the organisation,
- agree and achieve clear quality service standards,
- improve the professional practice of our staff through structured professional development.

6.4 STRATEGIC AIM 4

Respect, Promote and Celebrate Diversity

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

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

6.4.3 The College will continue to offer provision for a wide range of learners with learning difficulties and disabilities, alongside other under-represented groups. We will provide the appropriate support to help them achieve.

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

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

6.4.6 We will continually promote and embed British Values across all areas of the College alongside increasing awareness and understanding by staff and students of PREVENT.

We will:

- Continue to increase the numbers of High Needs Students attending the College,
- Embed British Values and Equality and Diversity in classroom delivery,
- Promote a culture of tolerance and respect across the organisation
- Analyse data regularly leading to an Annual Equality and Diversity report,
- Maintain a zero tolerance approach to discrimination.

6.5 STRATEGIC AIM 5

Develop our work with stakeholders to improve the economic prosperity of the South East

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

6.5.2 We will support and develop the economic prosperity of the region through the development of sustained partnerships with Unitary Authorities and the County Council, the SELEP and its Committees, the Employment and Skills Board, Higher Education Institutions (HEIs), business and industry.

6.5.3 We will work in partnership with employers through development of IDPs to inform and develop our curriculum offer, alongside providing work placement and employment opportunities for our students.

6.5.4 Our present validation arrangements with the University of Essex will come to an end by 2020. We will continue our partnership with the University of Arts London and move all of our Creative and Cultural degrees to them. In addition we will develop a new partnership with the University of East Anglia and the Open University.

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

6.5.6 We will:

- Maintain effective relationships with appropriate funding and regulatory bodies,
- Develop relationships with the LEP Board, County Councils and Unitary Authorities and the Employment and Skills Board to inform our curriculum offer,
- Enhance our partnership arrangements for Higher Education provision,
- Enable our students and stakeholders to contribute and inform College decision making.

6.6 STRATEGIC AIM 6

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

6.6.1 We have a number of capital plans which will be completed before the end of this plan. We will continue to develop our estate to meet the identified need, within budget constraints.

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

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

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

6.6.5 We will:

- Develop our Estate to provide modern, high quality facilities in the correct location
- Provide high quality resources and equipment to support learning
- Continue to develop the College IT infrastructure to meet the emerging and demanding needs of new technologies
- Continually review College Services to produce ongoing efficiency savings while improving standards
- Ensure a safe and secure environment for all.

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:

- a) Governance & Leadership
- b) Teaching & Learning
- c) Quality
- d) Financing & Funding
- e) Human Resources
- f) Health and Safety
- g) Other Resources
- h) Reputation

i) Customers & Stakeholders

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".

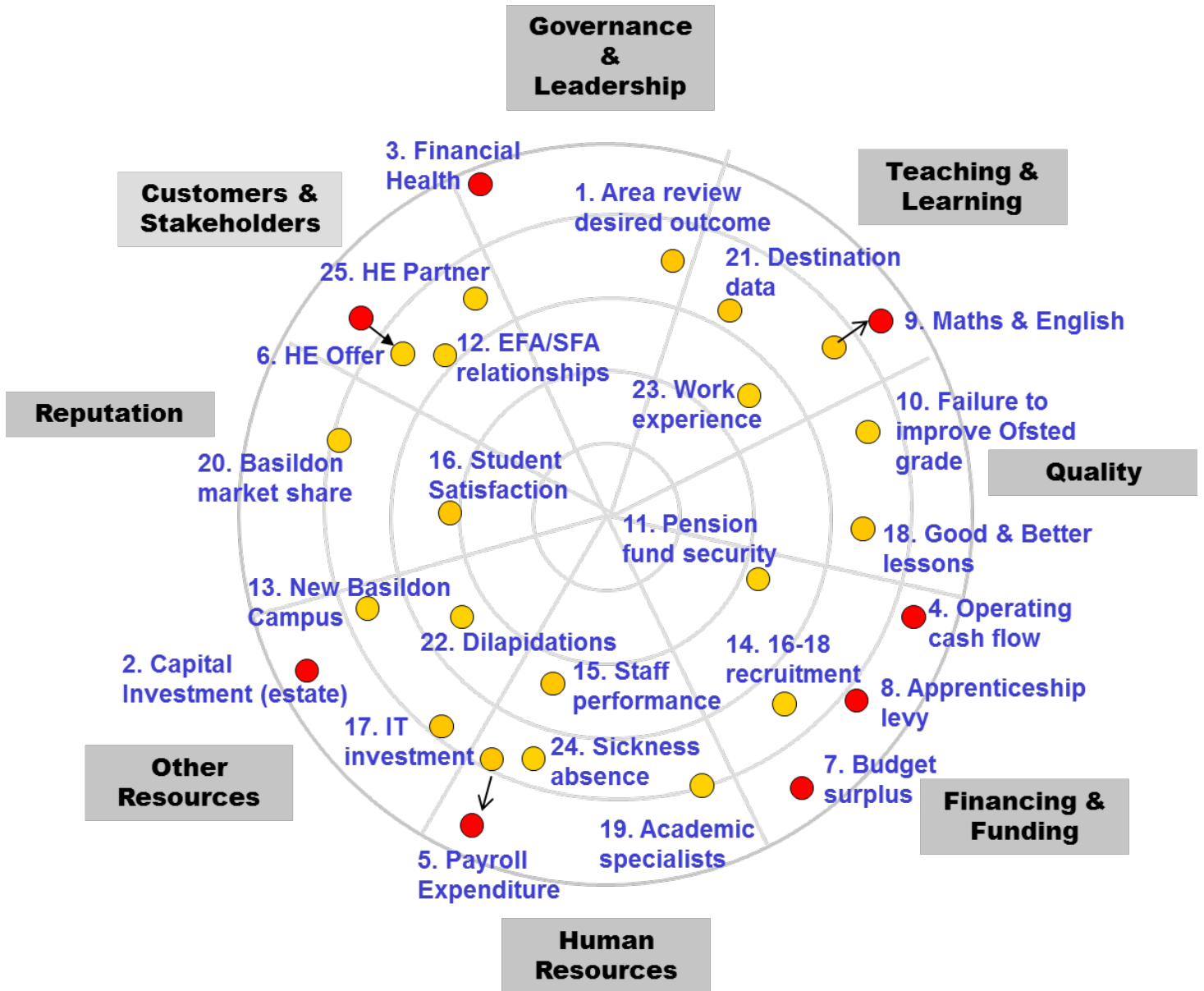
7.1.5 The dartboard maps the risks identified by the College into the quadrants on the circle so that they are in the theme areas noted above. The further a risk is placed on the dartboard away from the centre of the circle, the greater the potential financial impact.

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.

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

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:

- a) student satisfaction
- b) reduction in student numbers
- c) reduction of income to the College
- d) difficult to recruit and retain quality staff
- e) OFSTED grade
- f) financial health
- g) poor cashflow
- h) 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.

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 Colleges 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 will ensure 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.