



OUR MISSION IS:

To provide skills to enable all students, employer partners and our community to thrive.

OUR VISION IS TO BECOME:

A force for raising aspirations across our communities, where high-performing staff encourage students to stretch the boundaries of their potential and, in partnership with employers, develop the workforce of the future.

OUR VALUES:

Respect

ntegrity

Collaboration

High Expectations

Responsibility

STRATEGIC AIMS

AIM 1: **LEARNERS**

We will encourage and inspire our learners to aim high in life and at work and equip them to achieve these ambitions.

AIM 2: **EMPLOYEES**

We will equip our staff to enable our learners to reach their full potential.

AIM 3: **EMPLOYERS**

We will work with local employers to provide our learners with the skills they need today and those that will help them thrive in the future.

AIM 4: COMMUNITIES

We will be a significant force for raising aspirations throughout the communities we serve.

AIM 5: **FINANCES**

We will sustain the financial strength required to deliver high-quality services in response to new challenges.

AIM 6: INFRASTRUCTURE

We will continue to invest in efficient and well-managed facilities, systems and resources to support outstanding learning.





2019-2020▶

We will maintain a rolling three-year set of Strategic Objectives to ensure that we drive the college towards its vision. They are designed to be progressive, with each year building on the achievements of prior years. These objectives will serve as the performance objectives for the principal and will be cascaded into performance objectives for the executive and onwards throughout the college. We will develop a brief, milestone plan for every objective. The governing body will monitor progress against these objectives at least once every term.

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2021-2022

Develop, implement and fully embed the ASPIRE Curriculum across all aspects of delivery	Review the impact of the ASPIRE Curriculum and adapt or improve where appropriate	Consider the impact of the ASPIRE Curriculum on those students who have been with us throughout its two years and review accordingly
Increase by 10% the proportion of students meeting their target grades year-on-year	Increase by 10% the proportion of students meeting their target grades year-on-year	Increase by 10% the proportion of students meeting their target grades year-on-year
Achieve an Ofsted and/or self-assessment grade of "Good"	Achieve an Ofsted grade and/or self-assessment grade of 'Good', with 'Outstanding' in at least two of the eight aspects/provision types and none assessed as 'Requires Improvement'	Achieve an Ofsted grade and/or self-assessment grade of 'Good', with 'Outstanding' in at least four of the eight aspects/provision types and none assessed as 'Requires Improvement'
Increase the proportion of students progressing to Level 4 or above programmes (including apprenticeships) by 10% year-on-year	Increase the proportion of students progressing to Level 4 or above programmes (including apprenticeships) by 10% year-on- year	Increase the proportion of students progressing to Level 4 or above programmes (including apprenticeships) by 10% year-on-year
Implement the use of OneFile consistently across all apprenticeship provision to achieve high levels of customer satisfaction and repeat business	Self-assess all apprenticeship provision as good	Maintain self-assessment grade of 'Good' for all apprenticeship provision, with high satisfaction rates from employers
Have it confirmed by our staff that college leaders are exemplifying and rewarding our values	Appraisal outcomes will confirm that a majority of staff are living our values and that this is supporting the progress towards our Vision	Appraisal outcomes will confirm that 90% of staff are living our values and that this is supporting the progress towards our Vision
Achieve a rating for 'Overall Satisfaction' in the staff survey which sits in the top two quartiles	Achieve a rating for 'Overall Satisfaction' in the staff survey which sits in the top quartile	Achieve a rating for 'Overall Satisfaction' in the staff survey which sits in the top quartile
Have meaningful and successful partnerships with 25% more employers with addresses in Mansfield and Ashfield districts year-on-year	Have meaningful and successful partnerships with 15% more employers with addresses in Mansfield and Ashfield districts year-on-year	Have meaningful and successful partnerships with 10% more employers with addresses in Mansfield and Ashfield districts year-on-year
	Market 20% of our courses in partnership with employers as a route to a career rather than a course	Market 40% of our full-time courses in partnership with employers as a route to a career rather than simply a course
Increase the number of adults developing their skills at WNC by 15% year-on-year	Increase the number of adults developing their skills at WNC by 10% year-on-year	Increase the number of adults developing their skills at WNC by 10% year-on-year
Deploy at least 65% of our AEB allocation to learners with addresses in D2N2 and 35% to learners with addresses in Mansfield and Ashfield districts	Deploy 80% of our AEB allocation to learners with addresses in D2N2 and 50% to learners with addresses in Mansfield and Ashfield districts	Deploy 90% of our AEB allocation to learners with addresses in D2N2 and 70% to learners with addresses in Mansfield and Ashfield districts
Implement the employability framework so that 90% of 16-18 learners have met 'basic' standards and 25% of 16-18 year olds have met 'good team member' standards by the academic year-end	Implement employability framework so that 100% of 16-18 learners have met 'basic' standards and 75% of 16-18 year olds have met 'good team member' standards and 25% have met 'great employee' standards by the academic year-end	Implement employability framework so that 100% of 16-18 learners have met 'basic' standards and 85% of 16-18-year-olds have met 'good team member' standards and 40% have met 'great employee' standards by the academic year-end
Complete, with HE partners, a strategic review of our HE curriculum in order to ensure that it supports our Vision, with at least two new offers being agreed for introduction in September 2021	Agree with our HE partners at least two new HE curriculum offers for introduction in September 2022	Agree with our HE partners at least two new HE curriculum offers for introduction in September 2023
Meet our key financial targets relating to staff cost, operating surplus, EBITDA, cash balances and bank covenants	Meet our key financial targets relating to staff cost, operating surplus, EBITDA, cash balances and bank covenants	
Market and dispose of Chesterfield Road and Thoresby Street sites	Begin targeted investment programme to maintain high-quality of the estate, facilities and equipment offered by the college to its students	
By identifying existing good practice, develop a plan for using technology to enhance the learning experience, develop independent learning and equip learners for the future workplace	Implement the technology enhanced learning plan across all curriculum delivery	Deliver anticipated benefits of the technology enhanced learning plan
Complete those estates works identified in the college's condition surveys		
Sell BKSB at or above our target price		



We want the learner experience at West Nottinghamshire College to be personalised to every learner. However, there are some common themes that we want every course to address. These six themes are set out in the table below and together form the ASPIRE Curriculum. It is our intention that every course at every level, in every subject and for every cohort will meet the standard set out below.

AMBITION

The college will be clear that every course is simply a stepping stone into the next stage of a learner's career.

We will constantly and consistently espouse the value of achieving the highest grade possible and will encourage our partners, particularly employers and universities to do the same.

We will strive to understand and meet the needs of every student so that no groups feel obliged to set lower targets.

SUCCESS IN LIFE

The college will support learners in developing good habits for learning and for future employment. These will be appropriate to the level of study and the next stage of learning.

We will show our students that we believe in them and their ability to succeed in life.

We will encourage and support every student in developing and improving their maths and English skills.

PLANNING

Teaching on the course will be constructed so that skills, knowledge and attributes will build up coherently, logically and progressively.

Whilst allowing students to choose their own path, every course, however short, will have at least one clear progression route mapped to it, into which students will be supported.

The classroom based curriculum will provide high-quality preparation for progression onto an apprenticeship.

The curriculum will provide progression from one level to the next, including from FE into HE.

Our sub-contractors will be incentivised to ensure that their students progress onto college courses whenever appropriate.

INDIVIDUAL NEEDS

We will consider the needs of all disadvantaged groups in designing and delivering our curriculum and in providing support.

We will train teachers and support staff well to meet the needs of learners with learning difficulties and disabilities to ensure that all learners can fully access the curriculum. Where necessary, these learners will receive individualised personal support to enable them to gain as much as possible from their learning experience.

We will identify the most able learners in every group and encourage them to aim high, broaden their learning and achieve great outcomes, which align with their potential and their aspirations.

We will respond to students who disengage from their learning in any way by first seeking to understand and then working with them to adjust our approach and provide support, whilst maintaining the high expectations which will enable them to thrive.

RELEVANCE

We will develop partnerships with local, regional and national employers to enable them to contribute fully to the design and delivery of courses across the college curriculum.

We will use our resources effectively to understand the nature of the future jobs market in order to best prepare and advise our learners for prosperous futures.

We will use the talents of our teachers and the resources at our disposal to develop talented employees who will support their employers to compete in a changing and technological context.

We will help every student to find something they're good at, to build their self-confidence and self-esteem and to enable them to thrive.

EMPOWERMENT

We will empower our staff to be creative in their practice in order to provide students with a high-quality learning experience, wherever and whatever they are studying.

We will empower our staff to take control of their own professional development by sharing their professional practice expertise with colleagues.

We will empower our students to shape their own development through flexible use of their learning programme (including study programmes), enrichment and employer engagement.

This Strategic Curriculum Intent will be developed for specific groups of learners, including education programmes for young people, adult learning programmes, apprenticeships, provision for learners with high needs and Higher Education.

Curriculum teams should frequently consider how this framework can be used to ensure that their courses play a part in taking the college towards achieving its vision.



RESPECT

LEADERS

Treat every member of staff as they would wish to be treated.

Remember to say please and thank you.

Listen hard to other members of staff and consider carefully what is said.

ALL STAFF

Begin every conversation in the belief that the person we're talking to wants to do their best.

STUDENTS

Value your teachers and other staff – they work hard to help you succeed.

Be aware of the impact and consequences – positive and negative – of your actions on your fellow students.

Respect the campus and resources you use. Leave college spaces clean and tidy.

NTEGRITY

Take decisions fairly and as far as possible in an open and transparent way.

Tell the truth.

Always share information on college performance as openly as possible.

Face up to difficult decisions in the interests of the college.

Admit when we don't know.

Always act in the interests of the college.

Admit when you don't know and have the courage to ask for help.

Do your best.

Make sure all of your work is your own.

COLLABORATION

Communicate effectively, regularly and routinely so that everyone feels able to contribute fully.

Consult with our teams before we make decisions that affect them.

Share successes and frustrations so that we can all learn together.

Use all methods available to us, to identify and share good practice to provide support to improve and develop ourselves.

We share achievements that we are proud of and are willing to take time to help others follow in our wake.

We never let a colleague down.

We work together in a constructive and compromising spirit to improve the experience and outcomes of our students.

We read communications within the college and seek to play the best part we can in the college's success.

We do everything reasonably possible to ensure that whenever an internal or external colleague or partner is dealing with any of us, it is a real pleasure.

Share your knowledge, skills and understanding with other students

Make the most of opportunities to get involved with college life beyond your course.

Work with students from different areas when possible to develop teamwork skills.

LEADERS

Demand the very best of ourselves and be honest about where we need to improve.

Set clear expectations of the college and those who work here.

Support and invest in staff to improve their performance.

Identify the best practice and use this to support those whose performance may not yet be at that level.

Celebrate creativity and risktaking – even when it doesn't quite work.

ALL STAFF

We strive for, and achieve, constant improvement in everything about our work, questioning how we do things, why we do things and where we do things.

We strive to be better today than we were yesterday.

We are honest about our strengths and how we can improve.

We invest in our own development.

We ask questions which challenge leaders.

We are creative, always striving to deliver the best learning experience possible.

STUDENTS

Set yourself challenging targets and work hard to achieve them.

Aim high for your next step, using your target grades as the basis for university or apprenticeship applications where appropriate.

Be inquisitive and curious to further develop your knowledge.

RESPONSIBILITY

HIGH

XPECTATIONS

Hold ourselves accountable for the impact of decisions we

Remember how many people rely on us to do a good job.

Admit when we don't know.
Always act in the interests of the college.

We want to be a responsible and contributing member of our community.

We want to ensure that we all share in setting the targets to which we aspire; we must do this by knowing what we are doing and where we are going.

We never let a student down.

If we see something that seems wrong, we do something about it or, if we can't, we tell someone who can.

If we become aware of an issue with a colleague, a student or an external partner, we take ownership of ensuring that the issue is resolved.

Value your teachers and other staff – they work hard to help you succeed.

Be aware of the impact and consequences– positive and negative – of your actions on your fellow students.

Respect the campus and resources you use. Leave college spaces clean and tidy.





T-I FVFI S

The Government plans to introduce vocational T-Levels to have parity with A-Levels in terms of prestige and university entrance. The plan for their introduction is set out below. Because the college is subject to intervention, it is unable to be an early deliverer of T-Levels.

2020: three pathways delivered by a small number of providers:

- Childcare and education
- Digital
- Construction

2021: all pathways from the first six priority routes delivered by selected providers:

- Legal, finance, accounting
- Childcare and education
- Digital
- Construction
- Engineering and manufacturing
- Health and science

2022: all pathways from all routes available and delivered by providers that want to/are able:

- Hair and beauty
- Agriculture, environment and animal care
- Business and administration
- Catering and hospitality
- Creative design

2024: vast majority of providers offering T-Levels

INDUSTRIAL STRATEGY

The Government's Industrial Strategy, published in 2018, contained the following aspects, of relevance to the FE Sector:

- **1**I Heavy investment in STEM subjects, plus digital and English.
- **2**I Adult retraining formalised and expanded adding parity and profile to this less developed aspect of professional education.
- **3**I Institutes of Technology to link vocational educational to employers and latest thinking in each sector. First round of projects now in development.
- **4**I Coherent services for SMEs, reaching out to this key business size with services that are relevant and accessible.
- **5**I Regional priorities to focus on delivery of national industrial strategy.
- **6**I Review of qualifications at Level 3 and below may impact dramatically in some curriculum areas.
- **7**I Review of Level 4 and 5 qualifications may impact dramatically in some curriculum areas.

BRFXIT

At the time of writing this document, uncertainty remains over the future relationship with the European Union. This is bringing uncertainty in terms of investment and policy. Whilst the following are potential impacts, the most likely short term impact is economic downturn and reduced public sector finance.

- **1**I Speculation over the big unanswered questions means business planning is uncertain/ postponed.
- **2**I In D2N2, impact at local/regional level will be shaped in part by Brexit's impact on the economy (finance/tech).
- **3**I International businesses will be affected differently to domestically-focused employers.
- **4**I Sectors dependent on a ready supply of migrant workers are already among first affected: construction, leisure and retail, hospitality.
- **5**I Sectors dependent on international licencing and standards also subject to early pressures: leading edge science, pharmaceuticals, some professional services.

AUGAR REVIEW OF POST-18 EDUCATION AND FUNDING

Professor Augar published his report in 2019. It contained nine recommendations relevant to FE but, due to change of government, it may never be implemented.

- **1**I The FE college 'network' should be 'rationalised' and given a dedicated capital investment.
- **2**I All adults should be entitled to their first Level 2 and 3 qualifications for free.
- 3l The reduction in the core funding rate for 18-year-olds should be reversed (18-year-olds are currently funded at 17% less than 16 and 17-year-olds).
- **4**I ESFA funding rules should be simplified and government should commit to providing an indicative adult education budget.
- **5**I Funding for Level 6 apprenticeships and above should be available only for those who have not previously undertaken a publicly-supported degree.
- **6**I Investment in the FE workforce should be a 'priority.
- **7**I Government should improve data collection, collation, analysis and publication across FE.
- **8**I FE colleges should have a protected title like universities.
- **9**I Ofsted should become the lead responsible body for inspecting apprenticeships at all levels.



ECONOMIC AND SOCIAL PROFILE

Key facets of the D2N2 LEP's Strategic Economic Plan 2019-2030 are:

- Future Workforce: Equip people of all ages to make informed careers choices and to access jobs providing businesses with a stronger pool of <a> Transport Equipment Manufacturing talent.
- Inclusive Workforce: Support individuals furthest from the labour market to move towards and into work and those in work into more productive, better-paid jobs.
- Planning for future skills needs: An intelligent, local skills ecosystem to match skills with the needs of business.
- Skilled and productive workforce: The talent to equip the workforce with the skills of the future.

D2N2 key priority areas:

- Construction
- Food and Drink Manufacturing
- Medicine and Bioscience
- Creative Industries
- Low Carbon Goods and Services
- Transport and logistics
- Visitor Economy

Locally, other growth areas identified:

- Health and Social Care
- Information Technology

With sub-regional growth areas identified:

- Engineering
- Professional Services and Retail

The D2N2 2016 Skills and Employability Strategy notes that there is high employer demand for young people to enter technical occupations across the region, but that these new jobs will require new skills (both hard technical skills and enhanced soft skills).

The number of employers expected to offer apprenticeships is forecast to rise by 40%.

The East Midlands remains one of the lowest ranking local authority areas nationally for schoolbased GCSE examination outcomes and in terms of OFSTED outcomes.

THE D2N2 STRATEGIC AREA REVIEW

The recommendations of this review, completed in August 2017, included:

- To see a sharpening of the sector's contribution to social and economic change in the D2N2 area.
- Increased volume and breadth of higher-level and technical skills that better meet the needs of employers as a result of colleges working together to develop curriculum pathways against the eight LEP priority sectors and known skills gaps. This will be supported by the newly formed strategic group.
- A more coordinated employer engagement function across the D2N2 area as a result of the agreement to continue strategic dialogue between the LEP, the local authorities and the colleges through the strategic forum.
- Improved provision and better outcomes for learners with high needs, including better employment prospects, supported by the SEND/ high needs working group.
- More apprenticeships delivered locally, a commitment of all colleges in the review area.

- Ensuring the long-term financial resilience of the colleges in the D2N2 area, through meeting the majority of key financial indicators, at or above national benchmarks by 2019.
- The LEP, local authorities and colleges in the D2N2 review area working together to develop a more robust strategic dialogue and give the colleges and the skills agenda a stronger voice in the local governance structure.
- A co-ordinated approach to plans to develop a proposal for an Institute of Technology in the D2N2 area that will deliver against employer
- The local strategic forum will share intelligence to inform curriculum development, including English and maths, acknowledging and understanding local variations including rurality, and ensure better access for those seeking skills training.



The economies of Mansfield, Ashfield and Central Nottinghamshire include a high proportion of manufacturing and a low proportion of services – especially knowledge intensive.

However, the economy continues to grow, particularly in manufacturing and engineering with key employers such as Rolls-Royce in Hucknall. The area benefits from cultural and visitor economy assets such as Sherwood Forest. Key sites include Lindhurst, Sherwood Growth Zone and Sherwood Energy Village. However, productivity across the region remains below par and the cost of living for local people continues to rise.

Employment rates in both Ashfield and Mansfield are lower than regional and national levels.

The percentage in employment has decreased in Ashfield to 72.9% and in Mansfield to 74.2%.

The rate for the East Midlands has increased to 74.7%.

Average weekly earnings in Mansfield and Ashfield (£300) are some way behind the East Midlands as a whole and are at 65% of the national average.

The number of people on JSA in Mansfield and Ashfield is higher than regional and national levels.

A Centre for Cities report cites that more than 30% of current roles in Mansfield and Ashfield area towns are threatened by artificial intelligence and automation (top of the league), which would strategically lead to the need to work with the local area to:

- a) Create higher level skills;
- **b)** Work much more closely and support inward investment and high value job creation;
- c) Prepare learners for future opportunities.

The hypothesis is that those jobs that are made up of routine tasks are at a greater risk of decline, whereas those occupations requiring interpersonal and cognitive skills are well-placed to grow.

The Social Mobility Commission indicates that Newark and Sherwood, Mansfield, Ashfield, Bolsover, Chesterfield, Gedling and Bassetlaw are social mobility 'coldspots' (where opportunities for social mobility are limited.

Qualification rates in Mansfield and Ashfield are some way behind regional and national norms at every level. The area scored 63rd out of 63 for Level 4 or above qualifications in a recent Centre for Cities study. The area also has low levels of pupils achieving 5 GCSEs. This impact is felt across all ages and forms a significant determining factor in terms of prosperity and contribution to economic growth.

"Ashfield and Mansfield - A Plan for Growth" includes the following objectives:

- Developing the workforce to support business growth
- A local workforce with the attitudes, commitment and aspirations required by businesses
- All members of the local workforce to have the skills that will allow businesses to invest and thrive
- Enhance the higher-level skills of people living and working within the area
- Make the connection between local people and new jobs, resulting from business growth
- Increased number of apprenticeships being offered by local employers.





The population of Mansfield and Ashfield includes a relatively high proportion aged over 45.

After a period when the numbers of young people have been flat-lining, there is a demographic trend ahead that will see volumes grow sharply from 2020.

This shift, which reflects growth across all ages up to 16 years, is particularly pronounced in Mansfield.

The population of our local community is 230,200 (228,400 last year) with 106,600 living in Mansfield (+700 people) and 123,600 (+1,100 people) in Ashfield. Population continues to grow slowly but steadily.

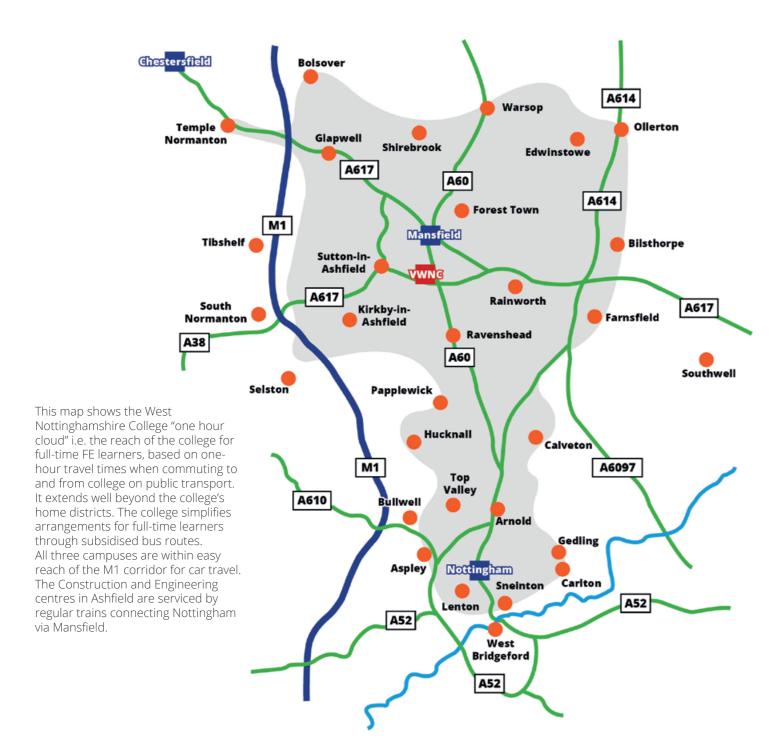
The key demographic of 16-18 year-olds continues to fall in this area and we will not reach the lowest point until 2019. After that point the numbers will start to gradually increase, but even by 2022 we are not projected to reach 2014/15 levels. The table below shows the cohort changes:

	16 YEAR OLDS	17 YEAR OLDS	18 YEAR OLDS	16-18 YEAR OLDS	Annual change	Cumulative change	
2012	2,787	2,725	2,900	8,412			
2013	2,786	2,788	2,692	8,266	-146	-146	-1,7%
2014	2,631	2,787	2,752	8,170	-96	-242	-2.9%
2015	2,664	2,634	2,752	8,050	-120	-362	-4.3%
2016	2,490	2,667	2,602	7,759	-291	-653	-7.8%
2017	2,356	2,495	2,634	7,1485	-274	-927	-11%
2018	2,344	2,495	2,467	7,173	-312	-1,239	-14.7%
2019	2,400	2,348	2,336	7,084	-89	-1,328	-15.8%
2020	2,447	2,403	2,320	7,170	86	-1,242	-14.8%
2021	2,496	2,451	2,374	7,321	151	-1,091	-13%

Data for younger demographics indicates that the number of 16-18 year olds will continue to increase until 2027.



COMPETITIVE LANDSCAPE COMPETITIVE LANDSCAPE



16-18

Given the geographical separation between FE colleges, the main competition for 16-year-olds comes from local schools with 'sixth form' provision, some of which strays into vocational areas. Whilst most of the direct competition relates to A-Levels, there is a strong likelihood that many students for whom a vocational route would present the best option are persuaded by their school to stay on in the sixth form to follow an academic route. Of the 17 schools within the 'one hour cloud', 16 have their own sixth form.

SIXTH FORM

There is marginal competition from colleges around the borders of our 'catchment' and this makes our bus offer very important. The most invasive competition comes from Confetti, a former private college now owned by Nottingham Trent University, which attracts students from Mansfield and Ashfield onto creative programmes.

ADULTS

The college's historic practice of sub-contracting the large majority of its Adult Education Budget has put it in a disadvantageous position in competing for adults. Many private providers operate in our local area and have built up good relationships with local stakeholders, including Job Centre Plus and local authorities. Nottinghamshire County Council also has a significant provision in the local area.

APPRENTICESHIPS

Similarly to the adult market, the college's national focus has lead to a neglect of the local market, into which some external providers have stepped. However, the local need would appear to still be greater that the supply so there is significant opportunity for growth. The major challenge in this field is the engagement of levy payers in order to enable the college to grow its provision unfettered by government policy or funding limits.

HIGHER EDUCATION

The Higher Education market has become an increasingly competitive landscape following the removal of the places cap, greater reliance on student fee income, a tighter immigration agenda and the impending exit of the UK from the EU. The attraction of taking Higher Education courses in FE colleges has diminished in relative terms as universities have made unconditional offers, have developed extensive widening participation plans, increased their focus on supporting students and on the employability of those students when they graduate.



Deliver demonstrable improvements in English and maths

Engage fulsomely with businesses and other stakeholders on adult employability and re-training.

Remain alive to the potential for the establishment of an Institute of Technology.

Engage with businesses including SMEs, in a flexible and responsive manner, which puts business need at the heart of every conversation.

Monitor the reviews of qualifications and be ready to adapt the curriculum offer accordingly.

Seek to embrace the potential of automation as a curriculum opportunity rather than a threat.

Develop and maintain a current and well-informed insight into labour market dynamics.

Strive to engage local schools to provide high-quality, independent careers advice to their pupils.

Use our range of funding streams and local networks to support those furthest from the workplace to find meaningful, secure employment.

Ensure that our curriculum aligns to the D2N2 priorities insofar as they relate to our local area.

Engage with the LEP and other colleges to ensure we are both influencing policy and helping to enact it.

Support learners with SEND into positive, productive futures.

Place a high priority on progression through the levels within college and beyond so that every student fulfils their potential, particularly when they have a lower than justified perception of their own potential.

Provide learners with the widest possible range of transferable skills and equip them to articulate them.

Develop a thriving, employer led HE offer in Mansfield, which includes higher and degree apprenticeships and will encourage local people to continue their studies.

Engage employers across the full range of college activities, including apprenticeships, work placement, curriculum development, design and delivery, enrichment and employability.

Work with local authorities so engage appropriately with specific areas of deprivation, focusing on improving the chances available to young people from poorer backgrounds to get educational qualifications they need to succeed in life.

Develop multi-faceted partnerships with employers and other stakeholders, which provide mutual benefit and community

Explore how the college campuses and facilities might become community assets.



