



STRATEGIC PLAN



2020-2025

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— At Bath College —

WE PROVIDE

INNOVATIVE TRAINING TO

DEVELOP SKILLS INSPIRE INDIVIDUALS ENRICH THE WIDER COMMUNITY

AND ENCOURAGE ALL TO

• *achieve and progress.* •



SECTION 1

EXECUTIVE SUMMARY - FOREWORD

The College strategic plan sets a realistic but ambitious vision for the future. Bath College has started a remarkable journey and gained great momentum in its ambition to be the best college in the region by 2023 and nationally by 2025.

The recent history of The College began with the joining of two distinct former colleges, the City of Bath College and Norton Radstock College, in April 2015. The College has emerged as a strong and effective single entity, graded Good by Ofsted and with a sound financial platform.

The journey from inadequate to good has been planned carefully, with great emphasis on actioning strategic plans and turning them into reality. This has not been easy, nor without risk and could not be achieved without the unrelenting drive and dedication from all within The College.

This plan sets out ambitions for the future in an environment that remains challenging and uncertain.

Over the previous strategic plan 2016 - 19, we delivered an estate investment of £5.8m, with support from the West of England Local Enterprise Partnership (LEP) and more recently the West of England Combined Authority (WECA), Bath and North East Somerset Local Authority, (B&NES), and our own funds. This has been a successful start to the journey of replenishing facilities to the high industrial standards required facilitating our students progress and which reflect the work environment into which our



students will progress. This was done against a background of a difficult financial position, one that required careful financial management and prudent stewardship. This plan sets out further ambitious estate development whilst recognising the need to maximise returns from prior investments, rebuild cash reserves and maintain good financial health into the future.

The College progress on quality and performance has resulted in exciting opportunities for the future. The significant step forward by achieving a high Ofsted rating, was in itself a positive achievement. In addition, this accomplishment has secured further opportunities. For example, the College, in partnership, has successfully attained the status of an Institute of Technology (scheduled to open in 2020) and the opportunity to pilot three Technical qualifications starting in 2021 both placing the College at the forefront of technical and higher education.

Bath College recognises and welcomes its role as part of the local community and values the partnerships developed and the support gained within our locality. It looks forward to further developing links to enhance and grow additional partnerships, in order that we can benefit the social and environmental fabric of the community. Exciting opportunities have begun with collaboration between a number of local charities and agencies enabling the College to offer support and assistance, to those in need and the disengaged. The College is proud to be able to offer our facilities and time to support social community events, like the Bath Family run.

We believe we are stronger together and will enhance its commitment to its civic responsibilities.

The College also secured its place and contributed to the further education sector, particularly within the region of WECA. The College strategy is to promote and develop future collaboration between further education colleges and universities providing a rationalised approach to regional challenges and needs which secures a positive future for students and staff alike.

WECA continues to take a leading role in the development of the region and particularly in addressing the skills challenges which are becoming increasingly evident as the negative impact of the Covid-19 pandemic materialises. The College has played an active part in debate and development of WECA's Employment and Skills plan. The College commits to support and be a proactive member of the newly formed regional Skills Advisory Panel, which focuses on supporting groups facing challenges in accessing the labour market, and engage with the National Retraining Scheme to encourage re-engagement and re-skilling to secure better careers for individuals.

Above everything, The College has remained resolute in the provision of an exceptional and motivational experience of learning that widens horizons to future careers and opportunities. Students are at the very heart of all that we do, they are our future and deserve the best.

Our strategic plan for 2020- 2025 sets out the actions we will take to realise our ambitious vision for the future for Bath College.

SECTION 2 HISTORY OF MERGER



On April 6th 2015, City of Bath College merged with Norton Radstock College to become Bath College.



... SECTION 3 ...

AN OVERVIEW OF 2016-2019

Our recent history of a single college with two vibrant campuses has resulted in the attainment of Ofsted "Good" categorisation, an increasing stable financial foundation and a single cohesive working culture.

Throughout the last strategic plan, our focus remained on the provision and further development of a technical and vocational curriculum that harnessed and fostered the talent of each of our students and the preparation of learners for the work environment and progression to further and higher learning.

This was coupled with the realisation of capital investments to improve our facilities and enhance

the estates. The opening of our new construction centre at the Somer Valley campus in September 2017, the refurbishment of our special educational needs Wellow Centre on the same campus in 2018 and the relocation and refurbishment of the catering facilities on our city centre campus in 2019/20, has seen the improvement of facilities that reflect industrial work standards.

In order to achieve these ambitious targets, the need to build new partnerships and reinforce old affiliations, as well as engage employers to a greater extent is required. This has been done in part and has resulted in a dynamic learning atmosphere that is of value to both the students

and employers and enables a learning environment that is ambitious and motivational.

Effective strides have been achieved in all of these drivers but The College recognises that further work is required to enhance and lead the sector in the preparation of young people for current and future skills requirements and careers opportunities.

A primary aim of The College is enabling students to realise careers, not just to gain qualifications and not just to settle for jobs.



SECTION 4

REGIONAL ECONOMIC AND SKILLS BACKGROUND

As part of the strategic planning process The College ensures the curriculum offer is well matched to local, regional national and economic needs, and particularly with the priorities of WECA. Our curriculum framework is organised around three key strategies, the West of England Local Industrial Strategy, the West of England Employment and Skills plan and the National Industrial Strategy.

The underpinning concept is to enable our students, communities and region to thrive through the delivery of skills and knowledge to address current and future employment opportunities and needs.

The West of England has a population of 1,139,800 (2017 ONS Mid-year population estimates). Bristol is the largest urban area and is complemented by other strategically significant cities and towns of which the World Heritage City of Bath is the most well-known. The region is also recognised for its rurality and coastal towns.

The West of England has a productive and diverse economy. Whilst productivity in the region is above the national average (the region being the 5th most productive in England), economic growth has slowed in recent years.

The region has a growing working age population, with an average growth of 0.8% growth between 1997- 2017 and is set to grow by 7% by 2030. This growth requires a focus of upskilling and reskilling to ensure that residents can remain economically active and are able to adapt to the changing

work environment. Young people dominate the transient population, moving to access work and study. Levels of international workers in our region are changing and have been falling since 2015.

Demand for higher skills within the region is growing, sectors include, public administration, education and health (35% of employment); banking and finance (18% of employment) and insurance and energy and water. A decline in manufacturing and distribution, hotels and restaurants is evident from 2004, but still maintaining 16% of employment within the region and 18.8% of employment within B&NES. The City of Bath has maintained a high level of demand for the catering and hospitality industries mainly driven by the city's World Heritage status.

The West of England benefits from an established innovation cluster, centred around growth in the high tech and digital sectors, cultural and creative industries, aerospace and advanced engineering and the financial and business services.

Transport, communications, manufacturing and construction all employ a moderate amount of people, totalling 23% of the workforce. Construction trades and associated industries are expected to increase in demand over the next few years as Hinkley Point C develops and the Regional Strategy incorporates Joint Spatial Plan and transport initiatives commence.

The region employs a large number of service and business professionals, particularly within the

energy and water industries (52% of employees are managers, directors or senior officials).

The highest demand vacancies within the region have remained the same over the past 3 years. The top occupation vacancies in the West of England have been;

- Programmers and software developers
- Nurses
- Sales related occupations
- Administrative occupations

In addition, the National Employer Skills Survey demonstrates that employers in the West of England find it harder than average to recruit higher skilled occupations. They have also highlighted the need for "softer" skills of communication, team working, customer service, problem solving and numeracy and analytical skills.

Looking ahead, future jobs will be transformed by technology. It is anticipated that 32% of current roles will be significantly affected by automation. Currently 6 out of 10 adults in the region lack basic IT skills. Middle skilled jobs have decreased over the last two decades resulting in a polarisation of those with high skills and low skilled jobs (OECD).

Overall the working age population is well qualified, with 52% having a level 4 qualification (compared to 44% for England). However, this can disguise the fact that approximately 18.5% of the regional working age population (133,000 residents) do not have a level 2 qualification of which 4% (28,600) of the population have no qualifications. There is a skills gap between those at-



tracted to the region and residents that grow up here. Those without a level 2 qualification are more likely to be trapped in low skill/ low paid employment or unemployment.

The West of England has above average employment rates, being 79.1% (Dec 2018-79.9% in B&NES) for the working age cohort. Gender splits in employment remain a feature of the region, with significant gender differences by occupation. Fewer women work as managers, directors and senior officials, skilled trades, plant process or machine operatives. Fewer men work in secretarial and administrative roles or within the caring or leisure occupations. There are also different occupational profiles by ethnicity, with fewer being employed in associate professional and technical occupations. 9% of the working population are from an ethnic background (2018), with an employment rate being lower than those from a white background but higher than the national average. The unemployment rate in the West of England is the highest among the young (16-24 age group).

Flexible working is a feature of the regional workforce. 73.1% of people work full time compared to 75.1% in England. This is particularly low amongst women (55.9%) in particular older women (46.9%). B&NES has a particularly high rate of non-permanent employment of 6.5%.

A number of jobs across the region are paid below the living wage. Despite higher than average pay, over 100,000 jobs are paid below the real living wage, with retail and hospitality being the large employment sectors with high incidents of low wages. The economic inactivity rate of the working population is 18.1%. The median hourly earnings for all employee's jobs was higher than the national average £12.78, in B&NES it is £13.17.

There are 52 places in the region that fall within the most deprived 10% nationally, with 1 being in B&NES. B&NES is in the top quartile (i.e. least deprived) of local authorities.

House prices continue to escalate in the region, creating challenges for low pay workers and now

currently stand as 9.3 times average salary within the region and 11 times annual resident earnings in B&NES (2018) and extends to 20.8 times for the lowest 10% of earners. B&NES has the highest mean monthly rental rates outside of London.

Travel demand is growing and there is an increased need to improve walking, cycling and public transport.

The Joint Spatial Plan supports the delivery of 82,500 new jobs by 2036. The College, with two campuses, sits within/ adjacent to two Enterprise zones, Bath Riverside and Somer Valley enterprise zone and is therefore well placed to support job opportunities.

SECTION 4

REGIONAL ECONOMIC AND SKILLS BACKGROUND

continued...

Regional Educational Background

Education attainment (KS2,4,5) across the region is slightly below the national average (except for B&NES). Educational outcomes for disadvantaged students is below the national average. The achievement gap between disadvantaged students and other learners was 27% nationally, for the West of England it was 31%, for B&NES it was 37% at key stage 2. For level 3 qualifications regional attainment for those achieving at least 2 A levels was significantly below the national average being 74.1% compared to the national average of 76.9% (B&NES 73.5%).

Concerning careers guidance using the Gatsby benchmarks, the LEP region was placed 19th out of 38 regions.

Across the West of England 6.6% of 16 and 17 year olds were not in Education, Employment or Training (NEET) rising to 37% if they were care leavers, and 10.9% (B&NES) for those with Special Educational Needs and Disabilities.

Progression to Higher Education is below the national average being 53% compared to 61% nationally. 83.5% of graduates from the South West are more likely to be employed compared to 81.7% nationally.

Gaps in attainment across the adult education courses are reducing, currently being 4% across the region (8% B&NES) between female and male achievers, with the same gap being evident between learners from a white and BAME background.

47% of learning aims (2018) were started by adults who were not in employment and were looking for work.

Apprenticeship starts have reduced in the region. The number of enrolments on to apprenticeships have decreased over the last three years. Enrolments are the highest for level 2 qualifications but are decreasing overall. Apprenticeships for level 4 enrolments are increasing but remain the smallest cohort. There remains a large variation in gender uptake depending on the sector, with limited diversity among apprenticeships as a whole, BAME learners being 8% of apprentices.



Regional Educational and Skills Background Response

Between 2016-2019 the skills economy and working environment has changed significantly both within the region and nationally. The publication of the National Industrial Strategy together with the regional West of England Combined Authority Employment and Skills plan and the national Industrial Strategy has further shaped the technical and vocational remit of The College. The need to boost the economy, increase productivity and accommodate new and increasingly difficult to secure trained staff in fundamental work sectors has highlighted the need to ensure that the curriculum offered and experience gained through The College can address this growing remit.

During the delivery of the last strategic plan WECA and the devolution of funding budgets to the regional authority from central government has materialised. This has resulted in a fundamental change to the F.E. funding landscape and how they operate as mayoral regulatory regions have purchasing power for a range of training and skills development. This places F.E. as a key partner and central to the regions education and skills provision.

Together, this shift in funding to support the region and the focus on regional needs, could develop a self-sustaining infrastructure of providers working towards a common aim and plan. The close synergy between learner and employer needs and skills developments could be aligned to provide a highly dynamic and positive region but it requires true collaboration and a partnership approach.

The alignment of employer needs and learner skills will be further enhanced with the introduction of the T qualifications in the region. The need to undertake extended work placements to fulfil the qualifications, provides a challenge but also opportunities to provide closer working relationships with employers and for the curriculum to fully reflect employer demanded skills, be these technical or "softer" skills. The College is well placed to progress this agenda.

Reskilling and upskilling for those in work has become a more central need, with the recognition of immediate and long terms short- fall in skills. The National Employer Skills survey shows that employers in the West of England have more vacancies and

find it harder to recruit than the national average, particularly for higher skills occupations and skills gaps particularly in service and labour intensive occupations, highlighting the need to upskill and reskill.

The delegation of the Adult Skills Budget funding to the region and its use by WECA will have a pivotal effect on the ability to utilise funds for this purpose.

The long term underfunding for the F.E. Sector and the impact it has had on the ability to accommodate and train a sufficient number of young people to address both the regional and national needs is starting to be recognised, with an announcement of £400m investment for further education and sixth form colleges from September 2020.

However, as Britain's future within the European Union has yet to be clarified, the ability to deliver the skills agenda remains in focus and central to the UK's economy and success. To train, re-skill and up skill the workforce is central to any national and regional success and therefore remains fundamental to the College strategic planning and resulting actions.

In Conclusion

The comprehensive review for the region undertaken by WECA which has reviewed current performance, strengths and areas of challenge has been used as a foundation for Bath College's Strategy Plan. There are some overriding conclusions that shape the regional needs and are reflected in the strategic direction of The College.

- There is a strong and increasing demand for higher skills.
- Digital influences will enable and reshape the labour market within the region.
- There is a significant skills gap that is highest among lower skilled residents, and the need for reskilling and upskilling is substantial.
- There is a lack of understanding and uptake of apprenticeships.
- Fewer young people from the area go on to study at higher levels.
- The education pipeline in the region is under-performing with educational achievement below average for both primary and secondary schools.
- Attainment and engagement is particularly severe in B&NES for those accessing free school meals and from a disadvantaged background.
- There is a significant proportion (128,500) adults in the region without a level 2 (GCSE level) qualification.
- There is a considerable difference in B&NES between wage/ incomes.
- There remain significant gender differences by occupation.

SECTION 5

STRATEGIC PRIORITIES

FINANCIAL STABILITY • EXCELLENT QUALITY • GROWTH
EFFECTIVE AND FLEXIBLE CURRICULUM • COLLABORATION AND PARTNERSHIPS
INCLUSIVE LEARNING CULTURE FOR ALL



Financial Stability

The funding from central government for Further Education has declined in real terms over the last ten years. This has resulted in the sector generally being in poor financial health. This combined with the change of legislation (Technical and Further Education Act 2017), which introduced an insolvency regime, has resulted in financial stability remaining a significant focus. The priority in the last strategic plan was to secure a more stable financial platform for The College. Although there remains a constant need to review our financial position and demands continue to pressurise the budgets and income, the College is in a better financial place than before. But further work is required to ensure consistency in the stability and security of finances and enhance our cash reserves.

Excellent Quality

The College will work to ensure that all aspects of our provision will be of the highest quality and provide an aspirational and motivational learning environment enabling our students to thrive. The College aim is to continually improve and embed high expectations and be ambitious for our students and staff.



Growth

The College does not aspire to be the largest College within the sector or the region, but it aspires to be the best. However, there is an optimum size that facilitates sufficient income that secures stability, sustainability, facilitates investment and security. Research has shown this to be circa £25m income. Currently The College is below this income level, our aim is to grow, through both funded delivery and alternative income streams, to secure this position.

Effective and Flexible Curriculum

Students are at the heart of everything we do. Centered on the West of England Skills and Knowledge needs, the curriculum reflects local, regional, as well as national demand. The aim is to provide a flexible, relevant and enabling curriculum. A curriculum that provides the technical, professional and vocational qualifications enabling students to succeed, the softer skills to ensure resilience and career enhancement and the support and security to become high performing and confident individuals will be embedded and an innovative approach to deliver will be encouraged.

Collaboration and Partnerships

The recent working environment, combined with national initiatives demonstrate the need for colleges to work collaboratively. These combined with the still fragile F.E. funding environment requires the development of more partnerships and collaborative behaviours that are underpinned by clear strategic planning. The aim is to add value to delivery while removing wasteful competition and unhelpful duplication, whilst recognising we are in a transitional period.

An element of this is further developing a partnership approach with the community in which The College lives. As Professor Martin Doel, former CEO of the AOC states, it is about not just being "of a place" but "for a place". The College needs to be more than just responsive to the needs of its local environment but help define and shape that need. The College will actively engage in the local vision and help develop its civic destiny and thriving community, where people want to live work and study, having a vibrant college at the heart.

Inclusive Learning Culture For All

The aim is to provide a dynamic and positive learning environment for students, with clear expectations and a positive and respectful culture. It is recognised by the College the hard work and dedication of the staff, without which the students would not prosper and succeed.

It is now time to focus on the mental wellbeing of staff, their development, enhancing their skills (including digital skills), knowledge and currency. The aim is to enhance and facilitate a learning culture for our colleagues, through the provision of a differentiated learning framework and enable a College of Learning, not just for students but for all.



... SECTION 5 ...

VISION AND MISSION OVERVIEW

The vision of the College is to be a centre of excellence, being the College of choice and recognised as the best College in the region by 2023 and the best College nationally by 2025.

After college wide contribution, Bath College's mission is:

— *At Bath College* —

WE PROVIDE

INNOVATIVE TRAINING TO

DEVELOP SKILLS

INSPIRE

INDIVIDUALS

ENRICH THE WIDER

COMMUNITY

AND ENCOURAGE ALL TO

• *achieve and progress.* •



We are a community of learning constructed through the dynamism and vibrancy generated by our different students, who are at the heart of all we do. Bath College's aim is to consistently make a positive difference to the lives of our learners.

Our full time students will continue to achieve well in all curriculum areas, above the national averages and with high grades. Those with prior low achievement in English and Mathematics will make significant progress. Students will be stretched and challenged to challenge higher level STEAM (Science Technology Engineering, Art and Mathematics) related subjects. We will continue to offer a wide spectrum of opportunities, including the new T qualifications and applied learning with a focus on preparation for the world of work and progression. Our students will be highly employable and progress to enriching careers. The College will be recognised as the place to study for technical and vocational qualifications.

To ensure our students have the broader skills to approach and thrive in the workplace, focus on "softer skills" will be incorporated into the study programmes. Communication, resilience, presentation and the ability to work independently and as part of a team will be encouraged and developed. Effective conduct both professionally and socially will be encouraged. The wellbeing

of our students will be supported and they will understand how to keep themselves safe.

Our adult community network of provision with its essential skills for work and life provision will be maintained and delivered throughout the communities across the locality and region, increasing access and delivery. The adult education provision is highly effective and will maintain its strong profile and increase the number of adults engaging in this approach. English language speaking and functional skills qualifications will be a focus of development. Progression from the adult community and education students will continue to grow and facilitate quick advancement onto apprenticeships and higher level qualifications. We will continue to provide and grow our Love to Learn and short courses adapting the offer to local demand. Reskilling and upskilling for those already employed will be further developed in line with employer and regional demand.

Apprenticeships will grow, accommodating employer requirements and providing an accessible and comprehensive offer. A differentiated approach will be further developed to aid and support all forms of employer from Small and Medium-sized Enterprises (SME) to large international conglomerates, enabling an effective and timely delivery and apprenticeship achievement. We aim to remove the bureaucratic

barriers and enhance the administration of the provision.

Our higher skills provision will be transformed, providing access to professional and chartered programmes and closely aligned to local and regional economic needs and developed in conjunction with local industries and university partners. Our higher skills provision will enhance the technical capacity of the regions workforce, driving forward productivity and innovation in an atmosphere of enterprise.

Our aim is to ensure students enjoy their learning and training experience benefiting from exciting and inspiring teaching. Individual needs will be accommodated in the teaching and training approach. The use of technology and digital within delivery will be integrated and maximised. Our students will prosper and positively contribute to the regional economy and addressing the skills gap. Positive Engagement in society, responsible and respectful citizens will be developed through our inclusive learning environment.

An innovative curriculum focusing on technical, professional and vocational skills supported through excellent facilities and resources, which reflect industrial standards.

Bath College will be The College of choice for all those wanting to study in the region.



SECTION 6

TEACHING, LEARNING AND ASSESSMENT

Context

The teaching and training landscape is changing, with the increase of technology and links with industry significantly transforming curriculum and the approach to delivery.

Research suggests that higher levels of emotional intelligence are linked to a better ability to cope under pressure. 91% of CEOs globally identify the need for the development of softer skills within their workforce and the benefits to the organisation of these attributes. The Office for National statistics expects that 1.5 million jobs in England to be automated in the future, leading to the conclusion that more value will be placed on human skills such as creativity. These are prized skills that help future proof students for an unknown future and an aspect of learning that The College will reinforce.

The introduction of T qualifications and Ofsted's new inspection framework have raised the need to increase the industrial links and technological delivery interface. The digital capabilities of staff are central to the successful implementation of this approach. These will be supported through a new staff development programme, which is accessible and differentiated.

In addition, the regional and national industrial strategies and skills plans expect that industrial knowledge and skills held by teaching staff are contemporary and relevant and that teaching, learning and assessment are in line with industrial and professional standards. The College is determined to ensure that staff development across The College and industrial updating becomes central to these developments.

The College needs to provide facilities and resources equal to industry. The links with employers greatly assist this process, with curriculum planning and the needed skills shaped by industrial involvement.

National teaching, learning and assessment trends also rely on creative and innovative approaches. Passive learning techniques fail to engage learners. A blended learning approach, including the use of technology, is needed, providing a flexible and knowledgeable platform.

Where we are now

The standard of teaching, learning and assessment overall is good and measured well against the Ofsted criteria across all sections of delivery. The College recognises the need for continual improvement with the need for a consistently high standard of sessions exceeding the Colleges high expectations. A culture of innovation and creativity to raise teaching standards will remain a focus. With the recent introduc-

tion of teaching communities, the development of curriculum networks will be extended across the College, with the aim to improve standards enabling staff to become confident in experiential delivery and innovative approaches within a reflective and supportive culture.

Continual sharing of best practice across the College will remain central to the maintenance

of high standards of delivery and service support. A comprehensive skills and staff development programme will be introduced. Utilising a self-assessment and differentiated approach to self-development the programme will utilise a broad spectrum of learning resources, ranging from webinars, podcasts, books, dedicated practitioner support and external specialist.

What we will do:

We will:

- Introduce an enhanced staff development framework providing more flexible ways for staff to study and fast track opportunities to meet individual and market needs.
- Further invest in digital technologies and enhance staff development in the use of these for effective delivery.
- Work with employers, the priority remains ensuring students and staff become familiar and confident in the use of specific digital skills, as well as having the knowledge and behaviour to address the fast changing digital environment. For staff this will be done through industrial secondment and professional updating.
- Skills learnt through the staff development programme will enhance the learning experience and contemporary knowledge.
- Succession planning and insight into wider issues within the College will be facilitated through the enhanced staff development framework.
- Teaching communities will continue to evolve and develop across the College.
- Using teaching communities stretch and challenge opportunities will be incorporated to improve the pedagogy.
- Informed lesson visits and best practice will be shared and become central to the teaching, learning and assessment techniques across the College.
- Link with recognised excellent further education providers to arrange reciprocal quality audit visits of teaching learning and assessments.
- Ensure that a fresh and innovative approach is maintained and accommodates the new Ofsted framework.
- There will be a close focus on Ofsted's new inspection framework.
- Maximise the use of technology to enhance autonomous learning, enabling learners to work at their own pace and time wherever and whenever they choose.
- Improve technology within the classroom and breakout areas to create a more innovative and engaging learning culture.
- Flexibility and accessibility is seen as a central requirement for adult learners who want to re skill and up skill while maintaining full time employment. The College aims to provide a more comprehensive and wider use of technology to facilitate access to learning.
- Specifically, for apprentices and their employers the use of the electronic collection of evidence of skills and knowledge and the use of technology in end point assessments enabling timely achievement will be enhanced.
- An apprenticeship teaching community will be established to support enhanced delivery and evaluate and address apprenticeship delivery.
- Continue to work pro-actively to meet our statutory responsibilities in relation to safeguarding and student welfare. Effective arrangements to ensure staff are fully conversant on how to identify students at risk and actions required.
- Look at ways to reduce the administrative burden of teaching staff, in order that they can focus on professional development and excellent teaching.
- Improve technology to enhance access for parents, carers and employers and online delivery for students.
- Continue to provide a culture of high expectation and excellent standards.





SECTION 6

SUPPORTING OUR LEARNERS AND KEEPING THEM SAFE

Context

The College fully understands the increasing risk of sexual and criminal exploitation of our learners and understands the critical role that The College plays in keeping students safe. We are acutely aware of the challenges of youth culture affords our learners, in an environment of increasing knife violence and drug exploitation.

The College prides itself in an inclusive and harmonious culture which enables learners to thrive. The College recognises its responsibility to promote equality, celebrate diversity and challenge those who oppose British values, individual liberty, respect and tolerance, freedom of speech and the rule of law.

This extends to enabling young people to stay safe online, keeping personal information safe, challenge harmful content and balancing the online and off line worlds, supporting students to navigate these issues. The College is committed to ensure our learners leave us with the technical skills required to progress but also the wider skills to become responsible adults.

- We will enhance community and civic connections promoting harmonious and positive relationships.
- Through tutorials we will develop learner's awareness of keeping themselves safe.
- Through group and individual support, we will develop a wide range of personal skills in our students enabling them to thrive in the workplace.
- We will promote mental health awareness, embed our mental health first aiders and maintain the support of mental health as a primary focus of the College.
- We will actively monitor, report and action any issues of concern raised through the digital systems including fire-wall, web filtering, smoothwall, and social media monitoring.
- We will provide high quality confidential counselling, welfare and finance support for students enabling them to achieve and progress in their studies and careers.
- We will maintain our matrix guidance. Ensuring careers advice is impartial, appropriate and effective and strive to achieve Gatsby benchmark ensuring careers guidance is impartial and supports progression.
- Reinforce welfare, counselling and financial support programmes to apprentices, enhancing access and uptake.
- Link Tutors and Facilitators will continue to work with specialists (Speech and Language Therapists, Occupational Health Therapists, Specialists in Dyslexia and ASD, etc.) and further develop their own expertise to provide effective support to learners with additional learning needs and the wider college staff team.
- Maintain and develop the student union ensuring they play an active part in the life of The College, and representation to governors.
- Engage external experts, including drug and alcohol rehabilitation, healthy relationships and sexual health experts to support our learners.

Where we are now

The College offers extensive support to all learners including counselling, mental health support and financial advice and guidance.

numbers over the previous three years. To accommodate this, additional access to counselling, the introduction of mental health first aiders and the number of physical health first aiders have been increased. The team for educational support using facilitators has been developed to accommodate and provide a comprehensive provision.

The College takes its role seriously in keeping learners safe. We continue to have strong links with Safeguarding agencies throughout the region and staff undertake safeguarding training and updating on an annual basis.

From the very start of the learner journey at the College, identification of support requirements are available at application, interview and enrolment stages. Learners with additional and complex needs have increased in

What we will do:

We will:

- Further invest in digital technology and staff development in their utilisation for effective delivery.
- Continue staff and governor training sessions and briefing updates to ensure awareness of local and regional pattern of risks related to young people and adults.
- We will continue to embed safeguarding and British values through our code of conduct and expectations of learners.
- A culture of mutual respect and tolerance will be sustained.
- Encourage students to become responsible, respectful and active citizens.
- Through staff development, we will ensure that staff promote equality and diversity and are confident in challenging those who do not.
- We will work closely with external agencies including B&NES Safeguarding Board and social services to ensure the College is a safe place to study.

SUSTAINABILITY

The College recognises the need to enhance and further develop our approach to the green agenda and a sustainable environment. There are many aspects to this itinerary, not only the curriculum and the development of additional and alternative technical qualifications but also the operation of the estates, future capital developments and enhancing staff and students knowledge. What we will do;

- Engage with employers to fully understand current and projected future environmental standards and skills requirements to develop relevant qualifications and apprenticeships to accommodate these needs.
- Establish a working party within the College, staff and students, with the focus of sustainability and the green agenda.
- Review the estate strategy to take into account the needs for future enhancements to improve the College sustainable footprint.
- Encourage innovative approaches, feedback and engagement developing a culture of environmental sustainability.
- Renew our fleet of vans and minibuses and change to environmentally friendly vehicles. Install electric charging points.
- Review our source and use of plastics and implement sustainable alternatives.
- Become carbon neutral by 2025.

SECTION 7

OUR PRIORITY SECTORS

In developing our provision, we recognise the need to balance our general further education curriculum to meet the needs of the local community with the development of more specialised technical programmes of regional and national significance. In developing and delivering our provision we will do the following;

Intent

Provide an education and training that enables our learners to achieve highly. To develop a curriculum that develops knowledge, skills, behaviours and ambition and enables our learners to succeed and progress. A provision that takes account of the regional and national context and need to contribute to the increase in productivity.

Implementation

To ensure teachers have the expert knowledge and skills in the technical, vocational and professional subjects they teach and have the highest quality of teaching, learning and assessment expertise. There are relevant and excellent work placements, industrial standard facilities and resources and access to the latest technologies.

Impact

Our learners will have gained insight, knowledge and skills in the subjects they have studied, which enables them to progress into meaningful and high value careers or onto their next stage of education or training.

16-18 AND 19+ FULL TIME STUDY PROGRAMMES

Context

On a regional basis the attainment of students is slightly below the national average (except for B&NES) and significantly below the national average for disadvantaged young people at all three key stages (KS2, KS4 and KS5). The gap in attainment between disadvantaged students and other students in the West of England is 31% and a 35% gap in B&NES compared to the national average of 27%. At GCSE, performance in English is lower than the national average in Bristol and South Gloucestershire. Overall the percentage of pupils reaching the expected standard in reading, writing and maths in the region was 64% compared to 65% nationally. B&NES being 66%. However, disadvan-

tagged students who reached the expected standard at KS2 was 47% in the West of England and 42% in B&NES, significantly below national levels.

Careers information and guidance requires improvement with the LEP being ranked as 19th (of 38 LEPS) on careers advice.

The rate of young people not in Education, Employment or Training is above average in parts of the region, with an average of 6.6% of 16 and 17 year olds being NEET. 37% of care leavers are NEET within the region. 10.9% being young people with Special Educational Needs and Disabilities (SEND) are NEET within the B&NES area.

The percentage of young people in state run schools and colleges achieving at least 2 substantial level 3 qualifications in 2017/18 across England was 80.3% and 82.3% in B&NES. Progression to Higher Education for young people in the region is below the national average, being 53% compared to 61% nationally.

Growth in skills continues to accelerate, especially at the higher levels. Supporting more people to study technical skills and progress to higher levels remains a priority of The College, in line with regional needs and identified priorities.

Where we are now

Despite a declining local demographic for 16+ young people between 2016-2019, The College has maintained a high level of recruitment for young students.

Our provision for young full time learners is very inclusive with 31.18% of students reporting a learning difficulty or disability and 5.24% from an ethnic minority background. The majority of learners (over 76%) study at Level 1 and 2 (compared to a national rate of 47% and a regional average of 41%).

We continue to ensure learners successfully achieve their programme of study. Overall achievement rates for full time learners remain above or at the national benchmarks with no significant difference of achievement rates between our diverse groups of young people including or those with a disability or learning difficulty.

Achievement rates on functional skills and GCSE English and mathematics are significantly above those reported nationally with 10% being above the national average for retakes for 17+ in English and 8% above the national average for 17+ in Mathematics. Over the life of the last strategic plan, Bath College has supported over 1,432 students to successfully retake their GCSE

English or Mathematics qualifications, having been unsuccessful in school. In addition, thousands more have achieved the alternative qualification of functional skills.

Partnerships have been developed that have enhanced our students learning experience, for example Performing Arts students and the Theatre Royal.

We have engaged with local employers to work with the College to refresh our curriculum and enhance progression opportunities. This has been reinforced through the technical and professional academies within The College for example the Health Employer Forum. This has led to exciting and dynamic new programmes being developed in conjunction with employer partners, extending the curriculum offer to new and areas of study for example Psychology and Law.

Capital investment has secured access to new facilities, such as the new Construction centre at the Somer Valley campus and the Special Educational Needs Disabilities centre.

An improvement in students achieving higher achievement rates is evident. The achievement in Business qualifications now are 21% above the nation-

al benchmark (2018/2019) which has demonstrated a 15.6% improvement from 2017/2018.

Softer skills enhancements within the tutorial system has been implemented.

Effective work placements have increased enabling students to gain an insight in to the world of work. Enabling students to develop entrepreneurial and enterprising skills and employability skills identified by our partner employers.

The learner voice has been enhanced by actively listening and responding to the student's requests, and maintaining a paid Student Union President to represent learners on the Governing Board.

The College has maintained its warm, welcoming and inclusive atmosphere.

Students have been made aware on how to be socially responsible and understand how best to conduct themselves publicly and professionally and how to keep safe. We recognise there is more to be done.

...• SECTION 7 •...

16-18 AND 19+ FULL TIME STUDY PROGRAMMES

..... continued...

What we will do:

We will:

- Maintain a broad offer of technical, professional and vocational qualifications offering a purposeful curriculum.
- Provide clear pathways of progression from entry through to higher levels of study.
- Continue to review how to engage more ethnic minority young learners and women into the STEM programmes, particularly engineering, IT and construction.
- Further integrate the delivery of English and Mathematics into curriculum areas.
- Ensure full access to work placement opportunities for full time students.
- Explore further the introduction of a mixed curriculum study programme that covers a number of curriculum areas. For example, graphics and media opportunities. Allowing students to choose major and minor qualifications.
- Set individuals high and stretching targets, both at an academic and aspirational perspective.
- Continue to develop the use of new technology in the delivery of the study programmes.
- Listen to our young people and encourage student participation in feedback and participation in our learner voice strategy.
- Continue to build strong employers links.
- Stretch our students through the use of competitions, participating in "in house", regional and World Skills and develop a culture of competition within the College.
- Review and implement accelerated learning, blended learning and distance learning opportunities and related additional non qualification activities.
- Continue to celebrate our young people's strengths and talent by promoting their achievements and securing external commissions for work.
- Enhance work experience opportunities and industrial placements, increasing to 90% uptake by 2023 of all relevant cohorts.
- Develop an alumni from across The College and use as an inspirational mechanism for current students.
- Continue to develop employability and social skills ensuring that the young person knows how to best present themselves and keep safe.
- Focus on student attendance, punctuality & progression.
- Continue to invest and secure capital investment to ensure that accommodation and physical resources are of industrial and cutting edge standard.
- Work with schools to devise an effective 14-16 age provision in technical and vocational qualifications.
- Appropriate use of functional skills based on individual needs and aspirations.
- Respond to the changing government policy and introduce T qualifications and other curriculum reforms.
- Continue to focus on high grades, through target setting, stretch and challenge activities and support for students. By the end of the strategic plan we expect our high grade performance to be above the national rates.
- Continue to develop the use of digital technologies to enhance delivery, self study and examination preparation.
- Offer high quality advice and guidance to help learners make informed decisions concerning progression and careers.
- Further develop parental and carers inclusion, through the use of induction evenings and open events and technology usage.
- Facilitate smooth transitions from study to higher levels apprenticeships and higher levels of study.



SECTION 7

ADULT PROGRAMMES

Context

The region has a growing working age population, in contrast to other parts of the country and is set to increase by 7% by 2030. Unemployment is lower than the national average but there is a recognition that there is a growing need to focus on upskilling and reskilling to ensure residents can remain economically active and can adapt to the changing work environment. Currently rates of inactivity increase among older people (50-64) which combined with those who are unemployed count for over 47,800 people wanting to work within the region.

Overall the working age population is well qualified, with 52% having a level 4 qualification (compared to 44% for England). However, this can disguise the fact that approximately 18.5% of the regional working age population (133,000 residents) do not have a level 2 qualification of which 4% (28,600) of the population have no qualifications. The proportion of people with no qualifications is significantly higher among 50-64 year olds and slightly higher among men. Those without a level 2 qualification are more likely to be trapped in low skill/ low paid employment or unemployment.

The Combined Authority in their 2019 publication, the West of England Employment and Skills plan, recognises that there is further opportunity to support mature students through their ability to commission adult education within the region through the use of their devolved budget.

There is a skills gap between those attracted to the region and residents that grow up here. The use of the devolved Adult Education Budget to the West of England, is focused on those learners who have qualifications below level 2 but with an increasing focus on technical pathways at level 3,4, and 5, particularly in the priority sectors.

Where we are now

The austerity measures fell heavily on adult education and resulted in significant funding cuts and reduced opportunities for adult participation. Despite these difficulties, The College has maintained a significant presence in the community and developed three strands of adult provision; full time and part time qualifications, including Distance learning, Adult Community Learning, and the development of the full cost Love2Learn offer.

Adult students on full time courses at Bath College are integrated into study programmes or offered discreet courses e.g. Access to HE. A personal tutor ensures students are fully advised and supported throughout their time at The College, whether on a full time or part time provision. Our aim is to provide an excellent quality of learning experience, prepare the adult student for a new future, develop talent, career and personal attributes. Achievement of mature students remains high but we recognise further work is required and are determined to achieve outcomes that are excellent.

Programmes will support adult students to develop the skills necessary to progress their careers or for higher education. Full time and part time students who follow an integrated study programme access additional and enrichment activities and be included in all aspects of The College, being fully represented.

A series of short and long qualifications and a wide range of technical skills, that are aligned to the local and regional needs that can progress onto apprenticeships and The College's higher skills provision. The majority of learners on adult programmes have followed below level 2 qualifications, with most following life skills and return to employment pathways. In addition, our ESOL (English for

Speakers of Other Languages), and functional skills in English and Mathematics, has developed significantly in order to cater for the immediate needs of individuals and the local community. Our AEB funded level 2 distance learning courses in areas such as care (mental health and dementia) and general business skills (business administration) help learners to upskill and progress. 87.1% overall achievement rate in 2018/19.

In addition, the option to study by distance learning provides the flexibility for students to upskill or reskill at a time to suit them. For example, our fully costed Level 4 Distance Learning Highway Engineering Diploma is being relaunched with updated course materials and support from industry specialist tutors. Whilst we have reduced our AEB funded subcontracted activity, subcontracting enables us to reach a wider geographic area of unemployed learners and those who wish to develop their skills particularly in the care sector, local authorities and education.

In addition, mature students with special educational needs and disabilities are an integral part of our learning community and are warmly welcomed adding great value. The College works closely with a number of external agencies to enhance the personal development of these students, encouraging their independence, social and professional skills; for example, Project Search where supported internships are undertaken.

The second strand of delivery for mature learners centres on an adult community provision. Bath College Adult Community Learning offers a range of courses intended for people who want to improve their chances to find work, support their families or live independently. The focus of the adult community offer is targeted

to those aged 19 years or over and wanting to improve Mathematics and English skills, improve chances to find work or improve the students daily wellbeing. We work with over 40 partners across the region being the largest provider of adult community learning in the area and have maintained a presence in 34 community centres.

Over 1,136 number of adults, mostly from communities very local to the College participated in Adult Community Learning (2019). The achievement rate for this group of adult learners is 93.4% and is consistently high, with achievement rates above the national average. This area of learning has proven to be an effective tool in the re-engagement of those adults who have been marginalised and working closely with Job Centre Plus specific programmes of study have been devised to accommodate local needs. Learner satisfaction within this cohort remains very high.

The College remains committed to delivering for adults and utilising the adult education funds to the student's best advantage.

The third strand of adult engagement was developed in response to learner demand. We introduced our full cost Love2Learn programme and this makes up our third strand of Adult learning. Our students tell us that they love to come to College to learn new things but they wanted more choice and different ideas. Our students say they want fun short courses they can do with friends, to learn 'what they've always wanted to do', as well as courses to help them with life and work. With this in mind, we developed our 'Love2Learn' short courses. It is The College's intention to continue with this offer, and be flexible in the programmes offered responding to learners' demands.

SECTION 7

ADULT PROGRAMMES

What we will do:

We will:

- Continue to offer and develop our three strands of adult provision and further develop progression routes.
- Provide clear Initial Advice and Guidance will then outline progression pathways for skills, work and personal development.
- Work closely with WECA and employers and design a curriculum that maximises the opportunities for the students and address regional demands.
- Enhance a transition period in alternative progression routes using capital investment to offer incubation units for students who want to start their own business. For example, the Level 2 Creating a business start-up has been introduced to help meet this need.
- Offer a broad range of engagement opportunities and 'stepping-stone' provision for adult learners who are furthest removed from education and/or employment.
- Working with Job Centre Plus we will continue to develop Adult Community offer, extending the programmes offered, providing purposeful learning programmes relevant to needs, interests and employment opportunities.
- Work closely with our local employers and Job Centres to ensure that all adults completing employment skills programmes have effective support and guidance into employment.
- We will continue to develop the Love2Learn provision, supporting social learning through a wide range of programmes and in response to demand.
- Further develop flexible and fast track programmes for adults e.g. distance learning level 4 Highway Engineering courses to meet a skills shortage in the sector.
- Provide and grow local delivery in accessible venues within the locale of choice
- Continue to expand and increase the number of students achieving English, Mathematics and digital qualifications.
- Continue to work with local initiatives such as Future Bright to provide training and improve job prospects and income of individuals.
- Establish additional adult learning hubs providing access to local community provision.
- Develop collaborative partnerships with other training providers to enable cross-referencing of learners
- Work collaboratively with WECA to develop a regional and local offer to engage unemployed adults.
- Further enhance the drop in IT flexible learning centre based at the City Centre campus to provide a flexible learning opportunity.
- Build on our popular ESOL provision and support learners to progress into technical training, apprenticeships and employment.
- Fully engage with the National Retraining Scheme and link with union representatives to support adults in low skilled job, particularly those at risk of automation.
- Further develop and continue to refresh short courses that address adult reskilling and upskilling needs.
- Liaise with employers to provide dedicated short and relevant courses.
- Extend the curriculum to offer digital technology qualifications.
- Work with government and WECA to produce enhanced digital connectivity.



SECTION 7

APPRENTICESHIPS

Context

The College has an established Apprenticeship provision, with 546 apprenticeships on programme in 2018/19.

We have constantly reviewed the apprenticeship offer and continue to develop our delivery in line with the needs and requirements of the apprentices and their employers and we continue to strive to enhance timely achievements at all levels and in all technical areas.

While we are proud of the achievements to date, we recognise that there is more to be done - we are ambitious for our apprentices. We successfully engage apprentices from a wide background and in

a range of technical trades but would like to see more young people from these communities choosing apprenticeships. There is a need to increase the number of women in STEM subjects, for example engineering and IT. Too few high achieving students chose an apprenticeship route, as they do not see apprenticeships as a pathway to higher education or an alternative route to high level career opportunities. We aim to alter this general perception and demonstrate apprenticeships as a positive career pathway for all.

National changes to the apprenticeship provision provides opportunities. These reforms require the

College to work harder to secure engagement with larger employers and the need to work closer with them in the development of the new standards. Alternative delivery requirements, enhanced resources and facilities are crucial to the future development and growth of the apprenticeship programme.

As part of our strategy, apprenticeships are central to the drive, ambition and partnership culture. The introduction of the levy and higher/degree apprenticeships enables accelerated growth and addresses the economic impact, employability and expertise objectives of the College.

Where we are now

Our apprenticeship offer has been amended to accommodate employer demand, having introduced new standards and more flexible modes of study. With local and national employer partners we have developed and introduced new standards in priority sectors including Engineering and Manufacturing, IT & Digital, Health & Life Sciences, Business and Hospitality. Increasing our apprenticeships to a target of 678 and Higher Apprenticeship numbers to 120 by 2025.

The college has successfully secured levy apprenticeships and introduced a unique business model that provides dedicated support for employers. This engagement will be further heightened by our support for small and medium size businesses and our ability to help navigate them through apprenticeship and standard reforms.

Enhanced progression pathways that include Higher and Degree apprenticeships has been introduced in association with partners.

A comprehensive training programme for apprenticeships will ensure that softer and social skills development are fully included in the delivery standards. We will further develop apprentices understanding of the professional standards and social skills necessary to become a valued member of the employer's team. Our aim is that our apprentices will prosper in their careers, improve workplace productivity and contribute effectively to their work place.



SECTION 7

APPRENTICESHIPS

What we will do:

We will continue to focus on the quality of apprenticeships, improving timely achievement and ensuring all strands are above the national rates. **We will:**

- We are ambitious for our apprenticeship offer. By 2023 we will be the best most sought after College for Apprenticeships in the region, by 2025 we will be recognised nationally as a well renowned College for our apprenticeship delivery.
- Continue to focus on the quality of apprenticeships, improving timely achievement and ensuring all strands are above the national rates.
- Use labour market intelligence to identify specific regional and local needs and work with the relevant employers to design and implement related apprenticeships.
- Refresh the Business Apprenticeship Training Hub, identifying key roles and responsibilities.
- Introduce an enhanced business model to apprenticeship levy employers, providing dedicated staffing.
- Link with Hinkley Point C and work with the management service team to identify and develop required apprenticeship standards.
- The West of England is a centre for advanced engineering and manufacturing. There remain identified skills gaps. The College will work with related employers to introduce new standards and provide clear career pathways in support of the local partners.
- To develop a range of new apprenticeship standards in line with new technological changes to include refrigeration, plumbing and heating engineering and digital engineering.
- Through our Health Academy continue to enhance the provision for Health and Social care, working with NHS trust providers and the local GP forum to identify current and needed provision and career opportunities, addressing skills shortages and facilitate upskilling of the current workforce.
- With capital support of the LEP and WECA invest in a digital technologies centre, providing state of the art facilities for creative digital apprenticeship pathways.
- Building on the success of our hospitality and catering department we will look to increase the number of intermediary and advanced apprentices. Augmenting the provision through HE pathways.
- Support business and innovation by introducing a suite of programmes that are dedicated to the local school needs, including the Teaching Assistants apprenticeship.
- Build on existing good quality assurance practice of the apprenticeship programmes.
- Establish an Employer Advisory Committee with employers to reaffirm the validity and innovative approach to apprenticeships and the validity of developed new standards.
- The model of delivery of apprenticeships will be reviewed and a more flexible mode of training including block training will be introduced.
- In addition to the apprenticeship standards, we will introduce short skill programmes that address employer's needs and adds opportunity for the apprentice.
- Create an enhanced CPD and development framework for staff, ensuring continuing improvement in the delivery and support of apprentices and employers. Ensure that our staff regularly participate in professional development activities and keep fully up to date with industrial practices.
- Set individual, high and stretching targets for all our apprentices. We will closely monitor the progress of apprentices during off the job training and over the duration of their programme.
- Continue to improve our success rates across all our Apprenticeships through rigorous attention to the needs of individual apprentices and their employers.
- Continually review the skill-set of assessors and tutors supporting apprentices with learning difficulties and disabilities and develop resources to ensure they receive the best support possible.



- Develop a more blended learning experience, utilising distance learning and portal access and a more compatible apprenticeship release pattern.
- Develop more effective marketing activities to engage more interest from young people in minority ethnic groups and women in STEM apprenticeships.
- What the apprentices have to say about the College is very important. We commit to improving the learner voice and timely actioning of feedback.
- Continue to hold an apprenticeship fair, inviting all local schools to engage.



SECTION 7

HIGHER SKILLS AND EDUCATION AND INTERNATIONAL

Context

Although the region is well served with 43.6% (47.8% B&NES) of the working population being qualified to NVQ Level 4, there remains a deficit of skills required, particularly in engineering, IT and Health & Life Sciences and Levels 2-4. The College will re-focus the development of HNC/D and Foundation degrees (levels 4/5) pathways to capture apprenticeship pathways to address the skills deficit.

The College has maintained similar numbers of students studying

higher level qualifications over the last few years with 280 learners in 2018/19, IT and Construction being the largest section of delivery in 2018/19 with 58.57% studying in these areas.

Recently the context of Higher Education has shifted with the introduction of higher and degree apprenticeships. The ability to utilise a Higher National Certificate or Diploma in an apprenticeship enables employers to approach staff development in a more flexible and productive way. The ability

to develop skills in a non-university pathway can now be realised and is proving increasingly popular with employers especially as a part time offer for those members of staff already employed.

In addition, the large increase in unconditional offers for Higher Education study has impacted on the local dynamics. In 2019, 38% of offers to Higher Educational Institutes were unconditional, with many universities offering an additional year of study, known as year "zero".

Where we are now

The College Higher Skills and Education provision has maintained its provision of HNC/D and Foundation Degree awards. Introducing a blended learning opportunity in HNC/D business, we have developed some opportunities to study at chartered and professional qualifications at a higher level but recognise that further work is required to provide a comprehensive suite of chartered qualifications and more diverse learning opportunities to ease access and support the upskilling and reskilling needs of the region. The aim is to ensure the provision will be flexible with accelerated learning opportunities and alternative delivery modes that suit students and

employers. Part time and full time learning opportunities are available but require further extending.

A partnership has been established to provide progression to project management through an apprenticeship route. Further opportunities to develop apprenticeship pathways is required and is a central theme of the strategic plan.

International students access Bath College primarily through two different approaches. The first group is those that come to us through our partner agencies and Universities throughout the world to study English at the College over

the summer months and occasionally at other times throughout the year and with whom we have established good working relationships. We will continue to develop these opportunities.

The second cohort is through a partnership with Bath University. Students study at the College as a foundation year in preparation to progress to full time study with the University. Originally the College was one of a three College consortium working in partnership with Bath University which limited the number of places the College could offer.

What we will do:

We will:

- By 2025 prospective learners will see Bath College as the College of choice being a centre of excellence for HE skills and international learning.
- Strong partnerships will be utilised to enhance the provision and enable alternative and additional programmes that are of industrial standard and employer demand.
- Further develop opportunities to study at chartered and professional qualifications at a higher level.
- There will be clear pathways of progression from students studying advanced qualification and also those who want to improve career choices through employer sponsorship and apprenticeship opportunities.
- The provision will be flexible with accelerated learning opportunities and alternative delivery modes that suit students and employers. Part time and full time learning opportunities will be extended to enable flexible learning, as will higher and degree apprenticeships enabling alternative career pathways.
- There will be positive progression on to further education at higher levels or into employment. Our employed higher learners will advance their careers, improving their productivity and personal prosperity. In addition, the higher skills offer will contribute to the productivity and strength of the regional and local economy.
- Introduce higher level programme in hospitality and catering, enabling progression for those studying with us and those already in practice. There is a local demand for these skills.
- Introduce new higher level programmes in digital media and performing arts. Through the development of partnerships, the College will offer progression into industry led programmes.
- Redesign some of our current higher level qualifications and offer alternative delivery opportunities and curriculum content.
- In conjunction with current partners we will design and deliver new higher level qualifications that better meet the needs of local people and employers.
- Further develop higher and degree apprenticeship pathways and, in conjunction with the local HEIs.
- Offer and support learning and research opportunities for our staff linking with partner universities.
- Investigate and implement appropriate methods of accelerated and condensed learning and alternative learning patterns to accommodate employer and individual demands.
- Review and enhance our marketing strategy to promote the benefits of local and cost effective education.
- Ensure that Higher level learners are fully represented through the learner voice and continue to import insight and perspectives to develop stakeholder voice.
- Introduce Higher Education open days and taster days across the higher education provision.
- Enhance our ESOL provision to accommodate strong international integration and maintain validation of the provision through the British Council.
- Work in conjunction with B&NES, the University of Bath and Bath Spa University to explore progression opportunities through capital investment of the I-START centre.
- Invest in capital projects that include self-employed incubation units to support student's progression and first steps into business.
- Introduce discrete higher level provision to enable re-skilling and up-skilling.
- Our achievement rates for Higher Education programmes will be in the top 10% of F.E. Colleges delivering HE.
- Student satisfaction will be above national comparators with other good or outstanding F.E. College.
- Further develop online blended and distance learning provision, in line with employer and student demands.



... SECTION 7 ...

BUILDING TECHNOLOGIES AND SERVICES

Context

The building sector employs more than 37,100 people in the West of England and accounts for 6.2% of all employment in the WECA region. This is expected to rise as large construction projects, such as Hinkley Point C, progress. As a key growth area the industry is on a threshold of an increasingly high skills demand. Currently 36% of all occupations within the Construction are skilled occupations, which require technical training.

There are a number of combined initiatives that will drive the sector forward in the region, including the Joint Spatial Plan, joint local transport plan, the ambitious approach modern methods of construction. The development of SMART home setting the bar for new housing design and the focus on clean growth the region is well placed to develop an exciting era of building technologies which is dynamic and sustainable.

Although there remains the need for traditional construction skills there is a need to implement more advanced skills and higher level qualification up to level 4 and 5 in order that regional ambiguous targets are met.

Where we are now

In September 2017 the new Construction Centre at our Somer Valley Campus opened providing a state of the art centre for the building trades. A broad range of trades at a number of levels are

offered at this venue, providing a comprehensive range of core technical qualifications. We continue to work alongside employers, providing additional and short courses to address demand. The

centre is also home to the stone masonry provision, unique in the West of England region, and attracts students from throughout the nation.



What we will do:

- Extend the provision to develop further entry pathways to modern construction careers.
- Broaden the level 3 offer to include building design and supervision, welding and plumbing, enabling progression.
- Investigate and introduce innovative new programmes in modern construction and sustainable building technologies.
- Introduce highways and ground works qualifications in response addressing employers demands.
- Continue to support and stretch our students through competitions including the Skills Show and World Skills, using competitions as a vehicle to implement the highest and exacting standards.
- Plan a 14-16 provision to engage learners who are currently disaffected.
- We will look to introduce the new T level in construction, in collaboration with other colleges.
- In apprenticeships we will continue to introduce the new standards of apprentices as and when they become available in building services and technologies.
- With the growing involvement by employers in the design and content of our curriculum we are planning additional specialisms which maximise technological advancements. For example, welding with the use of Virtual Learning.
- Further develop our relationships with strategic partners offering discreet bespoke training for re skilling and up- skilling their current workforce.
- Extend our range of short professional programmes in technical disciplines.
- Our offer for higher level learners will be reviewed and incorporated into the Institute of Technology for both HNC/D students and apprenticeships.
- Investigate progression pathways in building services engineering, construction design and build technician and facilities management and civil engineering e.g. Highways Distance Learning Level 4 Professional Diploma which has recently been updated by industry specialists and is sponsored by employers (local authorities and contractors).
- Explore the introduction of Apprenticeships in Property Maintenance Operative Level 2 and Housing Property Management Level 3.
- Devise and offer construction and engineering qualifications that focus on sustainability and the green agenda.

SECTION 7

DIGITAL AND CREATIVE

Context

Globally 92% of future jobs will need digital skills and 45% of jobs will require workers who can configure and work confidently with digital systems and technology. Digital citizenship and digital literacy is about learning but also the knowledge and understanding of how to navigate the digital challenge and have a healthy and sustainable approach and relationship with technology.

The creative industries play a significant role in the West of England. Working with the Arts Council England to develop a cultural strategy, WECA is investigating how the role of culture drives economic growth and supports wellbeing. The move to the West Country of part of the Channel 4

franchise, has cemented the region as a dynamic powerhouse for digital and creative industries and one that the College intends to fully embrace. The sector continues to grow with a 25.4% growth since 2011 with services now reaching is 21.2 billion (2015) in value. 34.5% of people working in the industry are self employed. 14.9% come from a BAME heritage.

A significant number of small and medium enterprises as well as larger digital and creative industries are centred in the West of England. B&NES has a proactive strategy to develop Bath as a centre of excellence for these technologies. The two local universities each having individual strengths and specialisms in the digital

and creative sectors and provide excellent progression pathways.

As part of the Enterprise Zone within the Bath Riverside development The College is well located to support and enhance this digitally focused initiative. Games design, animation and software development and programmers are key technical related industries that currently have difficulty in securing sufficient well trained employees. Digital skills are also in demand across other important sectors, for example engineering, health and life sciences and building technologies and is therefore an enabling sector as well as being an independent and sector within itself.

Where we are now

The College recognises the need to embed the digital skills that industry demands and incorporate a flexible and supportive approach, by offering an effective range of qualifications The College accommodates pathways and progression opportunities in a number of key digitally focuses subjects, including IT, media, games design.

The College has excellent partnerships with the Theatre Royal and Mayden Academy and is currently discussing opportunities with a national broadcaster to support media students. Access to digital technology and software is available and the College has endeavoured to accommodate increasing demands and the pace of change, but recognise the

need for additional investment. Further partnerships need to be secured in order that a comprehensive offer for learners and apprenticeships is available and a strengthening interplay between digital and creative is accessible. Further enhancement of the curriculum is required.

The College is passionate about ensuring that the creative ecology in our city is sustained and developed. This means combining young, aspirational learners alongside the best theatre practitioners in the locality to produce professional-standard projects and plays in professional and college settings. The College employs a number of freelancers each academic year to lead various strands of the course, for

example established directors or emerging designers. The professional network of learner and practitioner are therefore consistently developed under this model. By exposing our students to a wide range of practitioners and their varied routes into the industry. The College highlights the fact that there are opportunities in the city for young creatives to make work.

What we will do:

We will:

- Improve digital access and availability throughout both campuses.
- The feasibility and developmental study of a new state of the art building will be completed and funds will be secured for the building of a new centre for these disciplines.
- A fresh approach to the curriculum and delivery methods will be implemented, which explores the synergy between the two disciplines.
- T level qualifications in digital and creative will be introduced in 2021, creating a new programme of study.
- Additional apprenticeships and discreet provision for upskilling and reskilling employees will be explored.
- Establish a Digital Advisory Panel, made up of industry professionals, higher education providers and SMEs.
- Maximise partner input in the design and rollout of qualifications and progression opportunities.
- Foster a culture of cross college collaboration with a focus on digital and creative real life projects with employers and partners.
- Source sponsorship in digital and creative industries.
- Source industrial specialist to provide additional and current expertise to the digital and creative delivery.
- Upskill staff in their use of the digital usage.
- Provide "incubator units" for digital and creative students enabling progression into the world of self-employment.
- In media and music production introduce innovative and immersive content to meet employer and student needs.
- Develop progression routes with universities, chartered and professional institutes to enable positive progression for students and apprentices within the sector.
- Develop programmes in cyber security and Artificial and Virtual Intelligence (AI & VI) and programming.
- Research and implement alternative and innovative delivery methods and condensed timeframes.
- Work in partnership with the Local Authority and two local universities to provide the "START" research, networking and enterprise hub.
- The College will actively promote the digital and creative industries within our local schools.
- Enhance our careers information and advice and guidance support to highlight career opportunities in the digital and creative sector.
- Partner with Industry Specialists and offer in partnership new Digital & Technology courses.
- Performing Arts students will continue to benefit from the partnership with the Theatre Royal access professional and technical expertise to supplement the study programme.
- Develop high quality industry exposure and placement for our music students.
- Link with the national institutions to provide a mentoring, expertise and a support programme.
- Develop the Institute of Technology providing pathways and progression opportunities.
- Further support progression into the Institute of Technology by introducing four new ICT Apprenticeship Programmes including Digital Marketer Level 3, Cyber Security Technician Level 3, Infrastructure Technician Level 3 and Software Developer Level 3.
- Secure enhanced digital connectivity enabling blended learning and delivery.
- Ensure students are fully conversant with digital etiquette and security.

SECTION 7

ENGINEERING AND ADVANCED MANUFACTURING

Context

Engineering and manufacturing have been at the centre of the region's economy and has retained its prominence and significance in the West of England region. It currently employs 44,000 people within the WECA in manufacturing alone, accounting for 7.3% of all employment in B&NES. The West of England is home to a number

of international and nationally recognised, such as Rotork, British Aerospace and Rolls Royce. Rapid developments within the engineering and manufacturing industries has resulted in a significant demand for higher skills, both in managerial and director level but also in the skilled trade occupations. Orders in industrial robots have tripled over the last

decade and are projected to increase rapidly with automation gaining momentum. 48% of current jobs within the region have been identified as being affected significantly or being totally transformed by technology within the next decade. There is also a significant need for apprentices within the sector.

Where are we now

The College has a good and effective working relationship with a number of engineering and manufacturers and meets the needs of a wide spread of engineering employers, for example, Rotork, Avon Port. The College

continues to build strong relationships with this sector providing a range of courses and levels 2-5. Our strength of offer has been validated by the Institute of Technology confirmation of which advanced engineering is

a key component. Sponsorship from Rotork has enabled access to excellent milling and turning facilities with dedicated and up to date facilities.



What we will do:

We will:

- Establish an engineering and manufacturing academy.
- Enable young people to develop core engineering skills before progressing onto higher levels of qualifications or apprenticeships.
- Apply to deliver the new engineering and manufacturing T level qualifications.
- Working with the local universities and industries we will source experts to deliver and support the technical skills and knowledge base.
- Explore the introduction of new and exciting pathways of learning to incorporate automation and robotics and mechatronics.
- Explore the opportunity to work with the universities to introduce new and innovative courses on high end engineering specialisms providing progression routes.
- Introduce the use of competitions, at a local, regional and national level in Motor vehicle and engineering to promote higher skills and knowledge.
- Continue to develop our apprenticeship programmes introducing new pathways of study and higher levels to facilitate progression and address local and regional skills shortages at technician level.
- Working with WECA we will introduce a range of funded accredited programmes aimed at the employed adults looking to retrain and upskill their technical skills in manufacturing, engineering and computer aided design.
- Provide innovative solutions to training needs within the industries, working with employers to provide access to learning and upskilling of their workforce.
- Look to introduce short professional qualifications in technical engineering such as automation and programmable logic controllers.
- Open the Institute of Technology providing WECA residents ease of access to state of the art facilities and high level programmes in advanced engineering and manufacturing.
- Develop clearly marked pathways from school to graduate level to ensure young people and adults can see progression and career opportunities.
- Continue to work with professional bodies such as the Institute of Highway Engineers (Annual award for best project and joint initiatives: route map progression to Diploma and professional membership).



SECTION 7

HEALTH AND LIFE SCIENCES

Context

Health and Life Sciences is a key employer in the West of England region. Combined with education and administration it employs 206,700 in the region, which accounts for 34.4% of all employment. The sector has seen significant growth between 2004- 2018 and is linked to the demand of a growing and aging population through the health care requirements and attributed to the growth of the four universities in the region. 40% of those employed in this field are skilled technicians and professional occupations. It is anticipated that growth in this sector will continue. The National Health Service has been the largest recruiter in the West of England for the last three

years with approximately 2000 job adverts being posted each year. The most often requested skill for the National Health Service is Midwifery, with over double the number of jobs being posted than the next largest skills set of surgery, mental Health working and patient care.

Looking at the broader picture the Topol Review of 2019 (an independent report on behalf of the Secretary of State for Health and Social Care) state that within 20years 90% of all jobs in the NHS, will require some element of digital skills. Operational digital skills, for example patient care and wellbeing, are required. In addition, technological advances

in health sciences are needed to facilitate monitoring and enable a holistic approach to health care and prevention. Educating at all levels in the community by health professional, particularly in the early years' sector, is required with demand projected to continue to increase.

The establishment by the West of England Combined Authority of a global centre of Innovation excellence in the region to pioneer and address national and international challenges such as an ageing society, the increase in mental health support, demonstrates the recognised focus of health sciences as a primary driver in the region.

Where we are now

Bath Colleges Health and Life Science vocational courses have proven to be an effective way to progress into the Health Care profession. The Health and Care, Early Years and Access to Edu-

cation Health pathways, offer a diverse range and level of study, enabling positive progression in a broad number of technical and professional careers, including nursing, midwifery, nursery care

and self-employed nursery. The introduction of softer skills support all of these pathways and has introduced a resilience that has benefitted our students.

What we will do:

We will:

- We will enhance community and civic connections promoting harmonious and positive relationships.
- Expand our Life Sciences provision to include more pathways into different careers in health-care and medical fields.
- Deliver accredited technical courses from level 3-5 with the emphasis on apprenticeships.
- Develop new and innovative partnerships with medical practitioners and health care trusts.
- Further develop the health care and life science academy Forum, broadening the employer representation and helping employers to recruit and retain staff.
- Continue to develop level 2 distance learning courses and offer new courses e.g. technology enabled care enabling flexibility of access to learning.
- Increase the breadth of awareness of career pathways available and develop taster programmes for school engagement.
- Introduce our T level pathways in Health, Healthcare Science including Early Years.
- Develop and deliver upskilling and reskilling discreet courses as identified by the employer.
- Support regional and local public health initiatives.
- Maintain the resit provision for GCSE Biology.
- Introduce "multi- discipline" pathways which are linked to priority careers for example, sports science and health, psychology and law.
- Continue to develop the Access pathways to higher education furthering medical and health care sciences.
- Develop alternative forms of delivery to offer a flexible and part time courses and apprenticeships.
- Work in collaboration with WECA to determine access for adults wanting to retrain in priority health and life science disciplines.
- Develop a higher skills curriculum in partnership with chartered and professional institutes, and Higher Education establishments.
- Research and implement with higher education institutes one year transitional programmes.
- Upskill our staff enabling current industrial experience and digital technologies.
- Work with our partners to support the development and roll out of digital health skills.
- Maximise recruitment of the Institute of Technology enabling progression routes and upskilling opportunities.
- Investigate apprenticeships standard to enable Senior Health Care Support Work and Blue Light Services apprenticeships.



SECTION 7

INCLUSION PROGRAMME

Context

The Children and Families Act 2014, has enshrined the right for an education for everyone that allows all to achieve and become confident adults leading fulfilling lives. The College takes seriously this statutory duty of the need to provide an effective provision up to the age of 25 for students with Special Educational Needs and Disabilities (SEND).

In addition, policy has advocated that students with mild and moderate learning difficulties are best served by being integrated into mainstream provision with the right levels of support and

reasonable adjustments, enabling them to fulfil their potential. A smaller number of learners are best provided for through discreet educational provision. The Local Authority also advocates access to education within the locale rather than funding studies through residential schools outside of their local area and away from their support net- work and familiar surroundings.

Within the region students Not in Education, Employment or Training (NEET) levels average 6.6% with significantly higher levels being experienced by those with

Special Educational Needs and Disabilities (10.9% in B&NES). The West of England Employment and Skills plan identifies the prevention of young people becoming NEET and young people with special educational needs and disabilities (SEND) as priority areas.

The Mental Health Foundation currently estimates that 1 in 10 children and young people are affected by mental health problems. These manifest themselves in a variety of ways including general anxiety disorder, self-harm and depression and eating disorders.

Where we are now

We have developed an inclusive learning environment in which we meet the needs of learners with the full breadth of social, emotional and mental health difficulties and sensory and physical needs.

We have increased the volume of provision, in line with local and regional demand. Enrolment of students who have an education and health care plan has risen from 72 in 2016/17 to 143 in 2018/19.

The College has introduced new dedicated roles to enhance our response and ensure we fulfil our statutory duties for learners with SEND. This includes the appointment of an Assistant Principal for Alternative Learning and Inclusion, a SEND Manager, a dedicated EHCP administrator, Link Tutors and Facilitators.

Within our current cohort of learners 38.5% of SEND students are integrated in to mainstream provision, while others (115) access bespoke provision through a number of dedicated pathways, including Step Up, DFN Project SEARCH and LILS programmes, providing good quality, individualised programmes.

The College is well connected to the wider SEND community, through a variety of local and regional networks and groups. These include the SEND strategy group, West of England High Needs Group, SEND Learning Partnerships, Employment Inclusion Forum, the Vulnerable Client Group run by the DWP, exceptional Case Panel and High Needs Educational Health Care Plan (EHCP) panel in B&NES.

We work in close liaison with a variety of experts and local/regional support groups, including B&NES SEND team, youth Connect, Virgin Care, Off the record, Youth Offending Services, Adult Social care and a number of clinical therapists.

The College has a clear intent to further offer a well-designed, often bespoke and highly ambitious programmes, that allow young people to improve their employment opportunities and independence.

What we will do:

- Continue to provide an inclusive learning environment for learners with complex needs.
- Provide and further develop appropriate programmes for young people who are more likely to have not reached their full potential at school as a result of emotional, social or behavioural difficulties.
- Work with local authorities to provide local education opportunities for young people with SEND in order to prepare them for higher study, adulthood and independence.
- Extend and enhance the "Learning for Work" programme for challenging students with complex needs.
- Respond creatively to meet the needs of the community and address the gaps for students in our community that lead complex lives.
- Better align the welfare and support services within The College to provide a large and strong safety net for our students.
- Enhance support through the "graduated approach" of Bronze, Silver and Gold categorisation of thresholds.
- Support WECA initiatives, for example Realising Talent, to prevent NEET and disengagement of students from mainstream education.
- Develop employment opportunities for example the College shop, café and market garden.
- Supported traineeships will be introduced and job coaching will be developed to support the transition into the world of employment.
- An employment hub will be developed enabling transition pathways for young people to prepare them for work and independent living.
- "DFN Project Search" will be further enhanced, with further links to employers and sponsors providing supported internships in a range of curriculum areas.
- Enhance the offer and increase student numbers of Project Search, developing additional employer base by 2023.
- Explore the opportunity with the Local Authority to provide capital for the development of residential accommodation, enabling students to remain in the locale.
- Pre-NEET initiatives and 14-16 alternative learning will be introduced in conjunction with the Local Authority and schools.
- Enhanced cross college awareness and training for staff will be further enhanced through the new staff learning.
- Establish a Mental Health working group ensuring timely and positive responses to the increasingly complex mental health needs of students.
- Continue to develop our technical teaching and utilisation of equipment to provide an inclusive learning environment and better prepare them for independent learning and adult life.
- Engage learners who have Special Educational needs through increased use of technology, enabling access and familiarity with the digital experience.



SECTION 7

PROFESSIONAL SERVICES AND SERVICE INDUSTRIES

Context

Professional services span a broad range of sectors and are often categorised as Knowledge Intensive Business Services (KIBS). These are services and businesses that are heavily reliant on professional knowledge. The West of England has 334,000 people employed in KIBS, accounting for 55% of employment and 18,430 businesses accounting for 41% of businesses in the area. This makes the West of England the third

highest proportion of people employed in this sector nationally. Breaking this down to specific services, banking, finance and insurance is the second largest sector in the West of England Combined Authority with 108,800 employees (2018) accounting for 18.1% of employment in the region. Approximately 59% of employment within this sector requires higher level skills. Legal and accounting activities was the third

largest sub-sector of KIBS in the West of England in 2018. The professional services sector is a growth area, with a high level of skills being demanded. All aspects of this sector has identified recruitment as being difficult citing skills shortages as the main reason for continual vacancies and hard to fill posts.



Where we are now

The qualifications offered in the sector of professional services, range in a variety of different levels, and in a number of disciplines, including leadership and management accounting and business. Full time, part time and apprenticeship delivery are accessible, as well as chartered institute programmes.

There is an extensive offer in the service areas, including catering and hospitality, travel and tourism, sports and hair and beauty. All supported with a high level of technical and industrial standard facilities. The College continues to invest in state of the art facilities for example the refurbishment of the catering and hospitality

kitchens and restaurant in 2019/20 and additional beauty therapy suite in 2018. Strong partnerships within the service sector exist enabling students to access external expertise and facilities.

What we will do:

- Continue to expand professional & chartered institutes offer and Higher Education and Skills qualifications including leadership and management, legal studies, customer service, project management, team leading and mentoring.
- Develop a number of hybrid pathways enabling students to study and progress into careers that require a number of disciplines, including sport and health and life sciences and professional services.
- When possible, Start up incubation units will be provided for learners from across the curriculum areas, enabling the development of entrepreneurial skills and self employment.
- Utilise competition and enterprise initiatives to broaden horizons and stretch and challenge students to develop the highest skills levels.
- Develop discreet and dedicated offer for business and professional companies' internal progression and skills need, enabling the reskilling and upskilling of employees.
- Deliver in a variety of methods, facilitating a flexible, distant and blended approach to learning.
- Look to extend short updating programmes for adults already working a professional capacity, but in need of refreshing and introducing to new skills and trends, such as hair and beauty techniques and catering and hospitality.
- Introduce new apprenticeship programmes in line with employer's demands and technical skills needs development.
- Work closely with large and small employers to promote and extend opportunities for full time and learners to transition into apprenticeship programmes linked to hospitality, tourism, sport and leisure careers.
- Work collaboratively with the local universities to provide progression pathways.
- Introduce Higher Apprenticeships, enabling progression.



SECTION 8

STUDENT SERVICES

Where we are now

The College has continued to invest in the Student Services function to ensure excellent customer experience. We continually achieve the Matrix Kitemark as a sign of its information, advice and guidance services.

What we will do:

We will:

- Continue to invest in its student services functions and ensure excellent customer experience.
- Maintain Matrix Kitemark standards and work towards Gatsby career benchmarks in information, advice and guidance.
- Invest in a new website and additional digital resources and platforms to provide seamless and comprehensive online transactions, including enrolment.
- Develop engaging social media content, maximising online activity bespoke to student and stakeholder interest.
- The College will continue to increase its School Liaison outreach activities.
- Play an active role in wider campaigns that promote and supports collaborative approaches and raises the profile of the sector.
- Rationalise our enrolment process to improve the learner experience and the quality of the data.
- Develop an online pre-registration process and a compatible digitally signed learning agreement.
- Through group and individual support, we will develop a wide range of personal skills and track learners progress in these areas from their arrival at college to the day they depart.
- Enhance the quality and consistency of collation of learner voice feedback.
- Continually develop staff further to maintain and enhance our professional services.
- Develop a clear and engaging Alumni to further demonstrate value added to learners coming through the college.
- Facilitate growth by celebrating success with clear “keep warm” communications between aspiring learners and current learners about successes.
- Ensure all student services and marketing staff are clear on curriculum intent, implementation and impact.
- Reform the learner journey with the design and use of digital solutions to improve the initial introduction to the College, reforming our enquires to enrolment procedures.



SECTION 8

MARKETING

Where we are now

The focus and objective of the Marketing Strategy is to raise and enhance the public's perception and awareness of The College whilst simultaneously identifying key events and promotional opportunities to support departments or courses when needed.

Ongoing research has indicated a lack of awareness still exists regarding Bath College's merger with Norton Radstock College and how the 'new' Somer Valley Campus meshes with the City Centre Campus. To combat this, we intend to continue to maintain a high level of informative and promotional activity throughout the year both locally and regionally.

In addition to College Open Events and the traditional external events (UCAS Fair, Apprenticeship Fair, Bath & West Show), we have expanded our reach by scheduling new events into the promotional calendar including actively engaging with local businesses to ensure that our leaflets, brochures and prospectuses receive a broader readership and circulation.

The College has increased its School Liaison outreach activities during the 2018/19 academic year, attending 71 school assemblies, careers events and

fairs. In addition, the School Liaison Officer set up and ran a Bath College taster week during half term. This was such a success with 102 of the 122 student's attendees applying to College post event that the Experience Week will now be an annual event in the Marketing Department's events calendar.

All of these events are supported by a library of print material such as prospectuses and information leaflets and will be additionally reinforced by online, offline and outdoor advertising plus flyers for schools and banners at external locations around the city and outside both campuses.

Our digital advertising is always targeted to meet the specific demographic we are trying to reach. We use the Reach PLC family of website to digitally promote our online campaigns such as Open Days, Experience Bath week, Summer Arts Festival, Apprenticeship Fair etc.

Reach PLC use Geo targeting; this gives us full control of our advert delivery and where they appear. We can choose the level of targeting by county, cities and postcode districts, the location of a user is determined by their IP address.

Therefore, we can ensure our advert is only seen by users in the chosen location and thus minimising out of area clicks. Additionally, when we plan digital campaigns, we use contextual targeting which uses keywords or phrases that are categorised into targetable segments. The key benefit of this targeting method is that it helps us match our message to the most relevant content. Thus ensuring users are interested in the advertisement they see based upon the content they are reading.

Our social media influence ranking lists us as the 26th most influential College in the country.

What we will do:

We will:

- Improve the online experience for prospective business partners, apprentices, students and their parents have when trying to apply and /or find course information on The College website.
- Rebuild and redesign the website to be a fully interactive and informative platform for the digital expectations of our student cohort.
- Integrate the new website with other internal systems namely ProSuite and will support CIS, Student Services and IT more effectively.
- The full marketing mix will be utilised when appropriate throughout the year and the monthly media schedules reflect the most suitable media the department will use at that given time.
- Enhance our digital and social media presence and awareness raising to improve the customer experience.
- Further develop partnerships with external agencies that support curriculum delivery.
- Continue to build on the reach of our social media posts and will continue to grow our followers across the 3 social media platforms currently used by The College: Facebook, Instagram and twitter. We are above sector benchmark for all 3 accounts and we are ranked as the 26th most influential college in the country for our social media content.
- Engage new followers, and more importantly, create an environment whereby our followers feel able to interact and connect with us, we need to continue to create appealing content in a style which talks to our target audience.



SECTION 8

HUMAN RESOURCES

Where we are now

Over the period of the strategic plan an overhaul of the HR systems and processes have been undertaken, resolving outstanding staffing issues following on from the merger. The team have populated and launched an HR information system for use by staff, facilitating greater data transparency.

The team have expanded to include the payroll function, and as part of this we transferred to an upgraded payroll system, bringing payroll activities more in-house.

The combined team have been involved in significant data cleansing work for the HR system, payroll, pensions and the Single Central Record.

E-learning packages for Safeguarding, Prevent, Mental Health and Safer Recruitment have enabled staff to update their essential skills, and through partnerships, a number of managers have undertaken leadership training.

What we will do:

We will:

- Introduce a new staff performance review system, linking objectives to team and College objectives, ensuring all staff know the contribution they make to the achievement of The College's aims.
- Introduce succession planning system, reviewing retention and talent development.
- Continue to develop our induction programme to include those staff moving roles as well as new recruits.
- Being proactive in our support managers and leaders in developing performance management skills.
- Work to ensure the new Ofsted framework requirements are met in relation to staff development, particularly focusing on industrial updating and development routes.
- Prepare and train staff for the pilot T level courses and IOT development.
- Fully recognise staff achievements.
- Manage the staffing implications of Brexit and the changing European work environment.
- Improve our recruitment and on-boarding processes.
- Continue to encourage data openness and transparency in decision making, whilst adhering to the General Data Protection Regulations
- Proactively support staff mental health- embed our provision of Mental Health First Aiders, promote healthy living strategies for staff as well as students, maintain the AOC mental health and wellbeing charter.
- Review and develop the reward and wellbeing packages available to staff in order to maximise our offer.
- Continue to encourage staff engagement through working groups, communications and other activities
- Maintain investment in staff, wherever possible and affordable, through pay awards and pay progression.
- Assess our ability to commit to paying the Living Wage.
- Review our annual appraisal system and implement changes providing a more personalised career pathway.

SECTION 8

INFORMATION TECHNOLOGY AND MANAGEMENT INFORMATION SYSTEMS

Where we are now

The last three years has seen a strategic plan to secure capital investment for both campuses. Refurbishments of the Wellow building for SEND students, catering and hospitality, as well as a new building for construction have been secured. Additional developmental opportunities for a digital and creative new build, the refurbishment for the Institute of Technology and a residential new build for SEND students are at various stages of realisation.

In addition, annual updating of information technology hardware, in the form of network and server devices, laptops, iPads and desktops and software, has been undertaken within the allowed budget. Further enhancement of these facilities are required to ensure that the highest technological devices are available for students and staff. We have recently invested in Microsoft Office 365 platform across the College and going forward we will ensure that the suite of productivity and col-

laboration applications is available throughout the College.

Management information tools, such as our financial planning, human resources and student achievement and monitoring systems have been implemented but further development and investment in business intelligence and management information suites are necessary to enable timely and comprehensive decision making.

What we will do:

We will:

- Evaluate and improve staff and student digital literacy through the use of digital capability audits and targeted and self-service training.
- Continue to develop and expand the use of Office 365 as a collaboration platform for students and staff and as an integrated business process support tool.
- Implement and embed the use of digital technologies in all areas of the curriculum including increased use of Video and Online learning.
- Improve on boarding processes and access to College resources for remote learners.
- Continue to implement improved site wide CCTV, Door access, Audio Notification and Digital Signage systems to improve on site safeguarding and student experience.
- Provision of a central digital platform for Student to access personalised key information.
- Implementation of cutting edge technologies to support new curriculum including Augmented and Virtual Reality and Multi use conferencing and remote demonstration facilities.
- Improved provision and staff training on assistive technologies to support learners.
- Investment in the College Wi-Fi infrastructure to enable students and staff to access digital resources in a more flexible manner and to encourage the use of personal devices for learning. The College will also invest in loan mobile devices to ensure learners are not disadvantaged.
- Review of all business support systems for functionality, management and security.
- Review of audio and visual requirements across the College including allowing the presentation of mobile devices.
- Implement a new College website to support effective marketing of The College.
- Implement online enrolment processes for full time learners to improve student experience.
- Implement a 5-year replacement and upgrade cycle of hardware and continue to develop tools to inform the deployment decisions of equipment.
- Improve the learner web.
- Provide a college wide business intelligence tool to enable real time data to be available on demand on all college devices.

SECTION 8

FINANCE

Where we are now

National investment in the F.E. sector has suffered from a ten year decline in government funding. This has combined with a demographic decline in 16-18 year olds. Over the last three years, The College financial health, as defined by the ESFA, has moved from satisfactory to good. The significant operating deficit has been reversed through the implementation of stringent and prudent budgets, however fur-

ther action is required to further improve the operating performance and develop the capacity to invest in the College infrastructure and support teaching and learning. All this needs to be done whilst the sector finances remain fragile.

The College has invested in capital improvements with the aid of the WECA and the Local Authority. The investment in the estate is

only one part of the holistic strategy to improve the financial health of the College. Curriculum improvement, cost control through effective efficiencies and value for money procurement have all been implemented to resolve this situation. Growth in alternative income has been targeted, reducing reliance of government funding. It is recognised that further work is required to ensure financial stability.

What we will do:

Improve our financial stability and security through targeting efficiency and seeking opportunities to grow income and reduce reliance on government funding. **We will:**

- The newly established BATH team (see below) - through existing relationships with employers that already employ apprentices (via assessor relationships); through the outward facing development work of the Apprenticeship and Business Development.
- Delivering a financial health rating of at least good.
- Creating the capacity to invest in the College infrastructure to improve resources to support teaching and learning.
- Implementation of tools on a spend to save basis to harness efficiencies and improve income collection.
- Provision of online access of funding and financial information to budget holders to facilitate improved budget monitoring and controls.
- Improvements to budgeting and forecasting through updated reporting and analysis.
- Invest in marketing and student engagement to support recruitment and retention of 16-18 year old students and seek to increase the market share.
- Increase capacity to deliver contracts in-house and reduce subcontracting arrangements.
- Seek opportunities to diversify and grow income by extending Love2Learn provision and identifying demand for other full cost courses.
- Maintain affordability of existing bank borrowing and achievement of renegotiated covenant requirements.
- Seek savings through development and implementation of a procurement strategy whilst seeking ways to support local suppliers.
- Seek investment opportunities that will achieve efficiency savings and improve the environmental impact of The College.
- Through working with WECA, the Local Authority and other Agencies, seek funding opportunities to support capital investment in improvements and new facilities to meet the local economic demands.



SECTION 8

ESTATES

Where we are now

Over the last strategic plan The College has invested a total of £5.8m into the development of the estate, with the construction centre, refurbishment of the Wellow building for SEND students and the refurbishment of the catering and hospitality facilities. There are opportunities to develop our estate further and where additional investment is planned. However, there remains areas at both the city centre campus and

the Somer Valley campus that are below the required standard and need additional investment to ensure that industrial standards are met in the practical workshop areas and the highest standards of classroom with flexible configurations are available.

Underpinning this is the constant reconditioning and maintenance of the buildings, some of which require significant investment in the

infrastructure and fabric of the buildings. Heating and water systems at the city centre campus, need urgent attention. The layout of Hershel and Macaulay building is not flexible and doesn't accommodate well modern teaching and learning requirements.

What we will do:

We will:

- Refurbish the 4th and 5th floor of Macaulay Building in the City Centre to accommodate the Institute of Technology.
- Ensure that the College is well maintained.
- Further investigate the feasibility and develop options for a digital and creative new build on the city centre campus.
- Work with the Local Authority & WECA to secure the capital investment for a residential centre for SEND students
- Complete a feasibility study focusing on options to increase learner social spaces and support services.
- Replace heating and lighting systems with sustainable and green options.
- We will progress working on the "I-START" initiative with B&NES, and the Universities of Bath Spa and Bath to realise an ambitious plan for a city centre building for dynamic learning and research.
- Work tirelessly with WECA to secure additional capital funding for future projects.
- Initiate a 14-16 project in conjunction with the Local Authority securing high specification buildings in which to secure alternative learning programmes.
- Secure capital funding from the DFE for the delivery of T qualifications, to create a regional centre of excellence in digital technologies, Early Years, Education & Health.
- Work with sponsors to secure additional and industrial standard equipment and virtual learning facilities.
- Secure planning permission to relocate the city centre power house.
- Work with the Local Authority to maximise a sustainable and green approach to capital investment and builds.
- Work with the IT department to maximise digital and technological developments and ensure that they are included in refurbishment and new build projects.
- Recognising our responsibilities towards reducing global warming we will maintain our commitment to ISO 14002 and renew our focus on environmentally sustainable operations.
- Increase the Colleges recycle options and reduce the use of plastic.
- Replace the College transport fleet with sustainable models.



SECTION 9

ANNUAL STRATEGIC IMPACT ASSESSMENT

For each year of the 2020-2025 Strategic Plan, the College will publish an Annual Strategic Impact Assessment. This will be a high level overview which outlines progress against the strategic targets set and the achievement of the vision and mission. Published in January of each year, it will provide a detailed analysis on the impact on stakeholder and client groups.

