



The Isle of Wight College

Strategic Plan 2021-24

Introduction

Welcome to the strategic plan for the Isle of Wight College. Having consulted widely, this plan sets out the college's priorities for the next three years. It includes details of how we will work towards these priorities, and how we will assess our progress using key performance indicators, where relevant, and annual self-assessment reports.

The college is a further education college, with its main site located in Newport the county town of the Isle of Wight and with a second site comprising of a Centre of Excellence for Composites, Advanced Manufacturing and Marine (CECMM) in East Cowes. This centre, opened in September 2017, was funded by the Solent Local Enterprise Partnership and built in partnership with GKN. Recognising its role as the only provider of general further education on the island, the college offers a broad curriculum from foundation level to higher education, to meet the needs of employers and the local community.

In the national context the college is considered to be 'medium' size with approximately 1,500 students aged 16-19, 2,000 adults and just under 400 apprentices. The college employs just over 360 teaching and support staff in a variety of full and part-time roles.

There is a high proportion of young people with special educational needs and/or disabilities (SEND) on the island and the college provides comprehensive, high quality programmes for these students including those with the most complex needs, in new specialist facilities.

The college subcontracts provision to Platform One, a specialist music college, and UKSA, a maritime training charity, which are both based on the island. It also collaborates with Portsmouth in the Community to support the college's football curriculum. The college offers higher education programmes in partnership with the University of Portsmouth.

National context

2020 has been a year of unprecedented challenges following the coronavirus pandemic and ongoing negotiations to secure the UK's exit from the European Union. Colleges, like all organisations, have not been immune to these challenges, experiencing significant changes to their operations, the way that they work with students and having to plan for a new trading environment and the impact this will have on skills needs.

The national lockdowns in response to the pandemic impacted on the learning of a generation of young people. Interrupted teaching and changes to assessments mean that many young people will have gaps in their learning that colleges will need to take into consideration when planning teaching and learning activities. However, the lockdown periods also accelerated the college's use of digital learning, and the skills and knowledge that staff acquired during these periods will enable the college to continue to make learning more accessible and engaging for its students. The pandemic has also had a profound impact on business and the economy, with the island identified as one of the areas of the country most likely to be severely impacted. Many people face an uncertain future at work, with potential job losses and many people needing to retrain and move into new roles. The government has recognised this and responded with various financial support packages, including additional funding for colleges to support adults wishing to develop their skills in new areas.

There are promising signs that the Government increasingly recognises the significant role that further education can play in responding to the economic challenges presented by the coronavirus pandemic and Brexit. This is evident through more frequent references in government announcements to the contribution that colleges can make, increases in college core funding, investment in college estate, increasing focus on technical education at level 4 and 5 and the launch of T levels.

Regional context

The island lies in the south east of England, an area of relative prosperity and wealth, however the island includes areas of significant deprivation. Economic development in the region is supported by the Solent Learning and Enterprise Partnership (LEP), bringing together the public and private sectors.

The LEP has identified a number of priority strategic industry sectors (marine; aerospace and defence; advanced manufacturing and engineering; transport and logistics; low carbon and, the visitor economy), all of which are represented on the island. More recently the LEP has published a response to the coronavirus pandemic. The college's strategy and curriculum offer are informed by the work of the Solent LEP, regional and local labour market information and by working collaboratively with employers to establish local skills gaps.

Local context

a) The island

The island is largely rural with almost half classified as an Area of Outstanding Natural Beauty and in 2019 the island was awarded UNESCO Biosphere status. The total population of the island is 142,000 and the proportion of older people is higher than the national average and growing more quickly. 95% of the island population identify themselves as being white, British, 3% as non-white and the remainder being from other ethnic groups. A significant minority of the population, approximately 30%, consider themselves to have a disability. Many young people leave the island to gain employment, often not returning until their mid-forties, which contributes to skills shortages for employers.

b) Economic / work force

In 2019, 77% of the island's working age population were economically active, which is relatively low compared to the South East and the UK as a whole. This is largely attributed to the number of retired people and those who have long standing health issues.

Unemployment rates on the island are in line with those nationally. Between April 2019 and March 2020, 3.9% of the island population who were economically active were unemployed, the same as the national rate and marginally higher than the South East rate of 3.1%. However, there is a differential in the level of earnings, with island residents earning significantly less than those in the South East or the rest of Great Britain. The average gross weekly pay for full-time workers on the island is £477, compared to £613 in the South East and £586 in Great Britain overall. The cost of travel from the island to the mainland is a significant consideration in many people's decision to travel off the island to work and study.

The five largest employment sectors on the island are: health and social work (18%), wholesale and retail (16%), accommodation and food services (14%), manufacturing (10%)

and education (8%). Almost one in five of all residents of working age are self-employed. There is also a large seasonal labour force, both of which contribute to the significant proportion of residents who work part-time (38%). The island is a low wage, low value added economy, with a low Gross Value Added (GVA) compared to the South East and nationally.

c) Education

The proportion of young people securing 'good' passes in GCSE qualifications at age 16 is significantly lower than that of their peers in the South East of England and nationally. There are similar issues for those attempting A level qualifications. As a result, relatively few young people progress to higher level study at university. This picture is long standing and has led to the island having a low skill base, with the proportion of residents possessing higher level qualifications being significantly lower than that in the South East, as shown below:

- Level 4 and above: IW 32% (SE 43%)
- Level 3 and above: IW 54% (SE 62%)
- Level 2 and above: IW 76% (SE 79%)
- Level 1 and above: IW 91% (SE 89%)
- No qualifications: IW 5% (SE 6%)

(NB the above data relates to NVQ level or equivalent qualifications)

The school system on the island is based around a model of primary and secondary schools, similar to that found in most of England. Many of the secondary schools have sixth form provision. A unique feature of the island is the high number of young people who are electively home educated, in response to which the college works with the local authority to offer a range of part-time programmes. There are a number of private training providers, which offer apprenticeships and other programmes for young people and adults. Therefore, the market place for students post-sixteen is highly competitive.

In this context the college often recruits students with low prior attainment, especially in the core subjects of maths and English. The college has seen sustained expansion of its foundation learning offer at entry level and level 1. The college provides a range of programmes for adults to help address local skills shortages and enable them to progress into work, gain promotion or progress to further study.

Mission

The mission of The Isle of Wight College is:

To deliver outstanding education and training driven by:

- Putting students first*
- Working with employers
- Supporting our community

Educational character

The college's educational character reflects its unique location and context. The college is the only general further education provider on the island. As a result, in order to meet the needs of its community, it is committed to offering programmes across the full range of the curriculum, from foundation to advanced level and, where demand exists, higher education programmes.

This character influences the college's approach in the following ways:

1. **We have high aspirations** – for all our students and support and challenge each to learn, develop, progress and succeed
2. **We provide high quality teaching and learning** – which delivers an inspiring, engaging and enjoyable learning experiences that will enable students to develop their knowledge and skills for employment and life
3. **We offer a wide range of programmes** – designed to meet the education and training needs of the island community
4. **We work with employers** - to understand their needs and ensure our programmes give students the skills and knowledge employers require
5. **We work in partnership and collaboration** - to meet the education and training needs of the island
6. **We embrace equality and diversity** – providing an inclusive and welcoming place to learn and work

* When referring to students The Isle of Wight College is referring to students on all programmes, including apprenticeships

College values

The college values embrace the spirit of the Nolan Principles which govern standards in public life. The values are based on the collective views of staff and governors and inform how they do things.

1. **Leadership** – displayed by everyone and characterised by honesty, impartiality, objectivity, and recognising the contribution of others
2. **Learning** – taking every opportunity to grow and develop
3. **Empowerment** – supporting personal responsibility and accountability
4. **Diversity** – being respectful, tolerant, inclusive and acting with integrity
5. **Innovation** – encouraging creativity, enterprise, entrepreneurship and the use of technology
6. **Caring** – promoting individual resilience and shared responsibility for each other's wellbeing.

These values help develop a culture characterised by dedication, commitment and motivation enabled through clear and effective communication.

Strategic partners

The college works with a range of partners and stakeholders to deliver its strategy. A selection of these strategic partners are shown below.

Franchise partners



Key partners



Strategic Priorities 2021 – 2024

The college exists and works to:

1. Grow each student's life opportunities
2. Offer a dynamic, adaptable and rewarding curriculum
3. Sustain purposeful, mutually beneficial and productive relationships with employers and the wider community
4. Secure a vibrant and sustainable future

Strategic priority 1:

The college strives to grow each student's life opportunities

The college strives to achieve excellence in all it does. Central to this is providing high quality learning activities, whether they be in the college, in the workplace or for those studying remotely. These enable students to develop the skills, knowledge and behaviours valued by employers and universities and which enable them to pass their qualifications and achieve their career aims. The college has high aspirations for all its students, including those with special educational needs and disabilities (SEND).

Through the provision of high-quality teaching and learning and carefully targeted support, the college will help students grow in confidence and develop the resilience necessary to succeed in their studies and life in general.

Strategic objectives	Key actions
<p>1. Ensuring each student has a clear plan to develop their career and/or life skills to enable them to progress towards employment or greater independence</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: student destinations and student satisfaction - Personal development SAR: evaluation of the effectiveness of the college admissions and IAG model 	<ul style="list-style-type: none"> • Reviewing our admissions and interview model to ensure students are placed on the right programme to achieve their intended destination • Developing a career or life skills plan for each student • Ensuring students' progress towards their intended destination is regularly monitored in academic tutorial and action is taken as necessary to support the achievement of the career / life skills plan
<p>2. Developing students' and apprentices' skills, knowledge and behaviours (SKB) for employment and independent living</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: students destinations, apprenticeship destinations (including apprentices progressing to a higher level or promotion) 	<ul style="list-style-type: none"> • Developing and implementing a framework in each vocational area setting out the wider skills and behaviours that students need to acquire to be successful at each stage of their studies • Giving frequent, timely feedback on students' progress developing their knowledge, skills and especially those behaviours valued by employers, recorded on eTrackr • Continuing to develop the use of the maths hub, introduce a hub for English and provide dedicated learning support within English and maths • Introducing online learning for apprentices who need to study English, maths and ICT

Strategic objectives	Key actions
<p>attendance, apprenticeship timely achievement rates</p> <ul style="list-style-type: none"> - Quality of Education SAR: evaluation of progress in English and maths - Pathways SAR: evaluate the successful implementation of independent life skills programmes for adults over the age of 25 and a sensory programme 	<ul style="list-style-type: none"> • Developing a blended learning programme to support the development of students' understanding and knowledge associated with self-employment and where relevant drawing on the skills of external organisations • Developing a sustainable independent life skills programme for adults over the age of 25 with learning/physical disabilities • Implementing a sustainable sensory programme for students with complex disabilities to support making choices and indicating choice
<p>3. Offering qualifications that are valued by employers and universities so that students' progress and ultimately gain employment</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: achievement rates, destinations, HE enrolments - Leadership and management SAR: evaluation of enrolments on HE programmes; evaluation of successful launch of T levels; evaluation of coherence of the curriculum to enable smooth progression; evaluate the effectiveness of the college's response to employers' needs through its offer of apprenticeship standards and short courses - Quality of Education SAR: evaluation of internal progression and relevant destinations 	<ul style="list-style-type: none"> • Launching a programme of T levels • Ensuring employer forums or similar take place at least annually in each curriculum section • Continuing to grow the college HE offer, by responding to local skills needs • Aligning the college apprenticeship and curriculum offer to enable students to easily progress between college-based programmes and apprenticeships • Ensuring that the college curriculum is correctly configured to enable students to take advantage of the Lifetime Skills Guarantee, including new entitlements for adults to study for level 3 qualifications • Consult with employers and representative groups on the apprenticeship standards and short courses that they feel the college should offer
<p>4. Providing a wide range of activities which will help students more fully understand modern,</p>	<ul style="list-style-type: none"> • Encouraging students to 'give back' to society through participating in at least one charitable endeavour each year

Strategic objectives	Key actions
<p>democratic society and hence make a positive contribution to it</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: none identified - Personal development SAR: evaluation of student participation in enrichment activities and analysis of student satisfaction data 	<ul style="list-style-type: none"> • Providing a comprehensive enrichment programme (including cross college and vocational), i.e. first aid, the Duke of Edinburgh Scheme, money management etc. • Helping students understand the challenges to the planet due to the changing environmental conditions and the role they can play in tackling this • Introducing a cross college programme, using a blended learning approach that will cover, amongst other things: <ul style="list-style-type: none"> ○ Fundamental British values ○ Physical and emotional health, resilience and wellbeing ○ Keeping safe, including online ○ Equality and diversity, including highlighting the value of a diverse society and positively challenging discrimination ○ The risks associated with radicalisation and extremism, especially those found locally and know how to keep themselves safe
<p>5. Enabling each student with SEND and social, emotional and behavioural difficulties to achieve their potential</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: achievement rates for students with a learning difficulty / disability (LDD) and for those with high needs - Quality of Education SAR: evaluation of internal progression; achievement rates for students and apprentices with EHCP/ALS; number of students enrolled on supported internship 	<ul style="list-style-type: none"> • Introducing a centrally managed process to interview applicants to the college who may have an EHCP, low prior attainment or have gaps in their learning • Training colleagues in the attachment and trauma aware (ATA) model to help them understand the underlying reasons for students' social, emotional or behavioural issues and strategies to best support them • Ensuring students with SEND have a clear plan for their learning, so that they make positive progress, recognising that if they have an EHCP they are funded up to the age of 25 years old • Achieving the Communication Access UK Alert standard • Providing high quality information advice and guidance to increase the number of students participating in the college's supported internship programme • Training assessors to identify and meet the learning support needs of their apprentices
<p>6. Developing students' confidence and resilience to help them be successful in their learning at college</p> <p>Progress monitored through:</p>	<ul style="list-style-type: none"> • Expanding the college's higher education offer to provide more opportunities on the island for students to study a higher education programme, which can be a 'stepping-stone' to further higher level study at a mainland university • Encouraging more students to take part in skills competitions and the Duke of Edinburgh Award Scheme

Strategic objectives	Key actions
<ul style="list-style-type: none"> - KPIs: retention; attendance; student satisfaction; destinations - Personal development SAR: evaluation of the development of students' confidence and resilience 	<ul style="list-style-type: none"> • Increasing further student satisfaction with their work experience placement, as a means of enhancing their confidence • Providing training and support for teachers, assessors and PPAs to further enable them to develop students' confidence and resilience for example through the use of coaching skills • Developing a whole college approach to supporting student and staff wellbeing and mental health
<p>7. Providing high quality, targeted and timely support to ensure students progress to their chosen job role</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: destinations - Quality of Education SAR: evaluation of destinations 	<ul style="list-style-type: none"> • Implementing a revised model for information advice and guidance to provide more targeted support to those who need it, i.e. those with SEND, those progressing from foundation learning programmes and those who are unsure of their next step in learning or employment • Ensuring curriculum sections make full use of student destination data when developing their curriculum intent and the programmes they offer • Ensuring each full-time student has a career or life skills plan, which is reviewed at least annually during academic tutorial • Making full use of online resources to support careers education and advice, including employability skills such as writing letters of application for jobs, preparing curriculum vitae, practising interview skills etc. • Maximising opportunities for guest speakers from industry and employers to talk to students to provide an insight into job roles • Ensuring students' career plans reference work experience and how it will help them achieve their career goals
<p>8. Continuing to provide high quality teaching and learning to ensure students are successful and progress to their first choice of career or further study</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: proportion of teachers and assessors who show the required level of skill and competence; proportion of teaching staff with/or working towards a teaching qualification 	<ul style="list-style-type: none"> • Investing in the development of teaching and assessing staff capability and confidence in the use of technology to support teaching, learning and assessment • Developing and implementing a mentoring programme to support new and inexperienced teachers and those in need of improvement • Undertaking a series of 'deep dives', each academic year, to assess the quality of teaching and learning, identify good practice and areas needing support and use the outcomes to inform staff development activities • Providing further training and guidance to teachers and assessors to enable them to better understand the factors that may contribute to students' behaviour and hence be better equipped to support them

Strategic objectives	Key actions
<ul style="list-style-type: none"> - Quality of Education SAR: evaluation of the quality of teaching and learning - Leadership and management SAR: evaluation of the impact of activities to improve the quality of T&L 	<ul style="list-style-type: none"> • Supporting new or improving teachers and assessors to develop their practice by completing at least one peer observation per year • Exploring opportunities to recruit newly qualified teachers, as part of succession planning and also to draw on their recent training and experiences

Strategic priority 2:

The college strives to offer a dynamic, adaptable curriculum

The college recognises and welcomes the opportunities resulting from current and emerging reforms to the curriculum, whether it be college based programmes or apprenticeships in the workplace. The college recognises its role to ensure the intent of its curriculum is closely aligned to government, regional and local skills priorities. Fundamental to achieving its curriculum aims, will be capitalising on new and emerging government funding, especially that aimed at adults wishing to improve their employment prospects.

The college has a long-standing reputation for innovative and flexible approaches to curriculum design and delivery. New advances in technology provide a platform to take these innovations in new and exciting directions. The introduction of new qualifications such as T levels will demand an acceleration of the engagement of employers in the design and delivery of the curriculum, and a reconsideration of the role of work placements as a vehicle to support students' learning.

Strategic objectives	Key actions
<p>1. Implementing new and exciting qualifications and flexible curriculum models to ensure the college continues to provide its students with the contemporary skills and knowledge valued by employers</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: 16-18 market share; - Leadership and management SAR: evaluation of new curriculum including student satisfaction 	<ul style="list-style-type: none"> • Capitalising on opportunities to develop the curriculum by embracing new and reformed qualifications, such as T levels and the emerging level 2 transition programme • Continuing to develop a flexible curriculum model that is responsive to students' needs <ul style="list-style-type: none"> ○ Ensuring that each student on a study programme has a firm understanding of the knowledge, skills and behaviours they need to acquire by the end of the programme and progress successfully to their next step in learning or employment. ○ Providing staff training so that teachers understand the flexibilities that are available within the study programme model • Developing further and accelerating the use of blended and online learning as tools to support students' learning • Making full use of new and emerging government funding to support the retraining and upskilling adults, including the use of digital technology to provide flexible learning opportunities. This could include digital boot camps, Lifetime Skills Guarantee and the Essential Digital Skills qualification. • Working with the college's franchise partner, Platform One College of Music, to develop pathways for the T level on Creative Industries.

Strategic objectives	Key actions
<p>2. Developing key curriculum areas in response to government policy such as the Industrial Strategy, workforce needs identified by Sector Skills Councils and local and regional priorities such as those reflected in the LEP strategy skills advisory panel – SAP) and the Island strategy. Established local and regional priorities include:</p> <ul style="list-style-type: none"> a. Engineering, including marine b. Health & social care c. HE, including Higher level apprenticeships (HLAs) d. Construction e. Digital skills <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: destinations - Leadership and management SAR: reporting on student enrolments in identified areas (i.e. adult Essential Digital Skills); evaluation of curriculum intent in meeting identified labour market needs - Quality of Education SAR: reporting on how effectively students’ awareness of digital skills has been developed 	<ul style="list-style-type: none"> • Ensuring each curriculum section has a well-established mechanism to obtain the views of employers on its curriculum and use this to inform future developments • Reviewing and updating as necessary each curriculum intent statement at least annually to ensure that it reflects local and regional skills requirements • Implementing a college response to the digital agenda, including: <ul style="list-style-type: none"> ○ developing students’ awareness and understanding of digital skills in the vocational subjects they are studying ○ developing a response to the digital skills needs of adults ○ establishing a digital skills hub that will provide programmes and innovative activities to engage students and meet the skills needs of employers
<p>3. Developing further the college Apprenticeship programme, to take into account ongoing reforms and new developments, so that it meets the needs of employers and provides a comprehensive route into high quality employment</p> <p>Progress monitored through:</p>	<ul style="list-style-type: none"> • Developing a 3 year implementation plan for new standards that meets employer needs • Capitalising on existing mechanisms to obtain the views of employers, i.e. via forums, surveys, focus groups, etc. to continue to inform the development of the college’s apprenticeship offer • Ensuring the college apprenticeship offer is closely aligned to employer needs, thereby maintaining, if not growing apprentice numbers, despite the anticipated downturn in the economy

Strategic objectives	Key actions
<ul style="list-style-type: none"> - KPIs: apprenticeship numbers; traineeship numbers; supported internship numbers - Apprenticeship SAR: evaluate recruitment; successful launch of new programmes including HLAs; apprenticeship destinations - Foundation Learning and Pathways SARs: evaluation of recruitment on supported internship programmes 	<ul style="list-style-type: none"> • Reviewing and as appropriate, implementing a revised traineeship offer at the college to potentially include adult students • Developing and expanding the college’s offer of higher-level apprenticeships • Reviewing and as appropriate, implementing an expanded supported internship programme for students with SEND
<p>4. Reviewing provision for students aged 14-16, including those who are electively home educated (EHE)</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: destinations; student satisfaction (14-16 year olds), parental satisfaction (14-16) year olds - Quality of Education SAR: internal progression of 14-16 year olds 	<ul style="list-style-type: none"> • Reviewing and as appropriate making changes to the college: <ul style="list-style-type: none"> ○ school link programme, in liaison with local schools, to ensure it continues to meet the needs of students and schools ○ 14-16 Access to FE programme to ensure that it continues to meet students’ needs and provides a high-quality progression route into further study. ○ 14-16 vocational programme for students who are EHE • Reviewing and refining the mechanism for the referral of EHE young people to the college, including the period they have to be registered with the LA as EHE before applying to the college • Reviewing arrangements for the management of 14-16 students, including the provision of IAG, academic tutorial and pastoral support
<p>5. Developing further the support for foundation learning students to enable them to transition and be successful in their next stage of learning</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: none identified - Quality of Education SAR: Evaluation of internal progression and destinations of foundation learning students; student satisfaction foundation learning 	<ul style="list-style-type: none"> • Reviewing and implementing enhancements to the college process for providing IAG, including interviews, for students on foundation learning programmes • Ensuring effective support mechanisms and communication channels are in place to provide successful transition from foundation learning to vocational areas. For example, the model for support provided by LSAs, PPAs etc. • Providing training to staff in vocational areas, so that they are well equipped to understand and support students progressing from foundation learning • Supporting foundation learning students to acquire the behaviours, including personal resilience, essential to success in vocational areas

Strategic priority 3:

The college strives to sustain purposeful, mutually beneficial and productive relationships with employers and the wider community

The college will draw on its existing network in the local community to provide leadership and high aspirations to encourage and support local people to acquire the skills and knowledge essential to economic independence and personal wellbeing. Securing and further developing the college's long-standing, positive relationship with employers will be fundamental in enabling it to satisfy local skills requirements.

The creation of a new digital hub will create a space where employment and education can come together to create new ways of learning and acquiring valuable digital skills; this model will exemplify how the college will aim to make its facilities more accessible to the local community.

Brexit will create new challenges and opportunities for the local community. The college will work with partners to ensure local businesses can access a suitably skilled workforce and are well-placed to respond to the emerging trading environment.

Strategic objectives	Key actions
<p>1. Increasing awareness of the college in its community and enhancing its reputation and standing and thereby growing the use of its facilities by community groups</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: none identified - Leadership and management SAR: evaluate the community's awareness and use of the college's facilities 	<ul style="list-style-type: none"> • Allocating a member of staff with responsibility for coordinating activities for making college facilities more open to the community • Developing a simple plan to increase community use of college facilities • Raising awareness of the college and its purpose through social media, case studies and other marketing activities • Encouraging further engagement of curriculum areas with the community, building on the current high level of community-based work in performing arts, construction and hospitality • Raising students' awareness of the college's positive contribution to the community and encouraging them to take pride in their role in this
<p>2. Taking leadership in supporting the development of local communities through raising aspirations and skills</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: none identified - Leadership and management SAR: evaluation of enrolments on adult and community based 	<ul style="list-style-type: none"> • Working with the local authority adult community learning service to provide a curriculum that meets the skills needs of the local adult community (i.e. maths, English, ESOL and digital skills) • Drawing on its extensive network of partners, explore innovate and creative ways to reach out to marginalised and disadvantaged students, for example delivering qualifications to tenants at local housing associations

Strategic objectives	Key actions
<p>programmes, evaluation of college intent</p> <ul style="list-style-type: none"> - College HE strategic plan, including an evaluation of the growth in student enrolments in key areas such as digital, engineering and health and social care 	<ul style="list-style-type: none"> • Continuing to work with partners to explore options to further expand the provision of higher education on the island, meeting employer and local skills needs • Exploring new and innovative ways to raise awareness of the higher education programmes offered by the college, both within the community and amongst local employers • Creating and publicising a number of ‘career pathways’ for adults, that provide a clear route to occupational qualification in key vocational areas • Continuing to seek opportunities to bid for funds to support its work with local communities. For example, the ongoing project with the Southern Universities Network (SUN) to encourage progression to higher education (HE) by students living in areas where traditionally there have been low levels of progression • Contributing, as appropriate, to key community and employer groups such as the Newport Business Association, the Shaping Newport Forum etc.
<p>3. Working with employers to understand and meet their skills needs in light of the coronavirus pandemic</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: achievement of full cost income target; delivery against funding allocations (AEB and apprenticeships) - Apprenticeship SAR: evaluate the development of the college’s apprenticeship curriculum in response to employer needs - Employer engagement SAR: evaluate employer relationships and full-cost activities 	<ul style="list-style-type: none"> • Developing further existing employer forums to ensure coverage of all industry sectors so that the college has a comprehensive understanding of employers’ skills needs • Monitoring closely the government response to the pandemic, identifying any opportunities to access funding to meet skills needs • Participating in employer representative groups, such as the Chamber of Commerce and those organised by the local authority to ensure the college curriculum is closely aligned to the emerging needs of employers. For example, facilitating sector based work academies or involvement in programmes for the unemployed. • Working closely with employers to secure opportunities for students to participate in work and industry placements • Making full use of technology to work with employers to assist with developing students’ understanding of the world of work and the skills they need to succeed. For example, using video conferencing to enable employers to talk to groups of students, completing apprentices’ reviews online and exploring opportunities to deliver off the job training for apprentices or virtual work experience for students.

Strategic objectives	Key actions
<p>4. Working with partners, deliver the college's contribution to meeting local digital skills requirements</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: none identified - Leadership and management SAR: evaluation of progress addressing the digital skills agenda, including enrolments on adult Essential Digital Skills qualification - Employer engagement SAR: evaluation of curriculum intent in meeting local digital skills needs 	<ul style="list-style-type: none"> • Working with strategic partners, such as the local authority, to deliver the island's digital strategy • Establishing a 'digital hub' to act as a catalyst for the college's response to the digital agenda • Maintaining and further developing the college's network of employers with an interest in the digital agenda • Creating a physical environment to host the hub • Recruiting a manager to implement the college's response to the digital agenda, in liaison with employers and the local authority • Supporting the wider development of digital skills needs through the successful provision of the Essential Digital Skills qualification • Ensuring the college plays its part in the digital agenda by using technology to support students' learning and to enhance the efficiency and effectiveness of its business processes

Strategic priority 4:

The college strives to secure a vibrant and sustainable future

The college is established as the premier further education and skills provider on the island and is recognised regionally for its high standard of provision. This is based on its reputation for providing high quality technical and vocational learning that is closely aligned to the needs of the local community. The college believes that high standards in teaching and learning and positive student and employer satisfaction are intrinsically linked to secure financial health. Therefore, it will continue to prudently manage its finances in order to benefit from a sustainable future.

The college recognises the fundamental part its staff and governors play in its success. To ensure that this is sustained, the college will continue to invest in development activities that maintain the currency of their skills and knowledge, in light of new and emerging curriculum and delivery methods.

The ongoing success of the college will rely on the increasing use of technology and digital solutions to improve organisational resilience, effectiveness and efficiency. Streamlining business systems and making full use of online solutions will free up staff time to focus on core, value adding activities and ensuring the student learning experience is accessible, engaging and relevant.

In recent years the college has been very successful in securing funding for new buildings and will now focus on improving the quality of older buildings on the main college campus, through the submission of innovative bids for government grants to support the delivery of T levels and to update existing accommodation. The need for students to access the latest equipment and resources, will require the college to adopt an innovative approach, utilising employers' facilities and technology to support learning. The college gives the highest priority to the safety of students and staff, including its response to challenges such as climate change and the coronavirus pandemic.

Strategic objectives	Key actions
<p>1. Adopting a creative and entrepreneurial approach to estates planning to ensure students can access the highest possible standard of accommodation and resources</p> <p>Progress monitored through:</p> <ul style="list-style-type: none">- KPIs: none identified- Leadership and management SAR: evaluate the success of the digital hub; evaluation of the reduction of the proportion of the college estate in category C/D	<ul style="list-style-type: none">• Continuing to maintain the currency of the college property strategy, through annual updates, including prioritisation of work over a five year period• Developing a comprehensive plan to focus the use of central government funding to improve the quality and utilisation of the college estate including the IT infrastructure by refurbishing older buildings or removing redundant stock• Submitting bids for funding for the development of the college estate and resources to support the teaching of T levels (deadline for submission of initial bid February 2021)• Seeking to be a core partner in a successful bid to establish a regional Institute of Technology• Developing and launching a Digital Hub

<ul style="list-style-type: none"> - Facilities and health and safety engagement SAR: evaluating the standard of the college estate - Annual updates to the property strategy 	<ul style="list-style-type: none"> • Re-considering the spaces available for students to study independently and socialise • To update the estates survey report to include IT
<p>2. Making full use of emerging technologies to ensure IT and data systems are flexible, accessible, secure and integrated enabling them to fully meet the needs of the college community</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: none identified - IT and LRC Services SAR: evaluate the implementation of the data strategy and the effective use of digital technologies 	<ul style="list-style-type: none"> • Maximising the use of digital technology, both in teaching and learning and support services, to enhance the experience of users of college services. For example, consolidating the use of technology to enhance support services such as online enrolment, the use of technology to support work with employers and apprentices on work-based learning programmes and the use of blended learning and ‘flipped classroom’ approaches to learning • Implementing strategies to ensure college students and staff are suitably equipped to enable them to learn and work from wherever they might be • Developing and delivering a comprehensive training programme for staff to raise awareness of the full functionality available through college systems and develop teachers’ skills in delivering online learning • Developing and implementing a data strategy, informed by views of users, that will ensure effective storage, management, availability and reporting of college information, thus enabling a culture of data driven decision making to support the college in meeting its statutory goals and strategic priorities • Reviewing and taking action to ensure that the storage of data on all college applications, systems and databases conforms to an agreed set of criteria that will form part of the college data strategy • Complete an internal audit of the college’s approach to cyber security • Train all college staff in cyber security • Achieving cyber essentials followed by the cyber essentials plus accreditation and carrying out regular phishing activities with all college staff to maintain their awareness of the potential risks
<p>3. Enhancing the efficiency and effectiveness of the college through the improvement of business processes</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: none identified 	<ul style="list-style-type: none"> • Identifying and prioritising six business process improvement projects with the aim of completing them over the life of the plan

<ul style="list-style-type: none"> - Leadership and management SAR: evaluate the success of business improvement projects 	
<p>4. Recruiting, motivating and retaining a talented and diverse workforce and Corporation board that understands how they can contribute to the college's strategic objectives</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: none identified - Human resources SAR: evaluation of progress towards key actions - Leadership and management SAR: evaluation of composition of the Corporation board 	<ul style="list-style-type: none"> • Promoting the island and the college as a positive place to live and work as an aid to recruitment and making full use of emerging technologies including social media • Continuing to provide a stimulating and engaging programme of staff development activities that ensure college staff have the skills and knowledge necessary to perform their roles effectively • Fostering and encouraging innovation and entrepreneurship, for example through the introduction of schemes to encourage staff to bring forward suggestions for improvement • Continuing to monitor the composition of the Corporation board and taking action as necessary to ensure it is representative of the local community • Exploring opportunities to provide wider benefits to staff that they appreciate and value. For example, access to a range of discounts for local services and ferry travel, as well as access to free activities and services to support positive mental health and wellbeing, etc. • Reviewing the college pay framework and working conditions such as working hours and holidays, to ensure the college remains an attractive place to work • Ensuring staff have high levels of motivation and commitment to delivering the college's objectives, with a positive approach to team and collaborative work and that there is a strong ethos of putting students first. This can be achieved through ensuring staff are well-informed and are able to engage positively in improving the way the college delivers its services
<p>5. Ensuring financial security and sustainability</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: financial health category of good or better; bank covenants - Finance SAR: including evaluation of impact of actions 	<ul style="list-style-type: none"> • Maintaining an annual financial health category of at least 'good' and ensuring the bank covenants are not breached. Steps to secure this could include: <ul style="list-style-type: none"> ○ Continuing to develop relations with employers to maximise income from full cost training and levy funded apprenticeships ○ Supporting small and medium sized enterprises (SMEs) transition to the digital apprenticeship services (DAS) to ensure future income is not compromised

<p>to maintain the financial viability of the college</p>	<ul style="list-style-type: none"> ○ Capitalising on all opportunities to secure additional funding from government or other sources to develop the college site or resources ○ Continually reviewing college operations to identify opportunities to improve the efficiency of them ○ Ensuring job roles across the college are reviewed and updated to reflect changes to working practices and the needs of students, apprentices, employers and the community. For example, reviewing our approach to supporting apprentices in the workplace. ○ Reviewing and adapting the college strategy for its international work to take into account changes as a result of the UK leaving the EU and the ongoing consequences of the coronavirus pandemic
<p>6. Refining the college’s approach to quality assurance and improvement to reflect new and emerging ways of working</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: student satisfaction - Leadership and management SAR: including evaluation of effectiveness of quality assurance and improvement processes - Quality of Education SAR: evaluation of students’ views on their learning experience at the college - Human resources SAR: evaluation of the impact of staff views on enhancements to the services offered by the college 	<ul style="list-style-type: none"> ● Reviewing the college’s approach to quality assurance and improvement including appropriate consideration of online learning and digital technology ● Introducing new ways to capture students’ views as a means to inform the continued development of the services the college provides. This could include the use of technology, for example polling apps. ● Considering ways to seek and respond to the views of staff on ways to further enhance the services provided by the college
<p>7. Consolidating the college’s position as the premier provider of post 16 education on the Isle of Wight</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: none identified 	<ul style="list-style-type: none"> ● Developing a clear marketing plan to cover the life of this strategic plan to support the achievement of the strategic objectives ● Establishing clear and consistent branding across all aspects of the college’s work

<ul style="list-style-type: none"> - Leadership and management SAR: evaluation of the college’s market share and success at recruiting students and apprentices 	<ul style="list-style-type: none"> • Promoting the college to enhance its reputation, including the creative use of current and former student success stories • Continuing to develop the college’s use of social media as a means of achieving its marketing objectives • Recruiting and developing a small team of ‘student ambassadors’ who could be rewarded for supporting the promotion of the college at key events such as open days, visiting local feeder schools and supporting other marketing activities
<p>8. Responding to the coronavirus pandemic by ensuring that the college continues to provide a safe and sustainable place to learn and work</p> <p>Progress monitored through:</p> <ul style="list-style-type: none"> - KPIs: none identified - Facilities and H&S SAR: including evaluation of the college’s response to sustainability as set out in its property strategy and providing a safe place to learn and work 	<ul style="list-style-type: none"> • Adapting the college estate in response to the coronavirus pandemic so that it continues to provide a safe place to study and work • Re-launching the college environmental group, to include the consideration of emerging environmental issues including steps to reduce printing, encourage the use of sustainable travel and increase recycling. • Exploring mechanisms to obtain and respond to student and stakeholder suggestions on how to reduce the college’s adverse impact on the environment

Risk management

The college uses risk management techniques to assist business planning. A comprehensive risk register, which is monitored closely by the internal auditors and is used to give the Corporation assurance over their control and risk management arrangements. The risk register is divided into themes as follows:

- a) Quality
- b) Curriculum
- c) Resources
- d) Staffing

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.

The detailed risk register is reviewed regularly by college management, the audit committee and the full Corporation.

Risks are RAG rated, this means highlighting them Red, Amber or Green depending upon their likelihood to happen and the impact they might have.

Strategic priority	Key strategic risk
1. The college strives to grow every student's life opportunities	<ol style="list-style-type: none">1. The college fails to take appropriate measures to safeguard students, including measures to tackle radicalisation, potentially placing students at risk, and thereby affecting reputation2. Future uncertainty of various existing high needs funding streams and pressure on the local authority high needs budget may result in declining income to support high needs students3. The college fails to meet the requirements of high needs students (typically those with an education, health and care plan (EHCP))4. Lock down measures prevent teaching staff from supporting students effectively in the completion of assignments or assessments resulting in non-achievement of their qualification5. Insufficient IT structures and staff capabilities lead to a lack of innovation, higher delivery costs and reduced quality of provision

<p>2. The college strives to offer a dynamic, adaptable and rewarding curriculum</p>	<ol style="list-style-type: none"> 1. Staff are insufficiently familiar with reformed / new qualifications (i.e. T levels) and do not have the specific knowledge and skills to successfully support students to pass reformed assessment methodologies such as external examinations, synoptic assessments etc. 2. Managers inability to plan, deliver and justify a curriculum that meets the new Ofsted expectations regarding intent, implementation and impact 3. Small group sizes leading to inefficiencies and under-resourcing across the college 4. College curriculum offer fail to interest and engage students leading to declining enrolments
<p>3. The college strives to sustain purposeful, mutually beneficial and productive relationships with employers and the wider community</p>	<ol style="list-style-type: none"> 1. Not all full-time students engage with a programme of 'work placement' / experience' compatible with their study programme (note – T levels) 2. The college fails to translate the specific requirements for higher level skills and knowledge on the island into a deliverable strategy
<p>4. The college strives to secure a vibrant and sustainable future</p>	<ol style="list-style-type: none"> 1. Reductions in ESFA funding could inhibit the college's ability to meet its mission and educational character 2. Ineffective and bureaucratic processes lead to delays in apprenticeship registrations and administration causing employer dissatisfaction 3. Insufficient cash controls lead to a breach in the cashflow covenant leading to early intervention 4. The college's inability to invest sufficient capital into its ageing estate resulting in escalating and unsustainable costs and deterioration in quality standards 5. Diversified income targets (non-government income streams) are not achieved undermining the college's financial viability 6. Poor quality health and safety practices, harm, legal action and damage to our reputation

	<ol style="list-style-type: none">7. Restructuring is insufficiently timely or commensurate with any forecast reductions in income8. Major IT systems hardware failure or ransomware attack resulting in loss of access to data and communication systems9. Failure to recruit key strategic management posts leads to negative impact on overall college performance and capacity to implement change10. The college fails to retain high performing staff, or recruit new staff, due to constraints on pay or outdated working practices that adversely impact on motivation
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Acronyms

This plan contains a number of acronyms that are commonly used in the college and education in general, to aid understanding an explanation of each is provided below.

Acronym	Meaning	Common usage
EHCP	Education, health and care plan	An EHCP details the education, health and social care support that is to be provided to young person who has a special educational need or a disability. It is drawn up by the local authority after an assessment
HE	Higher education	Programmes at level 4 and above, at the college these are offered in partnership with The University of Portsmouth
HLA	Higher level apprenticeship	Apprenticeships and level 4 and 5
EHE	Electively home educated	Is when a parent chooses not to send their child to school full-time but assumes responsibility for making sure their child receives a full-time education other than at school.
ESFA	Education and skills funding agency	ESFA is an executive agency, sponsored by the Department for Education and is accountable for funding education and skills for children, young people and adults.
ESOL	English for speakers of other languages	Qualifications for non-native English speakers, looking to take up a new language or validate their skills
KPI	Key performance indicator	A quantifiable performance measure, usually set by the college Corporation to monitor the progress of the college in achieving its strategic objectives
LSA	Learning support assistant	Member of college staff who supports a student with SEND
PPA	Pastoral and progress adviser	A specialist member of college staff who provides support and guidance to students to enable them to overcome any barriers that they may encounter to their learning
SAR	Self-assessment report	A series of annual evaluative reports, based on evidence that identify strengths and areas for improvement that are central to the college's quality improvement process
SEND	Special education needs and/or disability	A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age.