



REACHING EXCELLENCE

# Coventry College Strategic Plan 2021-24

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Make it  
Coventry  
College

# Welcome and Introduction

**Coventry College is embarking on a huge and exciting change which will ensure both its future sustainability and secure its reputation as a key provider of high quality skills and training fit for purpose in a demand-led environment. The One College, One Campus approach will align all provision onto one site to streamline economies of scale which can be reinvested in learners, staff and facilities, providing value for money.**

Coventry College is working in partnership with the local authority, schools, universities, employers, the Local Enterprise Partnership, the Education and Skills Funding Agency and the West Midlands Combined Authority to provide the education and opportunities which the local economy needs in a demand-led environment.

We ultimately want our learners to progress onto careers and/or relevant higher education in order to retain them in the city to improve the skills of the local workforce. Coventry College will be a trusted and reliable partner, responsive to the needs of local businesses.



The plan is the result of a strategic review conducted by the senior leadership team, the wider college management team and the governors. Analysis and consideration was given to the West Midlands Combined Authority (WMCA) Regional Skills Priorities and the Coventry and Warwickshire Local Enterprise Partnership (CWLEP) Skills Strategy for the region, as well as to the latest Labour Market Intelligence (LMI) data shared with us by the Shared Intelligence Group which reports into Coventry City Council. As a result, the Strategic Plan aligns to the skills gaps and priorities of the wider region.

The further education landscape in which the College operates is changing rapidly and nationally there are many opportunities via new government initiatives designed to retrain, upskill and re-engage communities following the national pandemic (COVID-19) where there were three national lockdowns during 2020/21.

Consideration has been given to all of these initiatives in accordance with the requirements of the recent government White Paper which sets out proposals that build on existing policy direction in FE in relation to: employer leadership, new proposals to boost retraining and upskilling, changes to funding and accountability and ideas to improve teacher recruitment and quality of teaching and learning.

The White Paper recognises that improving skills is critical to dealing with the economic impacts of COVID-19, achieving the carbon net-zero by 2050 target and making the most of post-Brexit opportunities. There are also significant skills gaps in higher technical occupations and low participation in higher technical education.

The opportunities above, alongside the challenges of meeting the requirements, have been considered, with a clear understanding of both the College's strengths and areas of expertise and local area needs. It is our intention that every plan or project delivered within the College will clearly link back to this Strategic Plan and contribute to our success.

Carol Thomas - Principal & CEO



## Context: National

**As the country continues to deal with the COVID-19 pandemic it also seeks to prepare to recover and rebuild after its aftermath. Global economic issues have provided a catalyst for change and a subsequent spotlight on the importance of further education and the transformative power of vocational qualifications. In order to recover, we must make sure that everyone has the skills to progress into career pathways now and into the future.**

Having overcome the de-industrialisation, high unemployment and economic destabilisation of the 1980s, Coventry is today a confident, vibrant city in an area of significant economic buoyancy, as part of one of the strongest growing Local Enterprise Partnership (LEP) areas in the country.

The opportunities arising from this economic success are boosted further by the success in attracting major investments to the city and surrounding areas, from industrial innovation, such as the National Battery Manufacturing Development facility, and major capital programmes, such as HS2, to major events, such as the UK City of Culture 2021 and European City of Sport 2019.

Against this backdrop of growth and opportunity, the need to ensure our plans are shaped so that they can benefit all Coventry residents is reflected by the socio-economic disparities which still exist; around 18.5% of Coventry residents live in wards which are ranked amongst the 10% most deprived in England. Whilst the city has one of the highest growing youth demography profiles in the West Midlands, it also has a working age population with lower qualifications on average than the West Midlands or England as a whole.

Coventry is ranked as the 8<sup>th</sup> best city to live, work and do business in the UK. The evident growth in job creation and resident employment levels are also accompanied by skills shortages, with many employers citing this as a key inhibitor to further growth, particularly at higher levels. Alongside these concerns, there is an ageing workforce with significant replacement skills and retraining demands forecast to be placed upon businesses over the next 10 years. There are around 22,000 working age residents who still have no formal qualifications and a 7% gap in the number of people in the city region who have higher education qualifications, compared to national and regional comparators.

These are important skills gaps for Coventry College to work with partners to overcome in order to unlock further growth and prosperity for the region. The College has a key role to play in working with stakeholders to ensure attractive and appropriate education and training solutions are developed which maximise these growth opportunities and replacement demand challenges, whilst ensuring they are accessible to all and benefit both local residents and local communities.

## Context: Local

**The West Midlands is the largest regional economy in the UK with a labour market of national significance. The city of Coventry has the fastest growing ‘young’ population outside of London. The two factors combined, alongside a region of excellent connectivity and key sector strengths (advanced manufacturing, digital) provide an innovative environment for growth and prosperity.**

The region has reversed previous productivity declines but there are still many issues to repair including low employment rates and high levels of unemployment in some parts of the region, and, particularly with COVID-19, growing levels of young people Not in Education, Employment or Training (NEET).

There are growing issues of poverty for those in employment, driven by low wage levels and low skill levels in the population, with significant disparities between Coventry and Warwickshire residents skilled to level 4 and beyond and, in some areas, people with no formal qualifications compared to other areas in the region.

Employers state that there are persistent skills shortages faced by employers with 1 in 4 vacancies in the region classed as hard to fill, particularly in roles that require advanced and/or higher skills.

Nonetheless, the region is a land of opportunity with a number of sizeable inward investments coming to the area including the UK Battery Industrialisation Centre (UKBIC) and the forthcoming Giga Factory stimulating the need for over 100,000 electric/battery skilled workers. Ongoing projects including HS2, City of Culture and the Commonwealth Games 2022 are creating the need for particular skills ranging from construction through to project management.

The College, as the city's only General Further Education (GFE) institution should, through this Strategic Plan, respond to the region's needs through a realigned curriculum offer which is responsive, innovative and high quality.

# Our Ambition

**To help young people and adults to aspire to change their lives and those of their families and to help businesses to improve and grow; and through that work, strengthen the communities in which they work.**

## Our Strategic Priorities

### Strategic Priority 1:

**Deliver excellence in teaching, learning and assessment which ensures highly successful outcomes for learners**

We will:

- 1.2 Deliver the best possible learning experience for our learners, annually monitoring the quality of teaching, learning and assessment
- 1.2 Achieve high outcomes for our learners at all levels and for all age cohorts
- 1.3 Encourage a spirit of enterprise in our learners and increase progression into employment, further study or higher education
- 1.4 Deliver outstanding support for learners impacting on parity of outcomes for learners in receipt of support
- 1.5 Further develop a learner centred learning environment, ensuring IT infrastructure and IT software systems are fit for purpose to support digital advancement in teaching and learning

### Strategic Priority 2:

**Provide a broad, inclusive and responsive curriculum offer that meets the needs of learners, employers and partners**

We will:

- 2.1 Deliver a curriculum for full time, part time, apprentices and adults that inspires learners to achieve beyond their expected potential and focuses on the requirements of the local economy and the LEP priorities
- 2.2 Through a culture of high expectation, increase the number of learners progressing to higher education and employment
- 2.4 Implement our maths and English Strategy and annually demonstrate improvement in delivery outcomes for learners at all levels
- 2.5 Deliver a highly effective IAG and recruitment process that ensures all young people enrol on programmes which meet their interests and abilities, impacting on high levels of learner satisfaction throughout
- 2.6 Develop a highly responsive professional apprenticeship programme at all levels aligned to LEP priorities and STEM areas.
- 2.7 Offer bespoke and specialised programmes within the flexibilities of funding to support a reduction in skills gaps to include blended and online learning
- 2.8 Develop a provision at level 3 and above in line with the government agenda

### Strategic Priority 3:

**Maximise the talent, expertise and performance of our staff, supporting individual and team growth and development**

We will:

- 3.1 Seek to attract and retain a highly effective Senior Leadership team to manage internal change, robust external recruitment, strong partnerships and links with key stakeholders
- 3.2 Develop a team of staff who are industry specialists and have high expectations
- 3.2 Develop a culture of high achievement supported by effective performance management and accountability
- 3.3 Celebrate the achievements of staff and support their professional and career development
- 3.4 Provide a good working environment that motivates and encourages innovation

### Strategic Priority 4:

**Secure and maintain financial viability and future sustainability, to create a high performing college with a stimulating and safe campus**

We will:

- 4.1 Improve the financial position of the College through robust and prudent practices
- 4.2 Hit or exceed annual financial targets ensuring a strong, viable, and sustainable curriculum
- 4.3 Annually review our estate to ensure it is suitably maintained and fit for purpose, providing the highest quality learning environment for our learners and staff
- 4.4 Deliver a successful capital development plan on time and within budget
- 4.5 Provide annual investment to support participation of learner cohorts in both learning and wider enjoyment at college
- 4.6 Source externally funded contracts throughout the life of this plan including through collaborative bidding and delivery
- 4.7 Achieve a reduction in energy and estates costs through carbon reduction commitment, recycling and waste reduction and renegotiation of maintenance contracts

### Strategic Priority 5:

**Support economic growth in priority sectors through high quality partnerships and relationships with key stakeholders**

We will:

- 5.1 Maintain strong partnerships and actively seek out new partnership arrangements to continually enhance the learner experience
- 5.2 Build stronger relationships with partner schools and explore new options for both provision and transition work
- 5.3 Sustain long lasting relationships and develop new partnerships with HE institutions to ensure the best product for our higher skills
- 5.4 Actively participate in local, regional and national partnership and agency working for the benefit of our college and wider community
- 5.5 Maximise partnership working with local employers re curriculum development and for work experience, work placement and job progression opportunities
- 5.6 Achieve high levels of satisfaction through internal and external stakeholder feedback
- 5.7 Work with the Coventry and Warwickshire LEP and government agencies to embrace new initiatives and growth strategies



Key Themes



Our Values

Our core values express what the College stands for and how we will conduct ourselves as an organisation.

Learner first:

We will put learners at the heart of everything that we do and have high aspirations that support and challenge everyone.

Inclusivity:

We will be open to all learners, offering a safe environment that celebrates diversity.

Excellence:

We will strive for excellence in all aspects of our business, enabling everyone to realise their full potential in a positive, caring and inspiring environment.

Trust:

We will create a culture of trust and demonstrate value for our staff, learners, stakeholders and partners.

Transparency:

We will engage with both internal and external stakeholders, seeking input, welcoming feedback and reporting openly with clarity to continuously improve our performance.

Respect:

We will demonstrate respect for each other within our college community and with external stakeholders to build trust, confidence and well-being.

Ambition

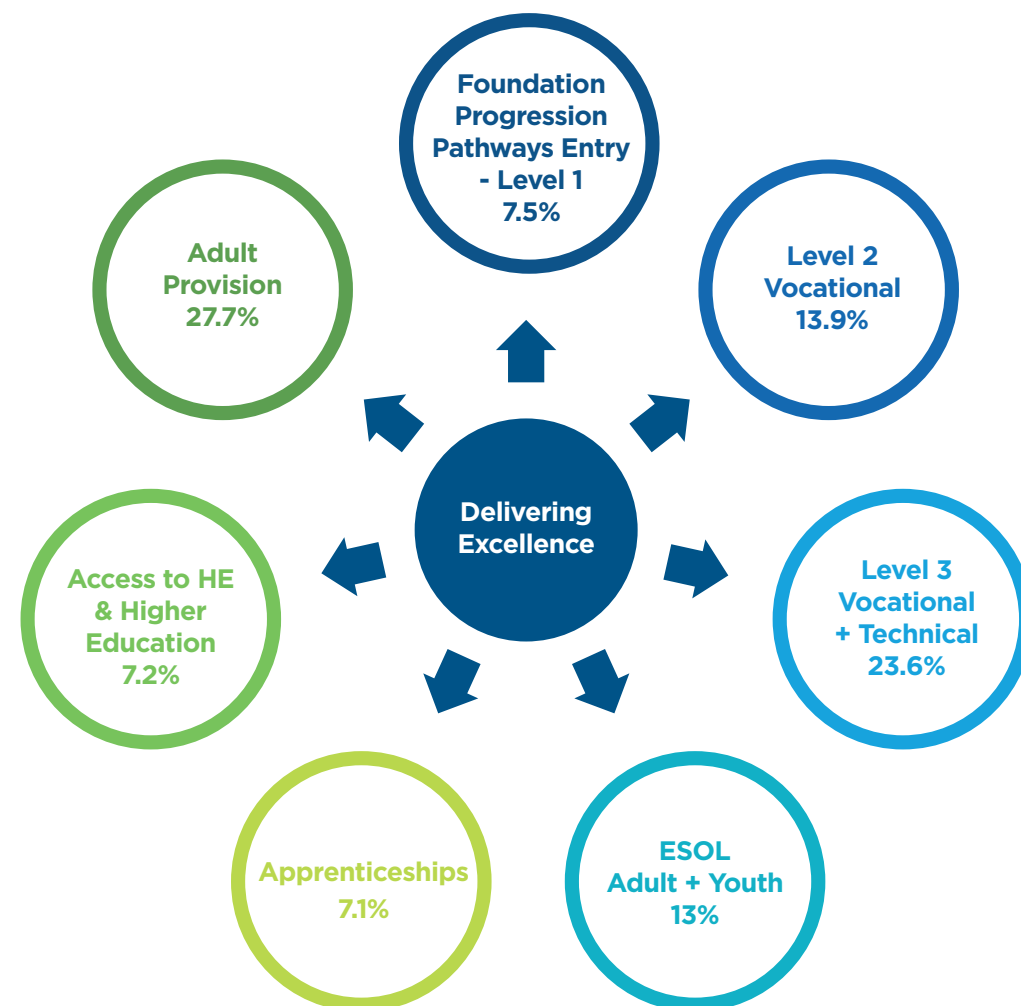
Coventry College will provide excellence in all areas of its provision with consistently high outcomes.

We aspire to be outstanding by offering a portfolio of programmes that are regularly reviewed to ensure relevance, currency and that meet the local area economic needs.

The College will be at the heart of the education ecosystem with strategic employer partnerships at a regional level. Key strategic partners will include Coventry Local Authority, the West Midlands Combined Authority, the ESFA, the Chamber of Commerce and the Local Enterprise Partnership (LEP). The College will also ensure excellent practice with regard to strong articulation with universities, school partnerships, and employer partnerships to explore future skills needs, innovation and in-work training.

# Learner Focus

## Our Current Provision 2021



### By 2024 our curriculum portfolio will be:

**Our ambition by 2024 is to deliver increased learner numbers across all aspects of provision with a specific focus on our priority areas.**

With regard to higher education and Access to Higher Education courses, the College is committed to providing a suite of programmes, working closely with HE partners, and will seek to further develop this portfolio. The College will work closely with Coventry University, Warwickshire University and Arden University to both provide transition and progression for our learners and to provide professional development for our staff.

## Teaching and Learning

We aspire to develop a team of qualified and confident teaching professionals who are passionate about learning, ambitious and will act as ambassadors for the College and for the business sectors they serve. We believe that continuous professional development is a key fundamental driver for change and improvement in an organisation, and we hold the effectiveness of college staff as our most important resource.

In addition, monitoring and improvement activity will be embraced within a comprehensive system of self-assessment, observation walkthroughs and learner feedback.

Effective teaching, learning and assessment will be underpinned by outstanding information, advice and guidance, effective induction, timely and proactive tutorial intervention and appropriate learning support.

### Future Developments:

Ensure that our college staff are:

#### Accountable:

Understand the impact of, and take responsibility for their actions, particularly in relation to: the reputation of the College, the outcomes of learners and their own personal performance.

#### Passionate about the core business:

Role models committed to continually improving themselves and continuously improving the experience and success of our learners.



#### Responsive and flexible:

Responsive to change and the demands of the role, creating new opportunities wherever possible.

#### Collaborative and engaging:

Through collaboration, promoting the benefits of team working, striving to become high performing teams and taking pride in both their work and the College.

## Learner Support Services

### *Support, careers and marketing*

Customer centred support services are pivotal to the future success of the College as the high expectations of learners and employers continues to drive customer choice in their selection of education provider.

The College is a Matrix approved provider for information, advice and guidance and has made good progress towards embedding the Gatsby careers benchmarks into its day-to-day operations. We are committed to ensuring our learners leave us with not only the technical and academic skills required to progress in their area of employment but also the wider skills they will need to become responsible and safe adults. We are aware of the local area concerns in relation to youth culture and young people at risk, with particular reference to gang culture and knife crime. Working closely with the local police we will continue to take steps to proactively educate our learners in keeping safe and to demonstrate that we play a critical role in keeping both our learners and our staff safe whilst on campus.

The College offers a range of additional support services to all learners to include apprentices. Specialist support is available for a range of individual learner needs to include dyslexia, dyspraxia and financial support and guidance. We are also acutely aware of the rise of mental health concerns, particularly following the pandemic, on both our young learners and our adult cohorts and have taken steps to proactively offer advice and support through a variety of mechanisms. The College currently effectively uses CPOMS to refer learners of concern ensuring timely support is allocated.

As a city college, we are part of a very diverse community and recognise our responsibility to promote equality, celebrate diversity and take steps to challenge those who fail to uphold the British Values of freedom of speech, rule of law, individual liberty and respect and tolerance.

The College is part of a local PREVENT Strategic Group and has a full time member of staff, along with administrative support, dedicated entirely to safeguarding who lead a cross-college team of safeguarding officers.

The College's marketing function continues to deliver a full marketing mix of activity to target a range of customer groups with a newly refreshed and developed product marketing approach ranging from 16-18, adult, apprenticeship, higher education and professional qualifications, securing income targets and growth particularly with respect to adult and 16-18 numbers.

The College now works with over 26,000 prospects on a daily basis to support and facilitate their progression into new careers via a number of mechanisms including Live Chat, application support sessions, careers adviser talks, school liaison, experiential campaigns and open events.

#### **Future Developments:**

We will:

Ensure that we embed safeguarding and British values into our code of conduct and drive through our expectation of all of our learners. A culture of tolerance and mutual respect will be visible throughout the College.

Provide mandatory staff development to ensure that all staff personally demonstrate, and are confident in, promoting equality and diversity and provide challenge to those who oppose this.

Our Personal Development and Wellbeing Coaches will drive our initiatives to ensure our learners are aware of how to keep themselves safe and to support the development of their wider skills to prepare them for the world of work.

Work with the local police regarding knife crime prevention, provide onsite checks and take a proactive approach to ensuring the safety of our learners and staff.

Maintain our Matrix accreditation and ensure appropriate levels of subject specific advice and guidance to ensure positive 'next steps' for our learners.

Continue to ensure we safeguard our learners via firewall, web filtering and incident logging, allowing early identification of possible risk.

Proactively drive forward initiatives to combat mental health issues and support our learners to progress.

Work with our learners to promote the softer, wider skills required to become a confident individual, providing guidance, support and challenge that reduces over time as independence and resilience develops.

## Wider Learner Opportunities

Learners have typically been involved in extra curricular activity and course enrichment, although there isn't a consistent approach across the organisation. However, during the pandemic in 2019/21 all of the wider learner opportunities were put on hold. Learners have been able to successfully access learning offsite and receive remote learning during the pandemic, all of which has been a developing picture of growth in expertise from both staff and learners throughout the last two academic years.

#### **Future Developments:**

We will ensure all learners on a Study Programme achieve a set amount of work experience in a course appropriate place of work and have the opportunity to:

- Receive a series of master classes and visits from external guest speakers
- Take part in external visits and trips to enhance their course of study
- Become a College Ambassador and support with recruitment and showcasing events
- Become a class representative and represent colleagues at the College Annual Learner Conference and the Learner Board
- Join the Students Union and have the opportunity to apply for an executive role on the board
- Take part in any onsite available leisure and themed activities
- Receive support for job and university UCAS applications and CV writing and interview preparation



# Our Priority Sectors

## STEM: Engineering, Building Services, Construction and Motor Vehicle

### Context:

Coventry has a very rich heritage when it comes to the automotive sector. Fondly known as the Detroit of the United Kingdom, “the birthplace of the automotive industry”, our plan is to provide pathways of study to real careers and opportunities regionally, nationally and into a global market.

Advanced Manufacturing programmes (planned) to include mechatronics, electrical/electronic, robotics, augmented and virtual reality, simulation, digital manufacturing, CNC manufacturing, and Digital to include “The Internet of Things” fit well with the aspirations of the West Midlands Strategic Economic Plan, notably identifying that to improve the capability and capacity of West Midlands’ competitive strengths in advanced manufacturing - especially in aerospace, automotive and energy.

Low Carbon Construction programmes providing energy-focused curriculum, driven by LMI and emerging opportunities, such as modern methods of construction, retrofit, environmental technologies, renewables etc are all identified as key local area priorities.

Construction and Civil Engineering to include construction, design and planning, the introduction of apprenticeship standards, T-Levels and HTQs would allow us to take full advantage of regional location to partner HEIs such as Warwick and Coventry Universities by way of forming clearly mapped pathways to higher level study.

There are a number of HS2 programme developments providing opportunities for the College to potentially work with other elite colleges across the UK and develop/deliver rail-focused curriculum.

### Coventry University

Coventry University has bid for more than £25 million from the West Midlands Enterprise Partnership towards flagship developments including an innovation space for research and development activities. The R&D activities are said to be a very good fit with the government’s current industrial strategies which support West Midlands’ engineering and manufacturing growth. Coventry University plan to spend an additional £100+ million on this facility that forms part of a £200 million plan to further develop the university over the next ten years.

Coventry University currently offers short and long courses in undergraduate and post-graduate levels. The university offers engineering subject areas including; manufacturing, mechanical, maintenance, electrical/electronic, renewable energy, computer aided, motorsport, robotics, civil, oil and gas, and software development and science subject areas including; biomedical, forensic, sport, healthcare, materials, environmental, nutrition and exercise and pharmacy.





### *University of Warwick*

The University of Warwick is seeking investment of around £35 million (part funded through the LEP) for additional facilities and equipment as part of Warwick's research capability in Quantum Technology.

The West Midlands Enterprise Partnership (via growth funding of £17 million), will help create the Warwick Health Innovation Campus, providing an integrated approach to healthcare and services for people who are growing older.

Warwick currently offers short and long courses in undergraduate and post-graduate study including: engineering subjects including manufacture, nuclear, sustainable, mechanical, software, chemical, computer systems, mechatronics, motorsport and electrical/electronic, and science subjects including biomedical, biological, natural and environmental.

#### **Current Position:**

The faculty currently offers a range of provision, predominantly aimed at level 1 and level 2. The programmes are delivered via full time 16-18 Study Programmes, a small apprenticeship provision and a small part time adult provision in selected areas. The curriculum area has not made the progress required over the last few years due to both leadership and skill specific staff shortages.

2020/21 has seen a step change in relation to roles, responsibilities and a curriculum review to plan for 2021/22 and beyond.

There will be a phased approach to the changes, the ground work of which is currently underway to include, for example, automotive industry programmes which are being developed in response to local need through the WMCA EV steering group, with further developments at the College to include motorsport and electric vehicle curriculum and training.

Workshops have been re-zoned with extension work completed to ensure that growth in areas such as plastering and brickwork can be accommodated from September 2021. Engineering, which was based at the Henley Campus, has been relocated to the City Campus bringing all of the provision into the one area of the College.

#### **Future Developments:**

The ongoing engagement with and establishment of working partnerships with employer groups, professional bodies, cluster groups and industry groups during the next 5 years is of paramount importance, ensuring our curriculum offer is future proof and wholly industry relevant. The alignment of the faculty's education and training portfolio with LEP priorities and emerging programmes is advantageous as government and European funding is focused towards LEP strategy and growth agenda.

To ensure high levels of achievement and learner growth across its portfolio of programmes, a 'managed learner package' approach is being explored, in favour of an 'individual lines of study' approach.

This managed learner package is aptly named the 'intelligent curriculum' and should provide the cohesion and inertia to retain and attract a greater number of learners, refocusing the learning outcome from 'level' based completion, i.e. levels 1, 2 and 3, to a job based outcome i.e. apprenticeship or high value job role, thus reducing the multiple exit routes that currently exist.

This new approach has the potential to increase progression from FE to HE, retain more learners for longer, exit more learners to appropriate job roles, meet LEP priorities and requirements and provide a real and marketable option to traditional university study at undergraduate level.

The main West Midlands LEP priority is to create high value jobs and upskill the workforce and local people to meet the aspirations of the West Midlands Strategic Economic Plan, supporting business growth and new development in key sectors. This West Midlands-wide strategy and key sector focus will generate interest from local faculties/sixth forms, colleges, Job Centre Plus, local media and the general public.

We will provide a synergised road map that will further ensure learners studying lower level qualifications progress into higher education study through the College and be suitable for the high value jobs identified.

By aligning the curriculum to LEP priorities, learners will have more choice as they exit level 3 courses, encouraging them to 'buy into' the 'high value job' exit point, whether this is in advanced engineering, environmental science, automotive or construction project management.

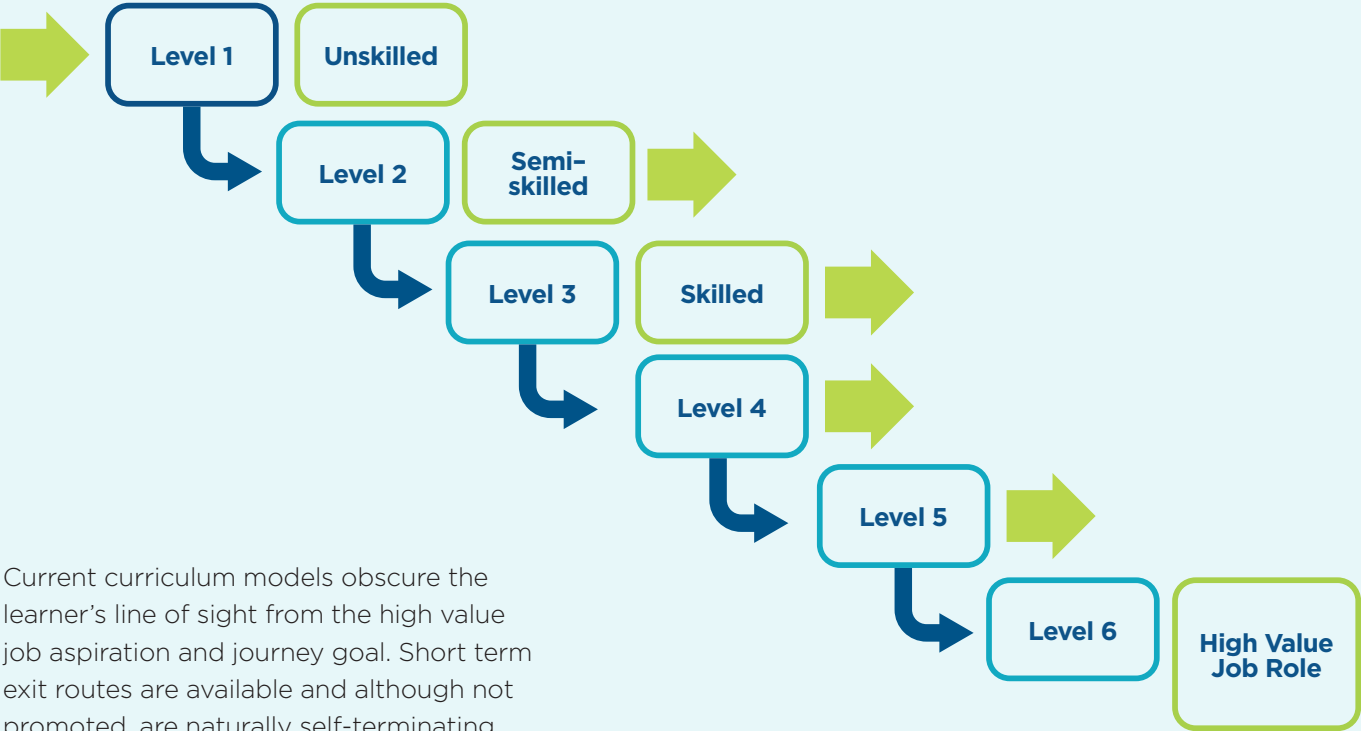
Thus, providing learners with a comprehensive FE and HE package right from the outset, with the option to change study route to suit the emerging interest of the learner and future labour market intelligence. This 'intelligent curriculum' would be advantageous and attractive to learners, parents/carers, faculties and marketable as a unique selling point for the College.

This type of holistic approach could also provide the faculty with a new approach to curriculum delivery as the Centre of Excellence is launched in September 2022. This interlocking of FE and HE courses will provide a real advantage and may attract individuals who may not have chosen the College as their preferred study route.

We will develop a packaged approach with multiple specialist pathways from level 1 to level 6 which will be seen as a naturally connected, progressive and assured route to success, terminating at the high value job role exit point.

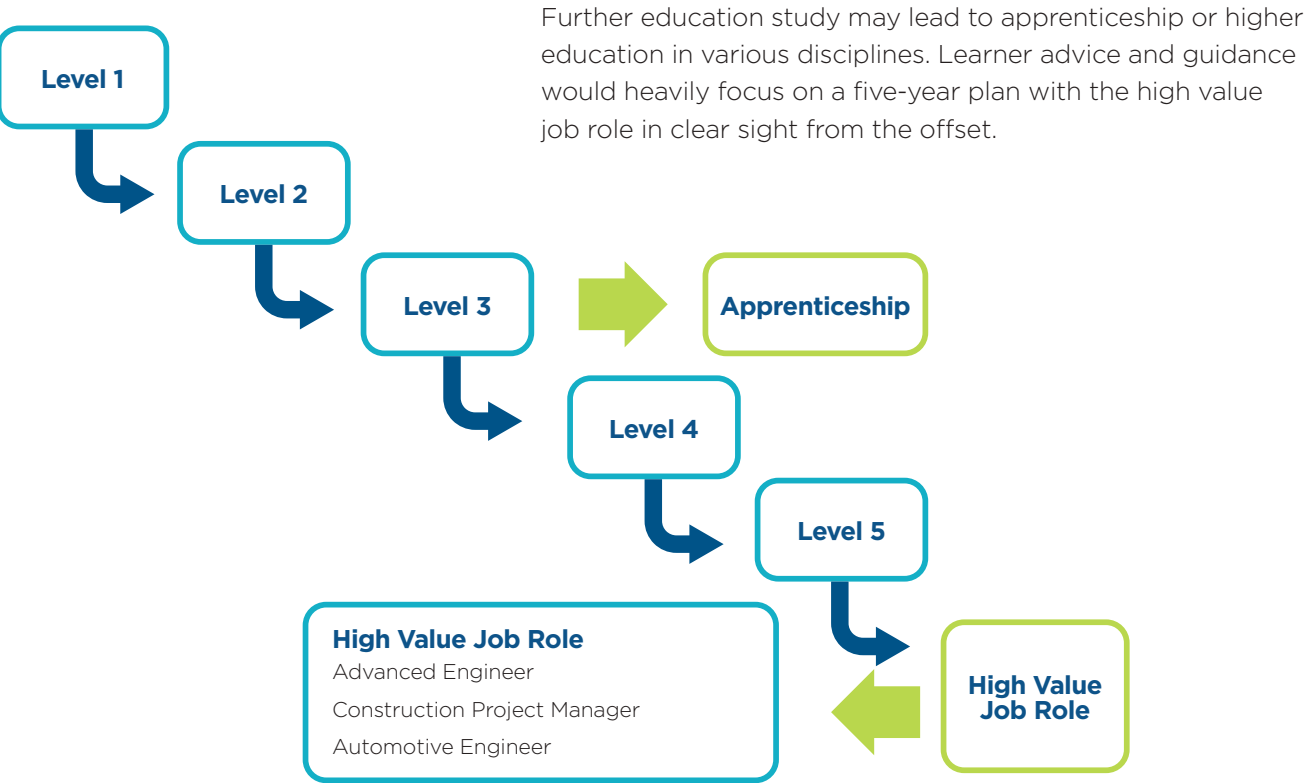
Individual Lines of Study Approach

Traditional routes – multiple exit routes – high risk – no clear line of sight



Intelligent Curriculum

Packaged curriculum example – minimal exit routes – lower risk



## Health, Science and Forensic Technologies

### Context:

The overarching aim of the curriculum area is to offer a range of applied general qualifications in physical and social sciences for post-16 learners wanting to continue their education through applied learning, and a range of Access to Higher Education pathways for adults returning to education, both of whom aim to progress to higher education courses and ultimately to employment, possibly in the applied science sector.

As of 2018 the region's population had increased by 5.8% since 2013, growing by 50,706. Population is expected to increase by 4.0% between 2018 and 2023, adding 37,058. From 2013 to 2018, jobs increased by 13.2% in two West Midlands County/Unitary Authorities from 404,500 to 458,086. This change outpaced the national growth rate of 10.1% by 3.1%.

In the last three years there has been a 4% growth in regional jobs within the sector, increasing to 28,809 positions. The median annual wage for the sector is £40,768.

The Department of Health and Social Care announced two new megalabs due to open in 2021 with a focus on diagnostic facilities. One lab will be located in Leamington Spa, 11 miles from the City Campus, creating 2000 jobs. These new labs form a key part of the UK's national infrastructure to respond to future epidemics as well as adding diagnostic capacity for other critical illnesses, including cancer.

The City of Culture trust has received a £100,000 investment to spend on the Green Future Programme, which is designed to focus on the city's environment.

Forensic requirements within the region have been on a steady increase, leading to new forensic providers emerging. There are now four within Coventry, the newest is just 0.8 miles from the City Campus, and 12 others within the surrounding area.

### Current Position:

We currently offer vocational courses at levels 2 and 3 in Applied Science, Biomedical Science and Forensic & Criminal Investigation and a range of Access to Higher Education pathways from Health Professionals and Physical Sciences through to Business Management and Computer Sciences. There are more than 350 Access to Higher Education adults within these programmes and almost 160 vocational learners across the area. We have very high progression into higher education from these courses with many seeing 100% of learners take up a place at university.

The curriculum area currently has four purpose built science laboratories at the City Campus. All are standard teaching laboratories, but have been resourced with specific specialised equipment for their vocational pathway.

Science recently had a capital investment of just over £70,000 towards new equipment. The driver behind the investment was to bring digital technologies into the science-learning environment, providing learners with a skill set that will make them more prepared to enter higher education/employment.

### Future Developments:

We will plan to develop our science facilities in light of the substantial rise in applied science learner numbers in recent years (more than 250% increase in five years) and the need to support and develop more technical curriculum in this area.

For young people, we will continue to develop the vocational curriculum offer (including the opportunity to resit GCSE mathematics and English) and prepare to launch the new T-Level pathway. T-Levels offer learners a mixture of classroom learning and 'on-the-job' experience during an industry placement of at least 315 hours (approximately 45 days) within Healthcare Science and Science. We aim to source the placements from September 2021.

We will seek opportunities to develop higher education programmes in Science at Coventry College including pathways in analytical and forensic sciences.

We will further extend our employer relations with University Hospital Coventry & Warwickshire, while seeking new employer opportunities within the science industry to provide our full time learners with meaningful placements.

We will continue to develop Access to Higher Education programmes within Public Sector Services & Policing, medical and healthcare sciences and offer flexible courses, run in part via distance learning, in the evenings and as part-time courses to allow learners to continue to work.





## Child, Health and Social Care

### Context:

COVID-19 has placed a significant national focus on Health and Care as a national priority sector. Topal Review Feb 2019, an independent report on behalf of the secretary of state for HSC states that within 20 years, 90% of all NHS jobs will require an element of digital skills. The NHS will have a data driven future and we will support this development by introducing additional elements to our courses.

The government have invested £2.5 billion in the national skills fund with the sectors of Health, Social Care and Education featuring as an area of national priority. This will enable adults to re-train and gain valuable skills to improve their job prospects. We know that mental health has increasing importance. West Midlands Combined Authority Mental Health Commission has recommended action to improve local mental health and wellbeing links with public services and leisure.

There will be around 21,000 jobs within Healthcare sectors for Coventry in 2020, an increase of 10% from 2015 with an expected continued positive trajectory. A total of 6337 jobs posted 2019-March 2021 detailed Health professionals with predations of over 2500 postings for 2022.

The 16-24 age bracket would equate to 7.4% of the employees in sector, whilst care workers account for 6.5% occupation in Health and Care industry. Jobs in the Health and Social Care sector grew to over 8205 over the last 5 years and are projected to grow by 4219 over the next 5 years.

There are 4116 jobs in the Childcare and Education sector which is 1% above the national average. Coventry has, however, seen a 3.9% increase in jobs in the Childcare and Education sector. The 16 to 24 year old cohort account for 16.3% of the employed roles within Childcare and Education in the city of Coventry. There is also a 5.4% increase in demand for Primary Education roles within Coventry in 2020.

In-demand roles within Coventry and the West Midlands currently include Primary Education, Nursery Nurses, Childminders and Teaching Assistants.



### Current Position:

We currently offer a range of courses targeted at the 16-19 market from level 1 upwards to include the L2 Diploma for the Early Years Practitioner, L3 Technical Certificate for Education and Care, L3 Technical Diploma for Education and Care, L2 Extended Diploma for Health and Social care and L3 Technical Diploma for Health and Social care, all through the awarding body NCFE/CACHE.

All of the courses offer comprehensive industry experience, supported by a vast network of local employers, linked to the qualification to support the development of skills necessary for working within the industry.

### Future Developments:

We will develop a post-19 provision to include level 3 qualifications for Early Years and Health and Social Care in addition to a number of short level 3 qualifications in Mental Health and Dementia which we will launch in 2021/22, in direct response to the government's national Skills for Life commitment and the regional retraining agenda.

We will development a HE provision to include a foundation degree within Social Care, Health and Early Years Education by working closely with higher education providers across the West Midlands and large employers such as the NHS and the Local Authorities.

Our key aim for our 16-19 cohort is to introduce T-Level courses in Health as well as Education by summer 2023, offering more opportunities to our learners and ensuring pathways are available to meets the demands of industry.

Expanding our employer network will allow for greater opportunities for industry placement, resulting in direct skills development relevant to the sector and ensuring good progression into employment for learners. There is a committed plan to increase industry placement to 400 hours per learner across all Child, Health and Social Care courses by 2021/2022 academic year.

As part of this industry placement commitment, and through increased employer links, we will facilitate industry placements for our part time provision in addition to those on full time courses. Again, this addresses directly the skills gap within industry allowing us to support employers and learners with future opportunities.

We will introduce courses in Supporting Teaching and Learning in direct response to both local and regional demand. By developing a range of short skills courses in both Childcare and HSC we will be able to upskill staff and support those returning to work or retraining into a new sector. We will utilise the level 3 Lifetime Skill Guarantee developed by the government skills fund with a long-term commitment to remove age constraints and financial barriers for adults looking for their first level 3 qualification.

We will continue to invest in ongoing CPD opportunities for our staff with a focus on new technologies and ways of teaching to make the courses innovative whilst supporting the evolving industry sectors.





## Digital and Creative

### Context:

The Creative and Digital industries are popular and important curriculum sectors for Coventry College. The recent global COVID-19 pandemic has seen the Creative Arts hit in terms of public perception and the potential impact of job losses when the furlough scheme ends. Job opportunities and the sector opportunities available have however remained steady within the sector, with 1.8% growth in job opportunities for the West Midlands and almost 8000 jobs in this sector for the region.

Coventry is the City of Culture for 2021 and Birmingham will be hosting the Commonwealth Games in 2022. It is highly anticipated that these events will generate opportunities and be the catalyst for growth in the Creative Arts sector. The College has worked closely with the 2021 team, learning more about this vital sector, to ensure its curriculum is future proofed as a result of this partnership.

The WMCA has identified creative content, techniques and tools as one of the top four opportunities within the region. They have backed this up with a region-wide 10 year Cultural Action Zone Investment Programme and a Festivals Programme. In addition, they have set up an industry-led 'Screen Industry Body' who will look to shape public funding and other investment into the growth of the regional screen sector.

Digital technology and connectivity is recognised as a top priority for the West Midlands with an ambitious strategy set out in the West Midlands Digital Roadmap. The West Midlands is leading in a number of areas such as the roll out of 5G networking and is recognised as the largest 'tech sector' outside London. The Digital Roadmap also pays note to emerging digital industries within the region including the gaming industry, connectivity, autonomous vehicles and Data Driven Healthcare.

One of the key driver activities for digital activity within the region is to tackle the high levels of digital poverty. The West Midlands has the highest national level of non-internet users at 22%. In order to tackle this issue there is a commitment within the region to improve digital literacy through Adult Community Learning offers.

Esports and gaming are key digital industries worth almost 4 billion to the UK economy in 2018, up almost 10% on the previous year. Likewise, the UK's Cyber Security industry has seen an increase of over 50% in the last three years with an estimated worth of £8.9 billion.



**Current Position:**

We deliver a suite of broad qualifications at level 2, leading to more specialist pathways offered throughout our level 3 provision. There is further opportunity for learners to develop skills at level 4 and 5 through HNC/D programmes currently delivered in Games and Performing Arts as well as through Access to HE provision in Computing.

We understand the importance placed on the Digital sector and have invested in securing a highly qualified team to support with the development of this area. We have continually reviewed our offer within the Creative Arts sector and developed a general level 2 qualification where learners will benefit from experiencing many different types of art before specialising at level 3.

Our Performing Arts provision has continued to expand with the 'Acting' pathway proving more and more popular. Learners are exposed to a range of different approaches and the course has diversified to include screen acting and script writing. Substantial investment has been made to the Performing Arts provision, allowing us to offer more opportunities and industry level training. The area leads a highly successful Esports Team, which has begun to receive national recognition.

We recognise the need to continue to forge links and partnerships with Creative and Digital industries across the West Midlands in order to secure meaningful work experience for our learners through industry placements and live brief work.

The City of Culture 2021 will act as a catalyst for much of this development and offer exciting industry links for Creative and Digital Arts learners. This is a fast paced and exciting industry and we need to regularly review our curriculum offer through consultation with key stakeholders to ensure it remains vibrant and fit for purpose.

We currently offer provision at level 2 in Art and Design, Computing, Games, Media and Performing Arts and level 3 provision in three key pathways:

- Creative - Art and Design, Graphic Design, Fashion, Photography and 3D Transport and Architecture
- Digital - Games, Interactive Media, TV, Film & Radio and Computing
- Performing Arts - Acting, Dance and Musical Theatre

We also deliver foundation courses in Games and Media, Computing, Performing Arts and Art, HNC/D in Games Design and Performing Arts and Access to HE in Computing.

**Future Developments:**

We will continue to develop our Digital provision by:

Expanding our computing area to include evening courses in Cyber Security and by developing a new Esports qualification, building on the success achieved by the extra-curricular team.

We will also review the curriculum offer in order to develop short community courses in key digital skills to further close the UK-wide digital skills gap.

We will seek sponsorship and external investment opportunities into the department in order to upgrade resources and provide our learners with the most up-to-date technology in accordance with industry standards.

We will be launching an Esports pathway, one of the very early adopters of such provision in the UK, to build on the already successful Esports team we currently have at the College.

We will explore the opportunities available to set up a digital academy offering industry-led and relevant qualifications with the support of the WMCA and government retraining initiatives.

We will also develop more consistent assessment planning and standardisation practices across the department to ensure a more consistent approach to teaching, learning and assessment across the provision.

# Adult Programmes

**Context:**

West Midlands residents tend to be employed in lower-level occupations compared to the national average, and so improving the skills profile of residents will help to reduce the gap, especially if the component parts of the system (i.e. skills providers and hiring businesses) can learn to work as a cohesive whole. The Regional Skills Plan (2018 and due to be updated) sets out a clear roadmap for equipping local people with the skills they need to support ongoing economic growth across the region. The RSP addresses a number of critical, persistent labour market dysfunctions in the region, namely:

- A low employment rate and high levels of unemployment in some parts of the region
- Growing issues of poverty for those in employment, driven by low wage levels
- Low skill levels in the population, with fewer people qualified to level 4 and above and more people with no qualifications, compared to other areas
- Persistent skills shortages faced by employers. Around 1 in 4 vacancies in the region are classed as 'hard to fill', particularly in roles that require advanced and/or higher skills.

*The key local strategic priorities are:*

- Targeting low-skilled and low-paid adults in the workforce, or looking to enter employment, to secure skills at level 3 and above to enable them to progress in employment with a particular focus on progression in priority sectors

- Deliver greater volumes of digital provision – the digital entitlement including basic digital skills for people to operate in a digital world; general level digital skills at level 2 and a significant increase at advanced level digital qualification at level 3 and 4
- Increase the volumes of qualifications at all levels in priority sectors – construction and building technologies, automotive/advanced manufacturing, business and professional services and digital
- More flexible models of learning delivery that support adults in work to upskill
- Deliver adult community learning provision to engage communities and support priorities relating to skills, cohesion and integration, health and mental health
- Targeting of people in our priority communities, working with Local Authorities and other key local stakeholders, to maximise impact and increase qualification levels and ultimately employment in those areas that have remained persistently difficult to change
- Improve progression between levels and into employment - ensure there are support and progression routes in place to move people from basic skills through to level 2 and into employment
- Delivery of vacancy-led skills support programmes that deliver entry to employment for those out of work

- An increase in provision leading to actual employment with new sector-based work academies offering pre-employment training linked to employer vacancies to at least 4500 adults
- Stronger local partnerships, engaging all providers delivering in an area with a clear and shared commitment to local goals
- Training and learning related to the Birmingham 2022 Commonwealth Games and Coventry UK City of Culture 2021, leading to sustainable further learning or employment for residents.

**Current Position:**

Currently 27.7% of our provision is adult skills based. The majority of this provision encompasses ESOL at all levels and also English and maths qualifications, which serves as a precursor to other adult courses to include Access to Higher Education.

We also offer a range of courses in the Business and Professional area including Accounting, Book Keeping, Human Resources and Teaching and Assessing qualifications. In addition, the College offers a portfolio of short courses targeted at the fitness industry, which have been put on hold during the pandemic and lockdown periods.

The qualifications incorporate Sports Massage, Gym Instruction, Personal Training and Strength and Conditioning. We have successfully introduced sector-based work academies (referenced previously in the plan) and also offer adult courses in hairdressing, beauty therapy and art and creative subjects.

**Future Developments:**

We will expand our adult portfolio over the lifetime of this plan to meet the local area need, and take advantage of government funding initiatives and flexibilities devised to meet target markets and sector subject areas.

September 2021 starts are targeted at the priority sectors to include health and care and digital, with a phased approach to growth in the STEM area as the quality of the provision is improved and the expertise developed to meet new growth sectors e.g. electrification and battery technology.

We will provide progression for our ESOL learners and/or combined ESOL and vocational courses in a small number of key vocational career paths to meet learner demand.

## Inclusive Pathways

### Context:

Entry and level 1 Vocational Studies programmes cover all the vocational pathways and allow learners to develop basic study skills supporting the emotional, behavioural and special educational needs of individuals while they explore vocational areas. We currently offer 10 vocational pathways mirroring the College provision where learners attend for four hours a week to enjoy a taster with the vocational specialist staff.

We also offer E1-3 Bridge and Lifeskills pathways which offer a supportive programme to prepare learners for a programme into FE, independent living or supported employment.

### Current Position:

All areas are offered to cover progression in foundation provision and we have 125 learners on programmes across the different pathways.

Along with their educational needs being met we will develop a bespoke package of support in and out of the classroom. We have a personal and wellbeing coach who works with our learners around the pastoral support they require, and another who supports Child in Care and leaving care learners. We also work closely with the Additional Learning Support team to ensure these learners achieve the potential they deserve.

We also offer learners a bespoke transition programme along with careers advisors to ensure there is a smooth transition to FE.

We try to ensure that we challenge the learners socially and emotionally as well as supporting them to achieve their potential. We have introduced a '10 toes on the ground' programme – a supportive programme for learners who have been accessing wellbeing coach support to develop resilience and coping skills.

The team works extremely closely with stakeholders involved in foundation learners' lives to ensure they achieve and have a positive destination following this provision. During the interview and induction period we set high expectations of all our learners and ensure the parents/carers are also on board with this so they can help support the learner throughout their journey.



### Future Developments:

- Build on integrated work experience opportunities for all levels of learners ensuring they are bespoke
- ESOL Youth courses need to offer the same opportunity at entry 3 and level 1 to improve retention, attendance and engagement
- Assessment is to be developed in support of the level 2 provisions to ensure learners are prepared for progression
- Life skills/independent living – further develop the programme working with external agencies to ensure we are offering a positive progression for all levels of learners
- SEND provision – growth opportunities to use collaboration with specialist providers
- Mental health work – all personal and wellbeing coaches complete mental health training to be able to offer small groups and bespoke activities
- Supported internships 3-year plan to be able to offer supported internships – 20/21 we will be offering a Life Skills group the opportunity to prepare for supported employment similar to a traineeship
- EHCP / High Needs – continue to work with the local authority to build on the positive relationships to ensure we can grow the number of funding we are allocated, ensuring that the ALS team support curriculum to offer an inclusive environment for all learners to succeed and progress. Training schedule on effective utilisation of an Additional Learning Support assistant and a deeper level of assessment adaptations for all curriculum staff will be rolled out over the next 12 months from the ALS manager.



# Additional Areas of Provision

## Business and Professional

**Context:**

The local area is receiving significant investment due to initiatives such as UK City of Culture 2021. It is hoped this will lead to optimism about new businesses and employment growth. The professional services sector is expected to contribute £45.5m to the West Midlands gross value added by 2030. To support this, West Midlands Combined Authority plan to ensure that local businesses source their finance and business services from local companies, growing the local area as a centre for the finance industry.

This has resulted in increased demand for accounting skills from learners and employers and is being met with a varied offering of Association of Accounting Technicians courses. This has been extended into level 1 this year.

The Employer Skills Survey 2017, found 45% of business had gaps in their managerial skills, calling for additional leadership and management skills. Local market intelligence data has shown the market for professional skills has stayed consistent with 2.5% growth in the last five years, with areas such as accounts and administration roles growing by 9%. This has been reflected in the West Midlands Combined Authority plan with additional funding for those skills.

**Current Position:**

The Business curriculum is a thriving area of the College with strong learner numbers and outcomes. The typical learners are interested in following a university pathway into the workplace. We provide a wide-ranging business-based education portfolio to groups of learners from across the city to support local businesses and provide work-ready employees of the future.

Our provision ranges from level 1 programmes right through to HNC/HND courses and includes a breadth of part time adult courses in accounting, book keeping, human resource management, education and training and assessing competence. The business curriculum is aimed to support the employees of the future for growth in the region.

We have made excellent progress to date to develop highly effective programmes reflecting regional priorities, allowing learners to progress to be productive members of society or to the next level in their career. The aim of this is to make a major contribution to regional productivity.

We ensure learners are supported with the highest quality teaching and learning experience using the latest technologies to prepare them for the next step in their careers.

**Future Developments:**

We will implement the Level 3 BTEC Extended Diploma Enterprise and Entrepreneurship to complement the successful full time Business offering. The teachers involved in this will all have entrepreneurial experience and will focus on inspiring learners to be contribute to the economy.

There will be a dedicated industry placement offering to ensure there are realistic and meaningful placements to strengthen local business partnerships. Learners will be supported to develop start-up opportunities whilst developing their entrepreneurial skills.

We will extend our higher education offering to part time HNC programmes to support progression of employed learners. We will work collaboratively with the local higher education institutes to offer progression pathways for business learners at level 3 to be able to progress to degree programmes, top up years and postgraduate teaching programmes.

We will introduce new legal and medical secretary pathways to our business offer to support young people and adults to progress or retrain into these careers.

We will develop our adult curriculum to offer leadership and management skills on a part time basis and higher level apprenticeship provision mapping into the Chartered Management Institute qualifications. We will design and develop bespoke level 3 business courses to complement basic skills education for those who want to retrain or progress in their current role.

We will design and implement professional qualifications specialising in the areas of leadership, management, legal studies, coaching, mentoring, finance, change management, project management, team leading, middle and senior management.

We will proactively explore the roll out of T-Levels and be active members of curriculum groups shaping the future of technical education in Business and IT.

We will actively seek opportunities to develop multi-disciplinary approaches to enhance our digital curriculum by bringing digital, business and creative sectors together. We will build on existing entrepreneurial skills to foster business start-ups and draw on the expertise of our alumni. We will explore the feasibility of incubating new business start-ups at our city centre campus.

To achieve our goals over the next three years, we will work with the Industry Placement team to develop strong relationships with local employers and drive pedagogical improvement through regular informal lesson visits where best practice will be shared across the team. We will also blend delivery methods ensuring all learners can access provision remotely, using our lessons learned from the pandemic lockdown periods. We will also encourage challenging and supportive CPD activities within the team to develop outstanding teaching and assessment practice.



# Sport and Public Services

**Context:**

The sports industry and the uniformed public services sector present an abundant range of appealing and rewarding career opportunities. The overarching aim of the curriculum area is to offer a range of applied general qualifications in sport and uniformed public services for post-16 learners wanting to continue their education through applied learning and those who aim to progress to higher education courses and ultimately to employment. It is the aim of the curriculum area to deliver sufficient provision of quality education to develop and sustain a proficient sports industry and uniformed public services workforces.

There were 15,900 total job postings in the West Midlands for the sport, fitness and leisure industry from January 2017 to December 2020. The top hard skills required for these positions included; lifeguarding, fitness training, sports coaching, physiology, anatomy, swimming instruction, circuit training and gym instruction. The leisure sector will be enhanced by the 2022 Commonwealth Games in Birmingham and Coventry's status as 2021's UK City of Culture. These events are anticipated to generate 22,000 employment opportunities in the region.

There were 2,432 total job postings in the West Midlands for the uniformed public services sector from January 2017 to December 2020.

**Current Position:**

Coventry College currently offers a suite of level 1 to level 4 full and part-time Sport and Uniformed Public Services qualifications that provide learners with the opportunity to develop transferable skills for employment and further study. Based at Henley Campus until the conclusion of the 20/21 academic year, the Sports and Uniformed Public Services provision will relocate to the College's

City Campus, and will also have access to a suite of facilities at the Alan Higgs Centre, on Allard Way in the southeast of Coventry. These facilities will include; three classrooms, gym, group exercise room, cycling studio, 50m Olympic swimming pool, sports hall, outdoor full size floodlit 3G football pitch and indoor 3G pitches.

Coventry College has developed a strong hold within further education for sports participation and study programmes over the past fifteen years. This is highlighted with the Rugby Union and football study programmes currently being delivered. The Rugby Union provision is an official college partner for Wasps Academy and the football provision is in partnership with Sky Blues in the Community.

We are accredited as one of the 30 colleges in the county as a TASS Dual Career Centre, supporting elite athletes in their chosen sports with health and wellbeing, performance, nutrition and strength and conditioning. We are committed to developing sporting talent in our learners whatever discipline they may be studying.

Our Uniformed Public Services qualifications provide learners with a strong skills and knowledge base, allowing them to enter a uniformed service such as the fire service, paramedics, police or armed forces with confidence. We offer a wide variety of enrichment opportunities with visits from the police, fire service, the Army and the Marines. Learners also have the opportunity to attend residentials and trips, to enhance the skills and knowledge associated with outdoor and adventurous activities.

**Future Developments:**

Developing provision through a wide range of sporting study programmes can work towards underpinning the growth in retention and recruitment at Coventry College. Servicing the needs around academic and high performance sports and growing current study programmes, along with the development of specific specialised staff, will contribute significantly towards the aim of Coventry College being a leading force for provision in the Midlands.

We will develop our sports curriculum to align with new health initiatives locally and regionally so that learners have a range of pathways from which to choose and can take advantage of local employment opportunities. We will also develop our Uniformed Public Services provision, considering the projected expansion of the Criminal Justice System that will create new employment possibilities in an assortment of roles.

The skills that are required for these positions include; communication, management, investigation, empathy, customer service, self-motivation, enthusiasm, teamwork and first aid. The Sport and Uniformed Public Services provision at Coventry College will therefore ensure that the development of these skills is included in effective and high quality teaching and learning.

Although a T-Level in Sport is not due for release until 2024, it is necessary to develop more technical curriculum in this area. We will establish and maintain effective working relationships with external partners, particularly at the Alan Higgs Centre, to develop a bespoke study programme for 16-18 year old learners wishing to progress onto an apprenticeship or into employment, whereby they will have access to a relevant industrial placement of a high quality and significant duration, whilst also accessing teaching, learning and assessment towards industry-relevant qualifications.

Developing new sports provision at Coventry College increases learner retention and recruitment across a wide range of study programmes and develops the College's profile for sports performance excellence in the West Midlands. New provision to be developed includes basketball, a developing sport in the city of Coventry, and working towards an education programme in line with the football and Rugby Union programmes. We will also aim to increase the participation of females in a variety of sports, both from the Sport and Uniformed Public Services study programmes, and cross-college study programmes, ensuring that they can access the excellent facilities at the Alan Higgs Centre.

Local statistics show that there is a substantial number of residents without at least a level 4 qualification in Coventry and Warwickshire compared to the UK average of 38%. We will aim to provide an increased range of courses that enable learners to appropriately develop their knowledge, skills and behaviours, meeting the needs of local employers. This will involve increasing the level 4 offer on part-time, full cost recovery courses, ensuring that the marketing of these qualifications is effective and wide reaching.

Coventry College own the academic rights for Foundation and BSc qualifications delivery and therefore developing growth in our provision and offering will enhance the recruitment numbers into the study programmes and increase opportunities for specialist staff at Coventry College.

Increasing the profile with specialist staff will also support and develop the teaching and learning experience at the College; this will support retention and recruitment for improved study programmes, ensuring the quality of provision is grown year on year, and support the increased markets trends in our sector.

## Service Industries

### Context:

The Hair and Beauty industry has seen a decline within the West Midlands region, as well as nationally, with a 38% decrease in job opportunities between 2015 and 2020. Despite the decline the industry is worth £5.2m to the Coventry economy as of 2020 and generated £7.5bn in turnover for the UK economy in 2017.

Hair and Beauty employers are generally SMEs with 94% employing less than ten people. Over 55% of all those working with the Hair and Beauty sector are self-employed and around 66% of those employed in the Hair and Beauty Sector within the UK are aged between 16 and 32 with 66% employed as hairdressers or barbers and 22% as beauticians.

Nationally around 10,000 people started an apprenticeship in Hairdressing and Barbering in 2018/19.

The COVID-19 pandemic has had a significant effect on the UK Travel and Tourism industry with air passenger arrivals down 98% between February 2020 and April 2021. Accommodation and Travel Agency businesses suffered the sharpest decline in turnover during the first national lockdown of any other industry. Within the Travel and Tourism industry nationally those aged 16-24 saw the largest fall in employment during the pandemic. Despite this downturn as a result of the global pandemic, Visit Britain reports that the UK's tourism sector is set to grow to a worth of £257bn by the end of 2025 with this being 10% of UK GDP.

Coventry is the UK City of Culture for 2021 and Birmingham is set to host the 2022 Commonwealth Games bringing a much needed tourism boost to the local economy. WMCA have set up a new industry-led 'Regional Board for Tourism' who will aim to grow the region's visitor economy by £1bn and create an additional 19,000 new jobs.

### Current Position:

We currently offer a range of courses through City & Guilds which all offer practical training with direct entry to the workforce. Our recent curriculum reviews in the Hair and Beauty area have directed us to offer more industry-relevant course options, which has revitalised interest in the courses resulting in an increase in applications and demand for our provision.

Our Hairdressing courses cater for 16-18 full time learners as well as adults looking to upskill or retrain into the industry. This is replicated across both our Beauty offer and our Tourism offer. We also target courses at industry via short course provision to upskill the workforce.

Our working salon, Salon 50, has been relaunched following the COVID-19 pandemic closure with a new operating methodology and is now offering a commercial income leading to better opportunities for learners to gain sector experience. It is however recognised that further development is required as the area looks to develop its offer.

Positive links to industry allow for learner engagement with industry experts, including working with MUK and Dermalogica for products and services, staff CPD and demonstration days for learners. We also have strong links with Butlins, Jet2 and British Airways. In addition, there are a range of links with local businesses able to offer industry placements to learners, although learners have been unable to benefit from this recently due to the COVID-19 pandemic restrictions.

The area is well serviced by a number of high quality salons, classrooms and real working environments for Travel, such as a mock airplane cabin, offering suitable equipment for course delivery.

### Future Developments:

We will be working in partnership with the Commonwealth Games 2022 Athlete Village Committee to set up and offer treatments to the athletes at three separate sites as part of the games. In addition, there is significant scope for Travel and Tourism learners to become involved in the games as volunteers.

There is significant work taking place to develop our participation in the UK City of Culture celebrations, opening up experience and activities to support learners' development as well as offering volunteering opportunities for Travel and Tourism learners.

Links with the Commonwealth Games and City of Culture will allow for potential re-investment into the areas.

We will launch Hair and Beauty into the competition circuit during 2021/22 with a plan to develop this competition offering over the coming three years, allowing us to celebrate the skills and developments of our learners.

It is recognised that further curriculum development with Hair/Beauty and Travel/Tourism is required to ensure a more progressive pathway from level 2 to level 3, in line with employer requirements and specialisms in the industry.

We will be expanding our work with large regional employers such as international airports and tourism venues in order to offer an employer-responsive curriculum.

Continued development of the adult curriculum to ensure a relevant offer will aid in the improvement of learner recruitment and result in greater retention and achievement.

The area will start to develop a plan for T-Levels, specifically in Hair, Beauty and Aesthetics, ready for launch in 2024.

The area will explore options for a course offer at level 4 and above, aimed at those looking to develop higher level skills in management within tourism, hair and beauty.

A five-year strategic business plan for Salon 50 will ensure the salon can operate as both a training facility and a business.

Development of an apprenticeship offer to support learners' course choice and to develop our commercial operation is planned.



# Employers, Collaboration and Partnerships in relation to Growth and Innovation

## Current Position:

Working with employers is an essential component of the College provision but unfortunately it has been marred by the inconsistencies in leadership since the merger of City College and Henley College in August 2017, and subsequent decline in external relationships and quality of provision. Steps have been taken to improve performance with the appointment of a new permanent Principal/CEO and accelerated progress has been made since August 2020. The College has traditionally focused on meeting the skills and training requirements of local businesses, many of whom are Small to Medium-sized Enterprises (SMEs).

## Future Developments:

The College will work closely with the Education and Skills Funding Council, the West Midlands Combined Authority, the Local Enterprise Partnership (LEP), the Chamber of Commerce, the Local Authority and the Job Centre in order to deliver a joined-up strategy that meets the needs of the local community.

Coventry College seeks to diversify its business relationships into larger organisations to capitalise on the levy funding available and to facilitate growth in its apprenticeship numbers and full cost activities. It will do this through the launch of five new apprenticeship academies, procurement on to large scale bid opportunities and through account management with employers which seeks to enhance and elevate its profile.

## Apprenticeships

### Current Position:

We deliver a broad suite of apprenticeship standards in five sectors, mainly at level 2 and level 3. In business and professional the standards we offer include Business Admin level 3, Customer Service level 2 and level 3, HR level 2 and level 3 and management qualifications at level 3 and level 5. In construction trades we are offering Bricklaying level 2, Carpentry level 2, Plastering level 2, Painting & Decorating level 2 and Plumbing & Domestic Heating level 3. In engineering we are offering Engineering Operative level 2, and in motor vehicle, Light Vehicle level 2 and level 3 and level 3 Body repair. In the education, health, hospitality, sport and digital sectors we offer a broad range of standards at level 2 and level 3.

### Future Developments:

We recognise the need to continue to forge links with employers and partnerships across the West Midlands in order to grow our apprenticeship provision and support employers with a skilled workforce.

Further curriculum development within the apprenticeship provision is required to support higher level apprenticeship pathways including level 4 in Education, Childcare, Digital and Construction Management. We will continue to support local and regional employer needs in upskilling their workforce and bridging the skills gaps in these industries.



# Resource and Development Strategy

## Current Position:

### Human Resources

The College has had a turbulent few years following the merger of City College and Henley College in 2017. Progress has been hindered in relation to harmonisation, particularly in relation to college policies and key strategies.

Recruitment to key positions in the merged college has been transient, particular at senior leadership level. As a result, staff recruitment and retention has been an issue across the College. Some change is evident from August 2020 following the appointment of a permanent CEO and Principal. There is a new senior leadership team in place and realigned structures throughout the organisation.

The College, despite some financial challenges in recent years, is committed to paying 'a living wage' and has an attractive contract for both academic and support staff. The College also continues to adhere to automatic incremental pay awards. It has been difficult to assess the extent of work-life balance for staff amidst a pandemic and periods of lockdown, but certainly for academic teaching staff, the pressure of delivering live sessions via remote forums has been very intense.

The College is committed to continuous professional development of its workforce. A number of managers are currently being supported on Masters Degree apprenticeship programmes and teaching and assessing qualifications. There has been a college-wide drive to ensure weekly professional development slots for every curriculum area. The Principal has also delivered a number of management training sessions to the wider college management group.

### Information Services – Technology and Management Information

The College currently has a differential in relation to the quality of the IT infrastructure on both of its campuses. City Campus has the most up-to-date systems and an infrastructure that supports new technological initiatives and developments. To this end, efforts have been made to ensure that all systems responsible for key business functions are hosted or have been migrated to the City Campus infrastructure to improve mitigation of any possible business continuity risks.

The College successfully has in place Power BI, Office 365 and has currently introduced remote access to college information via a VPN connection service, moving away from older, less secure remote desktop access methods to improve protection against any potential cyber breaches that are becoming more common in the education sector.

The backup process of all business systems and data has also been reviewed and updated to include cloud-based offsite backups, to facilitate quicker restoration and recovery in the event of a disaster. Microsoft SharePoint has also been introduced and is currently being rolled out across the College as a central communications platform for all college staff, offering staff up-to-date college information and quick access to all college systems.

Microsoft Teams groups have been set up for each directorate and business support section with shared file access to ensure ease of access to one central source of information, and staff are being encouraged to use Microsoft 365 for One Drive file storage for their home drives, which offers improved accessibility from any device along with improved security of data, protected by Microsoft's advanced threat protection service.

Microsoft Teams is the College's choice of platform for any remote delivery.

The quality of reporting is good at senior level, and much development work is currently being carried out to ensure that all staff can access relevant, appropriate reports to support them in their roles, with easy access to reduce time and complexity.

The College moved quickly from a very low base in relation to resources for staff during the lockdown remote working periods. During 2020 lockdown staff had insufficient resource and training. It was a very different picture in the following lockdowns with all staff issued with a laptop with camera and all staff having received training and ongoing support. Learners were also able to access resources to support them when working from home.

### Learning Resource Centres

The College has a Learning Resource Centre on each site which offers extensive support for learners accessing a range of resources. The team are very creative and work closely with curriculum and quality teams to constantly develop digital resources to enhance curriculum provision and support learner progress.

There are two centres at the City Campus, one in the North Building and one in the South, however the North Building centre has not been used in recent years.



#### Future Developments:

## Human Resources

We will endeavour to ensure that Coventry College becomes a great place to work. High priority will be given to safe recruitment practices and robust selection of staff with appropriate induction and development in place.

There will be a clear policy structure in place to include policies that support the development and wellbeing of our staff.

Staff development programmes will be bespoke to address individual and group need and will focus on improvement in teaching, learning and assessment for academic teams and on efficiency, automation and value for money for many business support areas. The managers will continue to receive management training as a group, ensuring consistency of approach and demonstrating growth in both individual and group strength as a result of the sessions.

The Human Resources Team will provide effective and timely support to managers and staff in accordance with the policies and procedures in place via a digital strategy to streamline process and procedures. We will also re-ignite the 'talent pool' to ensure that we can address issues or gaps in staffing in a timely manner.

## Information Services – Technology and Management Information

A new 5-year equipment replacement strategy will be devised and implemented to ensure our services will be fit for purpose and capable of providing a technical infrastructure that ensures efficient practices across the College impacting on the learner experience. We will continue to ensure that our systems are reliable, responsive and robust and available both internally and externally.

We will further exploit cloud hosting technology to focus on key infrastructure systems to ensure our systems will be resilient, safe and resistant to potential corruption. We will employ multi-factor authentication methods for improved user/password security and self-service password reset functionality from personal mobile devices. We will also have a streamlined approach in relation to systems, with fewer but more effective systems in operation and all staff thoroughly trained and using the systems effectively. We will improve communication methods for all key stakeholders internally and externally by providing a single, consistent platform that consolidates all email, voice, video conferencing and instant messaging methods of communication.

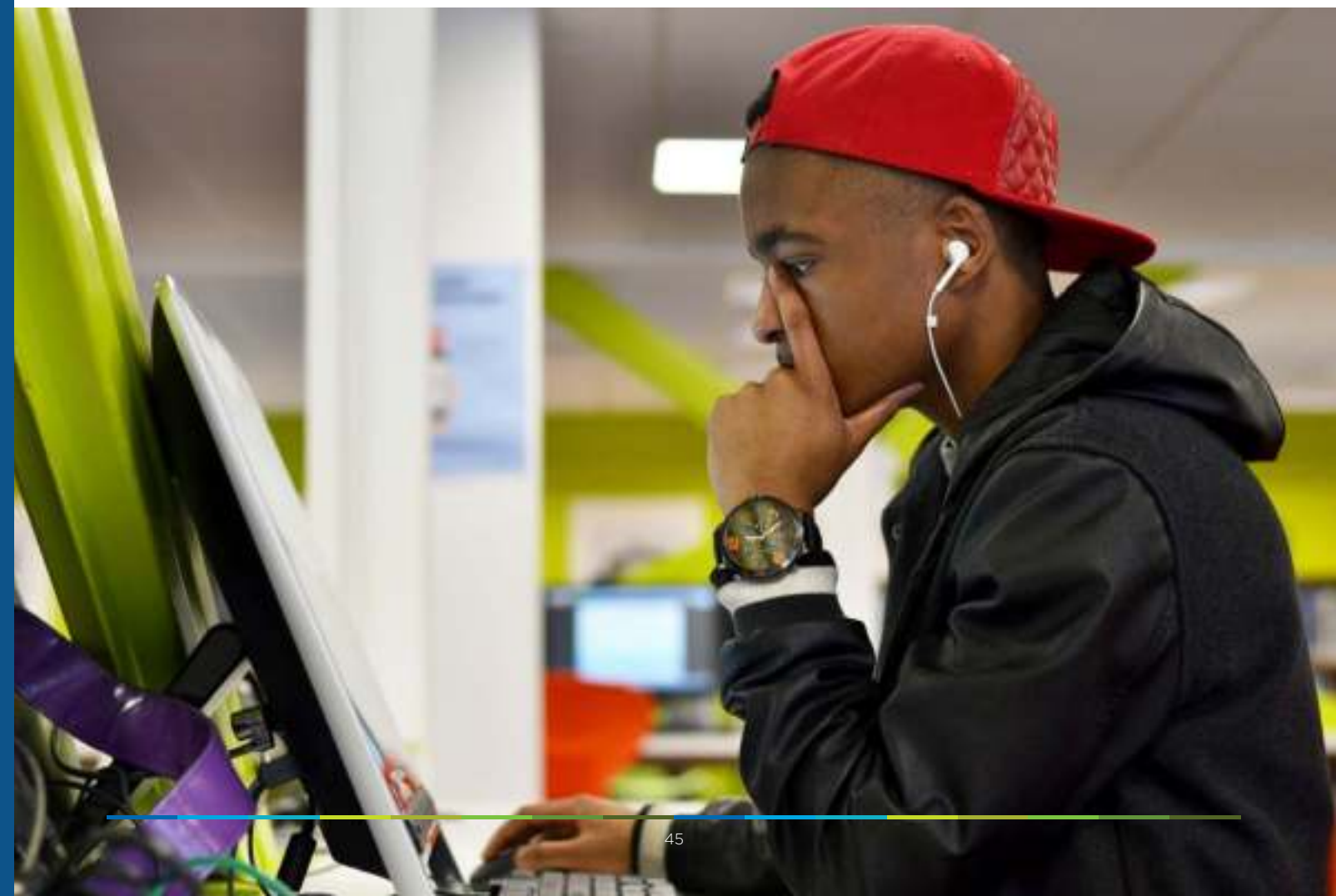
We recognise that information learning technologies have moved us into a different arena as a result of the pandemic and remote learning. We will work with learners and staff to ensure the appropriate amount of blended and integrated online and face-to-face contact.

We will be a data driven organisation with only one source of central data accessible to all, to ensure clear transparency in accordance with levels of access and GDPR.

We will always ensure that we are environmentally compliant and that we procure with integrity and dispose of equipment in accordance with recommended practices.

## Learning Resource Centres

At the College single campus, both Learning Resource Centres will be in operation and will continue to provide best practice in relation to support and level of resource provided. Learners hours spent in LRCs will be monitored to demonstrate both levels of commitment and use of the resources.





# Financial Strategy

## Current Position:

The College had an operating deficit of £2.255m in 2019/20 with staff and agency costs much higher than planned. With stronger cost controls now in place we are now forecasting a £0.566m surplus in 2020/21. The financial health rating has been inadequate for a number of years and short-term borrowing of £9m is due to be repaid in December 2021 after being extended by bankers Barclays in February 2021.

## Future Developments:

We will work with existing and new funders to agree new short term borrowing before December 2021 and secure a new long term funding agreement as soon as possible. We will reduce the amount of borrowings by the sale of the Henley site and through delivery of annual operating surpluses.

We will finance investment through increasing income year on year and through cost control and increased efficiencies in operations on the City Campus site.

We will continuously review our cost base to improve financial stability and an annual financial plan that will enable the College to further strengthen its financial position, constantly reviewing where further cost savings can be made. We will improve our health rating over the medium term through delivery of operating surpluses and reduced borrowings.



## Estates Strategy

### Current Position:

The City Campus currently occupies 24,000m<sup>2</sup> of space and analysis suggests a potential shortfall of 800-1000m<sup>2</sup> following the transition to one site in September 2021.

As a consequence of the estates review we have secured the Alan Higgs Centre as a venue for all of the practical activity for our Sports and Public Services delivery, and made a decision not to continue to deliver a very small catering curriculum which is heavily reliant on inefficient use of space due to the nature of the delivery.

The City Campus has previously lacked any capital investment or key maintenance works since it was built in 2008/9 and as a result had fallen into a decline. The capital grant received for 2020/21 of £1.1m has been utilised to ensure that the single campus is now fit for purpose and the college estate is classed as good. Food outlets have been realigned, minor refurbishment has taken place along with curriculum zoning of areas across the site.

Security arrangements at the City Campus have been reviewed and a new CCTV system has been fitted internally and externally in addition to a circulation fence, which will be fitted for September 2021 to further protect learners and staff and allow immediate identification of members of our college community.

### Future Developments:

We will invest in our learning environments to enhance the learner experience and to support the development of our provision. This will require an annual review of our property strategy to monitor the estate to ensure that the accommodation is suitably maintained and remains fit for purpose.

Key to this will be a continuous review of our cost base to improve financial stability. We will constantly review where further cost savings can be made. We will also proactively promote environmental sustainable activity, working with both staff and learners in relation to a green travel plan, recycling and energy efficient resources.

In accordance with the three-year strategic plan, we will ensure that we review and update financial targets.

We will seek to secure additional capital funds at the point of introducing T-Levels initially in Early Years, Health, Science and Social Care and Digital Technologies.

During the life of this plan we will enhance our hygiene facilities and refurbish toilet blocks throughout the site. We will also ensure that our catering facilities meet the needs of our learners and provide adequate service at key times of the working day.

## Sustainability

Sustainability is now more important than ever. With the UK government now committed to cutting carbon emissions by 78% by 2035, everyone must play their part in tackling climate change. At the College we aim to:

- Develop a Coventry College Green Plan to work towards a sustainable future
- Look at sourcing sustainable and environmentally accredited items
- Provide a range of sustainability projects for learner groups
- Involve the Student Union in proactively driving the sustainability agenda
- Share a range of educational resources and activities to educate learners and raise awareness of the importance of sustainability
- Reduce giving away single-use plastics and providing food in single-use plastics
- Work towards reducing Coventry College's carbon footprint

### Information Technology: Most emissions from usage

Overall, user devices account for the largest share of the total carbon footprint of ICT. For user devices, about half of the emissions are related to usage and the other half to the rest of the life cycle. Desktop PC usage and smartphone manufacturing represent the most substantial impact, followed by customer premises equipment (CPE), laptops and monitors.

Moving forward, the number of people using the network is expected to continue growing at a linear pace, while IoT (Internet of Things) will grow exponentially. This indicates that there might be some future growth in the energy and carbon footprint of ICT. However, continued efforts to increase energy efficiency in networks as well as use of smaller, more energy efficient devices will limit the energy usage. Moreover, use of renewable energy can further limit the carbon footprint.

The College will adhere to guidance and recommendations in accordance with the above in relation to ICT to reduce its carbon footprint.

# Goals and Targets

- To consistently provide high quality provision in all areas of provision
- To achieve high achievement rates for all of our provision, demonstrating year on year improvement during the lifetime of the plan
- To improve the Ofsted grade at the next full inspection in 2023
- To retain Matrix accreditation for advice and guidance
- To develop an outstanding provision for High Needs Learners
- To achieve growth in apprenticeships from £829k in 2021 to £2.04m in 2024
- To maintain and develop a suite of locally accessible higher education programmes
- To be viewed as the provider of choice by local stakeholders and schools
- To achieve an annual operating surplus ahead of sector benchmarks
- To secure refinancing of the Barclays loan or alternative prior to December 2021
- To generate growth income of up to 2.5% pa by 2024
- To achieve a reduction in energy and estates costs through a carbon reduction commitment, recycling and waste reduction and negotiation of maintenance
- To improve attendance rate to 90% in all curriculum areas
- To improve apprenticeship qualification achievement rates to at or above NA in all sector areas by 2024
- To ensure at least 95% staff utilisation
- Class sizes to be an average of 18 or above by 2024
- Quality assure processes to achieve 100% compliance and accurate and timely returns underpinning substantial assurance reports
- Pay as a % of income to be no greater than 65%

# Risks

## Identification of Risk

The College uses risk management to assist business planning. A comprehensive risk management plan has been devised following external training and workshops involving governors and is used to give the corporation assurance over their control and risk arrangements. The risk register closely aligns core risks with strategic objectives.

The risk register is divided into ‘**Risk Themes**’.

The detailed risk register is reviewed regularly by college management and governors, with specific focus by Board Assurance Committees.

Risks are RAG rated (Red, Amber, Green), based on the likelihood to happen and the impact they might have. Impact and likelihood are measured on a scale of 1-5 with 5 being the most likely or most impactful. Impact is then multiplied by likelihood to give the risk score.

Risks are scored using a multiplication of a likelihood score and an impact score. The result from this determines the RAG rating for the risk after applying a confidence factor to the mitigation, resulting in net residual risk score.

**Coventry College**

50 Swanswell Street, Coventry, CV1 5DG

[www.coventrycollege.ac.uk](http://www.coventrycollege.ac.uk)

02476 932 932

[hello@coventrycollege.ac.uk](mailto:hello@coventrycollege.ac.uk)

