



Tyne Coast College

Curriculum Plan 2023-2024

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Background and curriculum overview

In the Skills for Jobs white paper [[Skills for Jobs white paper - Jan 2021](#)], the Government set out its vision to transform further education. The outcome of consultation would require all ESFA funded provision to be identified through an Annual Accountability Agreement. The Agreement forms part of the wider set of reforms currently underway to transform the skills system. The intention is to reduce the complexity of funding so that the College can focus on core business and support better the workforce.

This transparent way of working will enable both the ESFA and DfE to identify how well we support young people and adults to develop the skills they need to gain sustained employment, with a key focus on the delivery of better outcomes. In layman's terms, the agreement allows us to focus on 'what' and 'how' we intend to deliver qualifications that support local, regional, and national needs and achieve better outcomes that move people into their chosen destination.

Whilst the Government has made significant investment in addressing change (including simplified funding systems, investment in workforce and giving new provision more funding), the FE sector still operates with uncertainty and intricacy. The funding profile is not yet simple and requires a systematic approach to curriculum planning. We must still satisfy funding compliance. As a College, we are renowned for our ability to respond to meeting the needs and skills of the local community and offer a diverse and agile curriculum. Moving forward and to ensure financial health, the depth, breadth, and volume of what the College offers, needs to increase and a more robust and effective review of provision must take place.

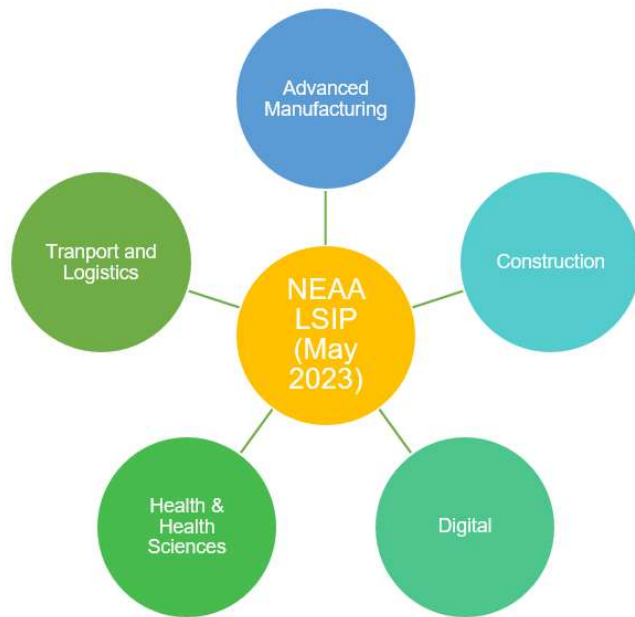
Other strategic developments have included College participation in many external events to establish what employers and external stakeholders deem as 'priority areas of delivery' but none more so than with the development of the Local Skills Improvement Plans (LSIPs), which puts employers at the heart of the local skills system. The overall aim is to ensure that the right people, with the right skills are available to fill current and future job vacancies over the next three years. Therefore, the partnership between industry and the post-16 education sector must be strengthened and become more collaborative.

The College must provide a responsive and proactive curriculum that involves employers and stakeholders in terms of the offer design, coverage, and appropriateness. The extent to which we are contributing to relevant national, regional, and local priorities is imperative to the longevity of the College.

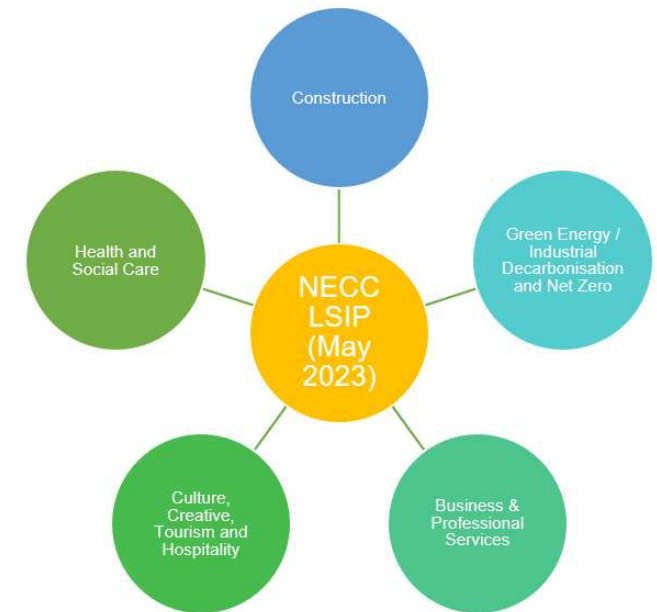


Sector priorities and cross cutting themes

Areas of key priority from the LSIPs in both the North of Tyne (North East Chamber of Commerce (NECC), and North East, (South), (North East Automotive Alliance (NEAA) are as follows:



NEAA LSIP cross cutting themes
<ul style="list-style-type: none"> • Digital skills • Foundation skills (required in a more digital workforce). • Scale up Level 3+ participation • Soft-skills – work readiness / employability
NECC LSIP cross cutting themes
<ul style="list-style-type: none"> • Digital skills (foundational) • Professional development / Business Skills • Employability



The long-term ambition in the North East is that a demand for skills and the quality of jobs continue to improve, leading to higher productivity. To deliver this, the North East must be a place where:

- Individuals, regardless of age or employment status, have a good understanding of the employment opportunities available in the North East and the pathways to access them.
- Employers have strong links with education and training providers leading to responsive provision that meets local needs.
- All partners understand the importance of skills in improving productivity and living standards, with commitment to delivering good working environments for residents.

Demography

The North East is a mix of urban, suburban and rural areas spanning seven local authority areas. With 2 million people, the Northeast is the ninth largest LEP area by population. Those qualified to degree level equates to 33.6% of the population. As of 2021, the region's population increased by 1.9% since 2016 growing by 37,668. Population is expected to increase by 1.3% by 2026 which will add a further 25,281. 53,000 are unemployed from a total working age population of 1.2 million. The age group demographic for 16-34 years old is 24%. 35-54-year-olds equates to 24.2% of the population. 55-74-year-olds equates to 25% of the population. Under 16-year old's equates to 17%.

Challenges of the area

- **Low starting points:**
The starting points of our students are lower when comparing National rates in progress 8 scores and Mides data. Only 5 out of the 17 local schools analysed had high progress 8 scores when comparing the data nationally. The Mides report further provides transparency. Where students at TCC had previously taken a GCSE English 9-4, only 64% gained a grade 9-4 against a sector score of 70%. Overall, our prior attainment ranked us 185 out of 232 colleges. Where students at TCC had previously taken a GCSE Maths 9-4 only 56% gained a grade 9-4 against a GFE sector score of 62%. Overall, our prior attainment ranked us 178 of 232 colleges.
- **Skills Gaps:**

Skills gaps are a concern due to education attainment rates. 27.2% of the region's residents possess a degree or equivalent and above. This is 6.5% below the national rate.

7.4% of people in our area have no qualifications. Furthermore, job replacements in the area will be higher than the national rate. This reflects the number of people retiring soon. Retirement risk in the region is slightly higher as 138,222 people working in the region are 55 years old or more, (127,748 people is the average).

➤ **Skills mismatch:**

We have long-standing basic skills challenges in the region. There is an urgent priority to enhance digital skills in response to changes in the economy and society and as identified in the LSIPs.

➤ **Competition:**

We are currently the third-choice destination. First choice being staying on at Sixth Form and second choice is attending Newcastle College, (this applies both North and South of the river).

➤ **Job Growth:**

Job vacancies decreased slightly (298 jobs down) over the last five years. However, this is set to grow by 1,946 jobs in the next five years.

➤ **Racial Diversity:**

Racial Diversity is low in the area, standing at a population size of 15,009. The national average in an area this size is a population number of 51,903.

➤ **Average wages in the region:**

The average salary in the area is 24.7k. This is 5.8k lower than the national rate.

➤ **Area of high deprivation:**

54.6% of households are deprived in at least one dimension. 30% of pupils in South Tyneside and 24.2% are pupils in North Tyneside have free school meal eligibility.

➤ **Facilities:**

Although South Tyneside College and Tyne Metropolitan College will be moving into new buildings in the near future, we still face the challenge of ensuring older buildings meet the expectations of the learner experience. Feedback from stakeholders indicates the aging facilities do impact on student choice.



➤ **Schools:**

Access to the full cohort of learners in our local schools is challenging due to the high volume of Sixth Forms in our catchment area. South Tyneside College has 4 out of 8 schools with Sixth Forms within the local authority catchment. Tyne Metropolitan College has 8 out of 11 schools with Sixth Forms within the local authority catchment.

➤ **SEND:**

Across the College, we have 309 active learners with an EHCP: 158 at STC, 151 at TMC. As a College, we make up 5.17% of the entire North East EHCP figure.

TCC ambition

<p>Secure better outcomes for young people</p>	<p>Provide key opportunities to local people to upskill</p>	<p>Help people progress into sustainable work</p>	<p>Next step Hubs</p>	<p>Promote our connections</p>
<ul style="list-style-type: none"> • Provide a range of flexible learning opportunities to support local area needs. Boost careers advice and guidance by working closely with schools and key employers by creating new pre-employment schemes. Work with external stakeholders to support multi-agency approach to deliver demand led curriculum. 	<ul style="list-style-type: none"> • support individuals progression to positive outcomes. Reduce unemployment. Reduce skills gap. Work with employers and training providers to upskill and reskill learners focussing on digital skills and green jobs. 	<ul style="list-style-type: none"> • offer diverse and varied models of practice – distance learning, face to face teaching, sector-based work academies which extends to offer learning opportunities to a broader range of underrepresented groups. Help those with Complex needs to move into their chosen destinations through the creation of Skills builder access to develop transferable skills into adulthood. 	<ul style="list-style-type: none"> • Create a comprehensive, joined up package for the newly unemployed through an Employment and Skills hub that tackles barriers to work / learning, boosts employability and creates career pathways into great jobs. 	<ul style="list-style-type: none"> • Collaborative Work closely with both North Tyneside and South Tyneside Local Authorities to develop ‘fit for purpose’ Colleges of the future. It is the intention that South Tyneside will become a UK-leader on low-carbon, advanced manufacturing and digital training to both upskill local community and attract new business to both the College and the Borough.

Changing what we do

The College's curriculum planning process currently uses 4Cast, a curriculum planning tool that calculates teaching hours against cost. This provides a platform that finance can then budget against. Discussion between the Finance and Curriculum Teams ensures staffing reductions and expenditure do not compromise the core student experience or jeopardise the quality. The Principal would like to see further integration between finance, MIS, HR and curriculum. Monthly meetings (separately) with the finance team establish in year position with managers.

This model often means senior curriculum team members are less sighted on in year position. Non-pay is established and discussed at the beginning of the process. Accounts for Board determine the timeliness of the meetings. We must ensure managers know the process inside out and ensure all outputs are owned by managers; i.e. their agreed targets, course hours, the entire portfolio of delivery, 16-18, adults, apprenticeships, higher education, full cost, loans, subcontracted to link income and expenditure with delivery and that it is flexible enough to accommodate their predicted outturn against targets. Each manager is accountable (through the support of the senior team), in setting all provision. Periodic reviewing aligned to RO process will provide accurate in-year, timely position. We will establish targets against curriculum plan in September to enable early intervention where shortfall against target is evident.

A 'business planning' and 'performance review' system was first developed at Newcastle College some 20 years ago and then developed at Barnsley College. The 'engine room' of this system is based on highly autonomous and well-trained departmental core budget holders. It is very transparent, provides extreme detail to the senior team and enables advanced planning and better budget predictions. Aspects of this model were introduced in 21/22 by the Principal and managers are starting to take much more ownership and accountability of their departments.

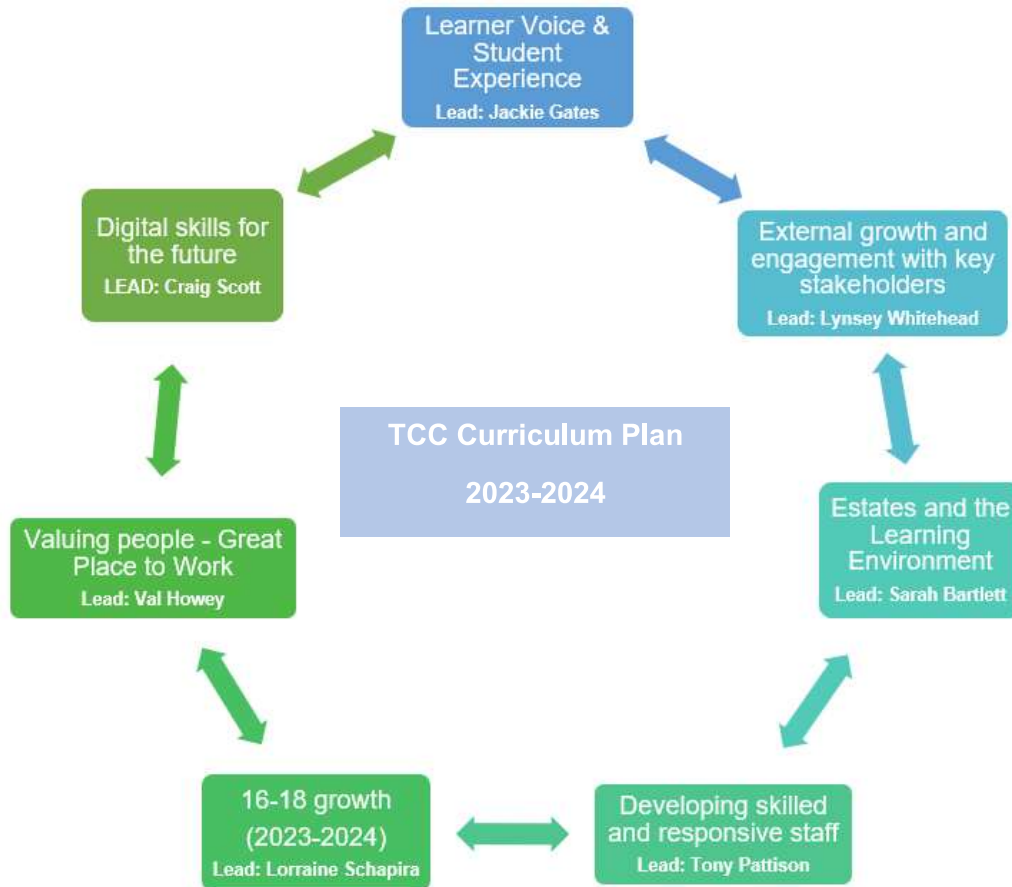
As part of the support for colleges and aligned to the expectations within the Annual Accountability Agreement, we have access to specific support packages through the FE Commissioners (FEC) team, that focus on curriculum efficiency and financial sustainability (CEEFS). Our current process supports many aspects of curriculum and financial planning, however, the College is very keen to improve all aspects of the provision and have accepted this support. An assigned member of the FEC team will work with the College for 6 months to support a more effective and flexible driven business planning process.

The business planning cycle includes rigorous in year performance monitoring reviews to ensure the wide range of targets are being met, barriers to performance removed and mitigating actions are rapidly taken. A wider group curriculum strategy is adopted, for instance in the development of HTQs with the support of LSIF bids via North East Institute of Technology and wider collaborative bids via LSIP projects. In addition, T-Levels in Education and Early Years has been introduced for 23/24 with further plans for Engineering, Digital, Media, Business and Health in 24/25. Training for managers is ongoing.

What will the changes around planning achieve?

- Support a more flexible model that enables swift action to address timely employer demand needs.
- Mandate cycle/timeline to support BP/PR to better address under-performance.
- Management training to support every component of the plan will produce more efficient managers.
- Better sharing of MIS data including CP – timely and aligned to Finance and Performance review dates to capture pipeline position will determine realistic target setting.
- Training on ALL funding streams to ensure managers are fully aware of ‘growth’ expectations will improve financial position and expand the college portfolio with creative delivery of distance learning and Sector Based Work Academy Programmes, (SWAPs).
- Complicated delivery of high needs, SEND and apprenticeships is fully understood to ensure targets are met by both staff and managers.
- Constant changes and mapping to the LSIP to ensure each department is addressing local priorities will ensure the College is expanding and is the first choice College.
- Continue liaising with external stakeholders to ensure curriculum offer and progression ladders for students are relevant and what is needed, (see Appendix 1).

Approach



The integrated curriculum and financial plan is aligned to the aims of the Annual Accountability Agreement.

The curriculum plan sets out the vision and ambition of the College. It cannot function in isolation, it requires support from the following areas, with financial support, threaded through each area.

- Student Services
- Business Engagement
- Estates and the Learning Environment
- Teaching, Learning & Assessment
- Finance and growth
- Human Resources
- Digital support

The curriculum plan is supported by 7 elements (see diagram). Each element underpins key aspects of the curriculum plan:

- Intent
- Implementation
- KPIs
- Impact
- Collaborations

1. Student Experience & Learner Voice

LEAD: Jackie Gates (Head of Student Services)

Intent

- Ensure safeguarding of all students throughout their time at College to maintain effective safeguarding arrangements that are compliant with the Education Inspection Framework.
- Ensure students receive an outstanding experience to enable them to develop their knowledge, skills and behaviours to move into positive progression / destinations.
- Ensure all students have access to impartial careers information, advice and guidance at any point throughout their learning journey to support retention.
- Students receive appropriate reasonable adjustments along with financial and mental health / wellbeing support to complete and achieve studies effectively.
- Further develop our employability programme that not only gives students the wider skills they need but that is aligned to what employers deem as a 'must have' critical to their business needs i.e. answering telephone calls, meeting new people with confidence, using digital confidently in the workplace.
- Softer skills that are harder to quantify must be valued and delivered through work ready programmes such as communication, confidence and resilience. Digital skills, such as use of Microsoft packages e.g. Excel, Word, must be added to Personal Development programme as well as featuring in daily practice threaded and integrated into main programme of study.
- Develop an inclusive environment that ensures the College meets statutory duties and legal obligations compliant with The Equality Act 2010, The Children and Families Act 2014 and SEND Code of Practice 2015.

Implementation

- Learning walks will capture softer skills development during work ready programme undertaken by Student Service Managers in conjunction with Quality Team.
- Learning walks will capture effective use of Learning Support within the teaching environment undertaken by Student Services Managers in conjunction with Quality Team.

Key Performance Measures

- Increased uptake of Free School Meals from 58% to 75%.
- Student satisfaction surveys to increase from 89% to 95%.
- Attendance to improve from 81% to 85%.
- Increase student destination data in line with Master Target file (95%).
- Increase engagement by Student Union to give the whole student community of the College, fairness, opportunities, and a voice.



<ul style="list-style-type: none"> ➤ Full review of Personal Skills Development programme to align to outcomes from the LSIPs. ➤ Relaunch of student council / union to entice new talent. ➤ Establish a quality-based forum that captures parent/ carer voice and face-to-face engagement. ➤ Use the Self-Assessment process to address any gaps in learning patterns against the 9 protected characteristics. ➤ Use available local data sources to identify eligibility of Free School Meals and internal systems to measure up-take. ➤ Use of employer forums to increase positive destinations into paid employment for Young People with Special Educational Needs and/or Disabilities. 	<ul style="list-style-type: none"> ➤ Retention to increase from to 91.7% to 95%. ➤ 100% of learner walks in work ready programmes and Personal Development. ➤ 100% of learning walks to ensure appropriate use of Learning Support staff.
<p>Impact</p> <ul style="list-style-type: none"> ➤ Students feel safe during their time at College. ➤ Students thrive and make excellent progress against starting points. ➤ Students speak highly of the college and their learning experience. ➤ Student surveys are complimentary and promote excellent student experiences. ➤ Students develop 'real life skills' that support them into their next steps or into world of work. 	<p>Collaborations</p> <ul style="list-style-type: none"> ➤ Students ➤ Student Service team ➤ Teaching and Learning staff ➤ Marketing ➤ Quality ➤ Senior Management Team ➤ Governors (including Safeguarding link) ➤ Parents/ Carers ➤ Local Authorities ➤ External stakeholders i.e. NELEP, NOTCA, DFE, ESFA etc. ➤ Third sector organisations ➤ Employers

2. External growth and engagement with key stakeholders

LEAD: Lynsey Whitehead (Director of Business Engagement, Partnerships & Apprenticeships)

Intent

- Positive relationships are vital; these are critical with key stakeholders such as schools, employers, local authorities, and communities to ensure we continue to serve the region's needs.
- To build and grow the College's employer base, new connections on an ongoing basis are vital.
- Strong partnerships with external stakeholders provides collaborative working relationships to support growth.
- Alignment of delivery through outcomes of the College's Business, Community & Stakeholder Advisory Boards ensures that the College delivers the right course, to the right student, at the right level and in collaboration with the right employers.
- Offering the right training and skills whilst constantly evaluating and exploring opportunities that are emerging local, regionally, and nationally ensures we are at the heart of exactly what the local community needs.

Implementation

- Further develop Business, Community & Stakeholder Advisory Boards to include SWAP priorities.
- Produce an annual cycle with planned employer engagement activities aligned to LSIP.
- Employers to be engaged in Business Planning and Performance Reviews to support with curriculum design and endorsement of the College's curriculum.
- Use of the electronic platform (Grofar) to capture details of industry placements and work experience to assure relevance and quality of activity, against Master Target File.
- Use School / College Calendar to promote new provision.

Key Performance Measures

- 100% of HoDs to arrange and carry out 3 x employer engagement events per department per academic year.
- Successful hosting of Business Community & Stakeholder Advisory Boards (3 per academic year for both Colleges).
- 100% engagement with 19 feeder schools in 2023-2024.
- 100% of Heads of Curriculum to gain employer endorsement for their curriculum offer, in readiness for BP & PR process to ensure there is employer feedback on both curriculum design and employer needs.
- 100% of schemes of work include work experience / industry placements for main programme of study or where deemed appropriate.
- 100% of work experience and placements are recorded on Grofar.

	➤ >95% of 16-18 learners experience a work placement (either externally or internally) as part of their programme of study.
<p>Impact</p> <ul style="list-style-type: none"> ➤ Employer engagement plan to support growth demonstrates an increase in delivery. ➤ A better planned employer engagement events cycle to inform skill needs. ➤ Annual review to support areas that excelled in delivery and areas for further improvement and growth. ➤ Growth in key priority areas enable TCC to support LSIPs effectively. ➤ Students have a relevant and meaningful work / industry experience. 	<p>Collaborations</p> <ul style="list-style-type: none"> ➤ Finance team ➤ Curriculum heads ➤ Senior management team ➤ Students ➤ Employers ➤ Key stakeholders ➤ Services

3. Estates and Learning Environment

LEAD: Sarah Bartlett (Director of Estates)

Intent

- Improve the estate and the long-term future of existing buildings through delivering against the agreed maintenance plan whilst securing new state of the art facilities.
- Improve the quality of the student experience and contribute to improved student retention, success, and progression.
- Contribute to the improved financial performance of the College through greater efficiencies.
- Contribute to the development of resources to ensure the estate meets the priorities of the local community and employers to contribute to sustained economic growth.
- Make use of stakeholder feedback to shape services and achieve the highest levels of student and employer satisfaction.

Implementation

- Annually revise estates strategy to support new areas of provision whilst maintaining existing provision.
- Review security policy and arrangements for existing and new facilities to ensure students and staff feel safe and secure including implementation of upcoming Martyn’s Law.
- Deliver ‘roadmap to zero’.
- Deliver approved capital and maintenance schedules.
- Ensure new buildings have a zero-carbon output and have state of the art BMS, fire and security systems.

Key Performance Measures

- Submit T-Level capital bids in (2023/24)
- Delivery of capital and maintenance programmes
- Introduction of an asset management system
- Delivery of zero carbon by 2032
- Student feedback

Impact

Collaborations



- | | |
|---|---|
| <ul style="list-style-type: none">➤ Continued success in capital bids that support investment into facilities, resources, and equipment.➤ Ensure all College campus, both those remaining and moving in the short-term engaging, fit for purpose and deliver a quality student experience.➤ Condition survey for all campus areas (A-D) and action plan to maintain buildings that college is moving out of until they close. Action plan to improve remaining buildings to A/B categories.➤ Zero carbon new builds. | <ul style="list-style-type: none">➤ Finance➤ IT➤ Curriculum teams – Marine, PVC, MOST & Halls of Residence.➤ Senior and Executive team |
|---|---|

4. Developing skilled and responsive staff

LEAD: Tony Pattison (Director of Quality, Teaching & Training)

Intent

- Teaching staff are prepared and can deliver quality provision in new and innovative provision.
- To reduce staff turn-over – better place to work where staff feel valued.
- Staff can adapt to change and new challenges / demands from local, regional needs.
- Staff know their contribution to the local and regional needs.
- Support the College’s vision to be first choice provider.
- Managers know their areas of teaching and learning development.
- Governors participate in learner walks and deep dives to gain greater understanding of curriculum offer, this will improve planning rationale.

Implementation

- Delivery and service departments to have themed learning walkthroughs.
- Delivery staff to have at least one lesson observation.
- Deep-dives on risk assessed areas.
- Ensure staff undertake professional updating activities.
- Governors to attend deep dives and lesson walkthroughs termly.
- Employer and governor engagement.
- Termly newsletter to be published by the Quality Team promoting best practice.
- Develop a supportive observation and walkthrough process for HE programmes, leading to responsive CPD opportunities.
- Provide responsive and valued CPD opportunities for staff.

Key Performance Measures

- 100% of staff take part in learner walks and lesson observations.
- In 2023-2024, 20 deep dives will take place across the College.
- Staff to compete in World Skills.
- Master Target File is met against National Rate,
- IPAs completed in line with the Quality Cycle / dates to enable self-reflection and CPD needs.
- Staff use the 3Is to effectively plan and deliver good learning opportunities for all learners and apprentices (intent is evident).

Impact

- Staff are subject specialists.
- Confidence with delivery of new provision T-Levels, HTQs, SWAPS etc
- Staff are innovative, engaging and students are having a good experience.
- Retention remains high.
- Achievements rates secure better outcomes for students.

Collaborations

- Quality team and managers
- Governors and Employers
- Other Colleges
- Education and Training Foundation
- Digital Team

5. 16-18 growth (2023-2024)

LEAD: Lorraine Schapira (Director of Marketing and Recruitment)

Intent

- TCC has seen a decline in 16-18 market share over a 3 year-period with an increased number of 16-18 students choosing to stay at school (45%) and a further 25% choosing to access Newcastle College. Of the remaining 30%, would encompass other choices, such as training providers and other Sixth Forms & Colleges.
- Feedback from external stakeholders has cited a number of reasons as to why the college is not perceived as a first-choice destination eg. dilapidated buildings, not as up to date as their current school / Sixth Form.
- Poor conversion rates from application to enrolment. Overall, 55% of 'relevant' applications converted to enrolments in 2022/23. This figure was 57% in 2021/22 and 59% in 2020/21.
- Poor internal progression rates on lower-level programmes.

Implementation

The recruitment model runs throughout the academic year and includes:

- Comprehensive school liaison plan.
- Multiple touchpoints throughout the year for Yr11s. These include full taster days at College, assemblies, parent open evenings, IAG drop ins, specialist talks on T Levels, apprenticeships, the importance of English & Maths and specific curriculum areas where there are high levels of interest.
- Engagement in schools to start as early as possible (YR10 as minimum).
- A robust marketing strategy utilising social media, digital campaigns, outdoor advertising, TV and radio.
- Events to ensure strong relationships with stakeholders such as Connexions, thereby ensuring Careers Advisors are fully briefed on the college offer.

Key Performance Measures

- 16-18 application to conversion rates to increase from 55% to 60%.
- Progression rates from Entry to Level 1 to increase from 57% in 2022-2023 to 70%.
- Level 1 to Level 2 progression rates to increase from 50% to 65%
- Level 2 to Level 3 progression rates to increase from 50% to 60%
- T Levels to meet targeted recruitment numbers as set out in the curriculum plan (2 x 8 students).

<ul style="list-style-type: none"> ➤ A more fluid, customer focussed enrolment process. This starts from the point of application. There is no interview process for the majority of 16-18 applicants and the process to accept the offer is a simple text or scan of a QR code. ➤ A strong 'Keep Warm' timeline sees applicants contacted once a month from the month they apply through to main enrolment. This takes a range of formats to ensure a fresh approach and includes invitations to curriculum specific workshops, emails and competitions, birthday cards, good luck cards and posted out freebies. 	
<p>Impact</p> <ul style="list-style-type: none"> ➤ Increase in 16-18 numbers to achieve target numbers set in curriculum plan. ➤ Improved awareness of the college as a 'good' destination. ➤ Awareness of the provision of T Levels ready for an additional seven T Level programmes in September 2024. ➤ First choice college for school leavers in the local authority catchment area. 	<p>Collaborations</p> <ul style="list-style-type: none"> ➤ School Liaison team to work with Connexions to promote offer in schools. ➤ School Liaison team to invite current students and alumni to speak to YR11 school leavers. ➤ Work with the internal careers team to ensure impartial careers advice and guidance retains Entry and Level 1 students. ➤ School Liaison team to work more collaboratively with the curriculum in attending events off site.

6. Valuing people – Great Place to Work

LEAD: Val Howey (Human Resources)

Intent

- It is necessary to reduce staff turn-over.
- It is vital that staff recognise the key role they play and how crucial their input is.
- Further improve staff induction and mentoring programme to increase staff retention.
- Introduced a well-being day to improve work-life balance for staff.
- Staff are key to positive culture change.
- Staff IPAs are used to ensure CPD requirements, strengths and areas of improvement are addressed timely to support their job role.
- Staff are at the heart of what we do.

Implementation

- Widen the recruitment pool by exploring all opportunities to work with a variety of external providers.
- Wellbeing days at both College sites are recorded in CINTRA.
- Appreciation activities (end of term early finish, easter egg gifts etc).
- Consult with staff through joint CPD days to ensure sharing of information is frequent.
- Quality cycle informs Heads of Department of start and end dates for IPAs to be completed.
- Implement a college wide training programme with both teaching and support staff.
- Revisit staff induction programme to ensure all aspects of training is covered and staff are compliant.

Key Performance Measures

- 100% of staff are supported through a developmental model.
- 100% of new staff access an induction on commencement of their employment.
- 100% of teaching & support staff receive an IPA, three times within the academic year.
- 100% of staff access annual well-being day.
- >60% of staff complete staff survey in 2023, (+10% on 2022).

➤ Implement staff survey activities.	
<p>Impact</p> <ul style="list-style-type: none"> ➤ Staff turnover improves and staff feel valued. ➤ Retain effective and highly skilled staff. ➤ Satisfied workforce. ➤ Staff achieve their achievement targets. ➤ Staff develop professionally. ➤ Manageable workloads. 	<p>Collaborations</p> <ul style="list-style-type: none"> ➤ HR team ➤ Senior management team. ➤ Heads of Departments. ➤ Education Training Foundation (ETF). ➤ Employers & stakeholders

7. Digital Skills for the future

LEAD: Craig Scott (Director of IT)

Intent

- Digital technology underpins everything that we do, it is essential that we ensure we have access to current and reliable technology.
- There are significant levels of digital poverty in the area, as was seen during the Covid-19 pandemic, many students do not have access to suitable technology to support learning outside of college.
- The new build projects require a significant change in the ways in which digital technologies are used within the College.
- Innovative technologies, such as virtual reality, augmented reality, and artificial intelligence present exciting opportunities to enhance learning and ease administrative burdens.
- In the last 3 years the number of serious successful cyber-attacks against the education sector has risen significantly. In addition to the implications of data loss a successful attack would cause significant disruption to our ability to delivery learning for a number of weeks.

Implementation

- Staff development programmes to upskill staff digital skills, and ensure best use is made of student 1:1 laptops.
- Continue to investment in classroom technology in current buildings, whilst accounting for the need to be able to move this investment to the new builds.
- Work towards providing every student with a college laptop (1:1 devices).
- Introduce artificial intelligence tools to support curriculum staff in planning, preparation, and assessment.
- Involve curriculum staff in discussions and decisions regarding digital through the Digital Development group meetings.
- Protect staff, students, and data through having robust cyber security protection.

Key Performance Measures

- Upgrade of learning technology in 45 classrooms.
- Deployment of first phase of student 1:1 laptops during 2023-2024.
- Staff development programme focused on optimal impact of student1:1 devices.
- Maintain Cyber Essentials Plus certification.



<ul style="list-style-type: none"> ➤ Submit bids for funding opportunities to progress Digital innovation projects (e.g. the successful Bodyswaps immersive interview preparation simulations grant). ➤ Enhance the student experience by developing self-help support tools, such as the Student Services portal / directory. ➤ Transform the Libraries into digital resources spaces with staff trained to support staff and students in the use of digital technologies. 	
<p>Impact</p> <ul style="list-style-type: none"> ➤ Staff are confident in the use of digital technologies to support learning. ➤ Technology is current and reliable. ➤ Innovative practices are developed and introduced. ➤ No significant disruption resulting from cyber-attacks. 	<p>Collaborations</p> <ul style="list-style-type: none"> ➤ IT Services Team ➤ Learning Resource Centre team ➤ Finance ➤ MIS ➤ Senior and Executive team



Governance

The College Governing body plays a critical role in the review and validation of the curriculum plan and are familiar with the curriculum and business planning cycle and process. Governors attend mandatory training sessions delivered by the Principal and senior team to inform them of their new roles and responsibilities aligned to the Education Inspection Framework and the Annual Accountability Agreement. This ensures the business and curriculum plan cultivates high expectations, high education standards and a positive experience for all, whilst responding to students needs in the context of local and national skills priorities.

The Governing body periodically review how well the education and training provided by the college meets local needs, having regard to statutory guidance. Consider what actions the college might take to better meet those needs and publish the review on the college website.

Link Governors are represented in the Business Community Stakeholder Advisory Boards, EDI, Safeguarding, careers, and mental health. Committees where Governors attend and actively engage in the meetings are subsequently aware of emerging priorities or concerns.

Governors collectively agree and validate the plan and formally endorse this for the following academic year. This is aligned to the validation of the allied budget to deliver the plan.

Appendix 1 - Progression Ladders

Enclosed