

Strategic Plan

2016/17 to 2019/20

Key headlines

Summary

Foreword

The College's Strategic Plan 2016/17 - 2019/20 sets a realistic but ambitious vision for our development.

In 2017/18 there has been a substantial level of growth in the full time enrolments, which demonstrates a developing level of trust in the College from young people, their parents and employers. Key local partners, including the Local Enterprise Partnership, West of England Combined Authority (WECA) and Bath & North East Somerset Council (B&NES) recognise the College's central role in skills development and raising aspirations within Bath & Radstock Councillors, MPs and local people speak well about the College.

Teaching across the College is routinely good, although we recognise the opportunity to further improve the proportion of outstanding delivery.

Achievement rates continue to improve and overall are above the national rate. Apprenticeship achievements remain high and are again above the national benchmarks. English & Maths achievements in GCSE are one of the highest in the country for FE Colleges. Our students report high levels of satisfaction. Over 90% of our young people progress on to positive destinations, either employment, training or higher education. We are awaiting an Ofsted inspection, but currently are viewed as a good College.

The College best meets the needs of local young people and adults by improving their economic futures. We see our role as working with students to give them the experience, skills and knowledge to succeed in their chosen future career or in Higher Education. The College is passionately aware of its responsibility to the local communities of Bath & Norton Radstock and those beyond. It is an inclusive and welcoming environment with a focus on celebrating our students' talents and development.

Current strategic overview

The strategic intentions document 'Open for Business' was launched in 2015 and extends through to 2020 and follows its predecessor, 'Entitled to Excellence'. In shaping 'Open for Business' and as an integral part of the merger process, the College undertook significant work with stakeholders to develop and formulate the new vision. Our continuing College mantra of "Pursuing Excellence is all that we do" summarises the ongoing and continual focus on excellence throughout the College and recognises the need to constantly strive for improvement. We want to become excellent in all aspects of the College. As part of this process the College defined its new core purpose as Talent Development, Career Development and Personal Development and the Corporation set four new strategic objectives to monitor the performance of the College against, these are: Enterprise, Employability, Economic Impact and Expertise. The College recognises that securing employment for our learners is key to their and our success and we aspire to make our students highly employable by developing skills employers want.

As part of the strategic planning process the College ensures the curriculum offer is well matched to local economic needs, and particularly with the priorities of the West of England Local Enterprise Partnership and the new combined Authority for the West of England. Our curriculum framework is now organised around the core economic areas of:

Construction and Engineering; Creative and Digital Industries; Health and Life Sciences; Professional Services; Rural and Land-Based Economy; Leisure, Hospitality & Tourism.

The College has taken significant steps to strengthen organisational capacity in the area of English and Maths with a new departmental structure which was introduced in 2015/16 with refinement and further work undertaken in 2016/17. Dedicated departmental focus in English and Maths has resulted in overall GCSE A*-C achievement rates of 54% English and mathematics, circa 20% above national average.

There remains a need to continue to address the quality and financial health of the College, achieve outcome targets and improve on an efficient curriculum delivery. All of these aspects are critical components of the Financial Plan. This challenge is further exacerbated with a declining population of 16-18 year olds in the geography serviced by the College and the increased competition in the market. Increased full time student enrolment has been achieved in 17/18, addressing the previous two years declining profile.

To secure future stability, there are a number of growth opportunities that the College is focusing on. These include apprenticeships, Distance Learning, International Foundation Year, Higher Education, Special Educational Needs and Disabilities (SEND) and continuing to develop valuable partnerships and alliances with the LEP, WECA, Business and Local Authorities.

The political landscape around the College is changing. The new West of England Combined Authority, working alongside the Local Enterprise Partnership, will have a great say in how providers develop and deliver their services to meet local and regional needs. We need to ensure our curriculum continues to align well to these needs. There is more to be done to engage a greater number of learners in STEM (Science, Technology, Engineering and Mathematics) related programmes of study either in College or through Apprenticeships. This is particularly true of young women and ethnic heritage groups. There has started a major reform of Apprenticeships during the life of this plan, through the introduction of the levy and change to standards. This represents a massive opportunity for the College, provided our business model and curriculum is right.

Executive summary

Regional background

Key headlines

Summary

Responding to the skills needs of the Region

In developing the Strategic Plan, attention was given to the needs of our local and regional economy and communities. With the use of labour market research and data from a number of sources, including;

- Local enterprise Partnerships
- West of England Combined Authority
- The Office for National Statistics
- UK Commission for Employment and Skills
- Metro Dynamics analysis census 2011

The alignment of the curriculum and our services support the prevailing economic and social needs of the region and although effective, we recognise the ongoing need to refresh and enhance the College's provision.

The West of England is a prosperous city region with growth that has exceeded the national average over the past 15 years. Productivity is the highest of all the core cities and the region is a net contributor to the UK economy. Our GDP per head is recognised as being good and is similar to Hannover.

Productivity is growing at a faster rate than GVA nationally, seeing an annual growth of 4.6% compared to the national average of 3.9%, although it needs to be noted that the rate of growth is starting to slow down.

90% of the West of England's residents work within the area, this makes it the third most self-contained area in Britain. The analysis of commuting patterns highlights the importance of Wiltshire, Mendip, Sedgemoor and Stroud as locations which people commute to for work.

Despite the self-containment, interactions with Greater London and major conurbations are significant, with outflows increasing by 35% and inflows by 165% between 2001 and 2011, with nearly 4,000 commuting to London and 2,553 to Cardiff and 9535 from Cardiff into the region and 2502 from London¹. Migration and commuting demonstrates that the transport infrastructure and engineering as a whole is critical for the region.

The West of England is economically distinguished by its nationally significant advanced manufacturing technologies. A mix of global leaders in specialist fields and support for smaller companies make the region one of national importance to Britain's high tech and high productivity manufacturing industry. The manufacture of air and spacecraft machinery makes the region the third largest area for employment in this sector with 9 out of 12 largest aerospace companies residing within this region (it is also nationally important for engineering consultancies). In addition to this manufacturing, the West of England, also has the UK leading high-tech industry and employs the third highest number of people in computer manufacturing in the UK. We also have the highest concentration of finance and insurance support services in England. 10,400 people are employed in civil engineering, 7400 in the manufacture of air and spacecraft. In addition, data processing jobs (2620 employed), insurance and pension funding (4041 employed), health care, education and cultural services (3556 employed) and architectural activities (2438 employed) also demonstrate significant employment groupings. For the local economy hospitality for Bath, Digital Technologies and Engineering, Education and Health Care remain the highest areas for employment.¹ Small Medium Enterprises (SMEs) are an important part of the region's economy, and this is reflected in the Bath area where they are an important part of our economy and employ nearly 75% of our total workforce.

Underpinning the West of England's economic strength is an educated and highly skilled work force. 43.6% of the working age population (16-64) hold an NVQ4, (B&NES having 47.8%), or above qualification compared to 36.8% nationally. The region attracts a regular inflow of highly skilled graduates. The West of England also sees 7.2% of its employed residents in science and engineering occupations, compared to 5.8% in England. There remains a skills gap, with 61% of advanced engineering, aerospace and manufacturing firms indicating there is a shortage of qualified staff. 50% of Health and Life Science firms also indicate a skills shortage.

In addition, the level of international migration is similar to the Thames Valley in Berkshire and out strips other LEPs in the South West, such as Swindon and Wiltshire. For Bath, China, France Spain, Australia and Germany the top five countries of origin for those working within the locale.²

The West of England's workforce is expected to grow by 5.5% between 2015 and 2025, which is above the 3.3% predicted growth overall for England. B&NES has recently experienced a minor reduction in jobs. An enterprise zone has been established in the centre of Bath (Bath Quays) with the College location being central to this development. The College sees this as an opportunity for regeneration within the city and an alignment focus for future curriculum and progression pathways for students.

B&NES has very low unemployment with the overall the West of England comparing favourably on most poverty indicators and has an overall employment rate of 78%. The West of England's figure of 10% of working age residents claiming an out of work benefit is low relative to England's average of 11.4%. However, there are local pockets of deprivation with B&NES having the highest median hourly earning rate of £13.80 but also having lowest lower quartile earnings £9.31 within the region.

Politically the region has recently moved to a Combined Authority regulatory body, the West of England Combined Authority (WECA). The college will need to increasingly align their activity to the skills related funding shifts that accompany the combined authority remit concerning adult learning.

The College has established a number of internal Academies which continues to develop important employer partnerships and continues to be an active player in the development of the region and locally, working closely with the Local Authority in B&NES and WECA. The College has established a number of internal Academies which lead a number of important employer partnerships. The College is also focussed on our communities and will continue to be ambitious, for all those learning with us, enabling strong links to future career opportunities.

*1 - Metro Dynamics analysis Census 2011. BRES and ONS data

*2 - Metro Dynamics analysis Census 2011 and the Complete Universal Guide data

Our Mission

Our strategic document “Open for Business”, reshaped the strategic intentions of the College after the merger and focuses on the provision of excellence in professional and technical skills. Our continuing College mantra of “Pursuing Excellence in all that we do” summarises the ongoing and continual focus on excellence throughout the College and recognises the need to constantly strive for improvement. We want to become excellent in all aspects of our College.

The College Mission statement is as follows;

- Talent Development
- Career Development
- Personal Development

In delivering our mission we recognise the diverse needs of our learners and the four distinct cohorts of learner groups (apprentices, 16-18, full time and part time adult, Higher Education and International provision).

In this plan we explain the context of the current provision for each key client group. In turn we have developed a unique focus of our “vision” for each group, a value proposition, a picture of where we want to be by 2020.

The four detailed vision statements are the strongest evidence of our ambitious intent. The plan details the bespoke strategic actions we will pursue to realise each vision. On an annual basis the Corporation will agree and monitor a more detailed operational development plan (Medium Term Business plan), with specific time bound actions.

In the plan we also detail the high level outcomes we seek to have achieved for each key group by 2020. These are a simplification of a range of detailed outcome measures set annually. At a high level they are indicators we use to assess the achievement of the vision.

Our Vision

Our aim is to be recognised as one of the stars of the learning and skills sector. We want to become excellent in everything we do so that our students and staff can reap the benefits of being part of a highly successful organisation. As such, through this new strategic intentions framework and vision, we have set ourselves our most demanding challenge yet.

Bath College will:

Become the country’s most enterprising community college, focussing on collaboration and innovation

Unashamedly celebrate the world of work and professional and technical education and training

Celebrate emerging talent and be the first choice for those who want to enter the world of work or improve their place in it

Make our students highly employable and enterprising by developing the skills employers want

Be a place for the community to keep learning and for businesses to grow and develop

Impact positively on the West of England economy and play an active role in economic development and regeneration

Value the efforts and talents of our people and further develop their skills, impacting positively on their careers.

Executive summary

Apprenticeship provision



Strategies for Apprenticeship Provision Context

The College has an established Apprenticeship provision, with 582 apprenticeships on programme in 2016/17.

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

We successfully engage apprentices from a wide background and in a range of technical trades. In 2016/17, 3.43% of apprentices were from ethnic minority groups and would like to see more young people from these communities choosing apprenticeships. While we are proud of the achievements to date, we recognise there is more to be done - we are ambitious for our apprentices. There is a need to increase the number of women in STEM subjects for example engineering and IT. Too few people from ethnic minorities chose an apprenticeship route, as do high achieving students, as they do not see apprenticeships as a pathway to higher education or an alternative route to high level career opportunities.

National changes to the apprenticeship provision provides opportunities. These reforms require the College to work harder to secure engagement with larger employers and the need to work closer with them in the development of the new standards. Alternative delivery requirements, enhanced resources and facilities are crucial to the future development and growth of the apprenticeship programme. As part of our strategy, apprenticeships are central to the drive, ambition and partnership culture. The introduction of the levy and higher/degree apprenticeships enables accelerated growth and addresses the economic impact, employability and expertise objectives of the College.

Vision for Apprenticeships

By 2020 we will be the best most sought after College for Apprenticeships in the region, by 2022 we will be recognised nationally as a well renowned College for our apprenticeship provision. We are ambitious for our apprenticeship offer. Our apprenticeship offer will be transformed through the introduction of new programmes and more flexible modes of study. With local and national employer partners we will have developed and introduced new standards in priority sectors including Engineering and Manufacturing, IT & Digital, Health & Life Sciences, Business and Hospitality. Increasing our apprenticeships to a target of 678 and Higher Apprenticeship numbers to 120 by 2020.

In partnership with other providers and independently we will achieve accreditation as an assessment centre for the new apprenticeship standards in a variety of technical areas. We will increase our engagement with minority groups of students, particularly female and ethnic minority communities.

The introduction of our levy business model will support and expand employer engagement. This engagement will be further heightened by our support for small and medium size businesses and our ability to help navigate them through apprenticeship and standard reforms. Enhanced progression pathways that include Higher and Degree apprenticeships will be introduced in association with partners. This will result in a higher level of progression for apprenticeships.

We will continue to improve staff resources and professional development opportunities, providing a framework of career enhancement training. This will result in the continual improvement in delivery and assessments where apprentices will fully enjoy their training benefiting from delivery that is inspiring and dynamic.

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

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

Executive summary

Apprenticeship provision

What we will do

- We will use labour market intelligence to identify specific regional and local needs and work with the relevant employers to design and implement related apprenticeships.
- We will refresh the Business Apprenticeship Training Hub, identifying key roles and responsibilities.
- Introduce an enhanced business model to apprenticeship levy employers, providing dedicated staffing.
- Open a construction centre on the Somer Valley Campus that enables apprenticeship 'off the job' delivery.
- Link with Hinkley Point C and work with the management service team to identify and develop required apprenticeship standards.
- The West of England is a centre for advanced engineering and manufacturing. There remain identified skills gaps. The College will work with related employers to introduce new standards and provide clear career pathways in support of the local partners.
- To develop a range of new apprenticeship standards in line with new technological changes to include refrigeration, plumbing and heating engineering and digital engineering.
- Through our Health Academy continue to enhance the provision for Health and Social care, working with NHS trust providers and the local GP forum to identify current and needed provision and career opportunities, addressing skills shortages and facilitate upskilling of the current workforce.
- Working with the University of Bath and local employers lead on the development and delivery of new apprenticeship standards for IT.
- With capital support of the LEP and WECA invest in a digital technologies centre, providing state of the art facilities for creative digital apprenticeship pathways.
- Building on the success of our hospitality and catering department we will look to increase the number of intermediary and advanced apprentices. Augmenting the provision through HEI pathways of progression.
- We will support business and innovation by introducing a suite of programmes that are dedicated to the local school needs, including the Teaching Assistants apprenticeship.
- We will build on existing good quality assurance practice of the apprenticeship programmes.
- We will establish an Advisory Committee with employers to reaffirm the validity and innovative approach to apprenticeships and the validity of developed new standards.
- The model of delivery of apprenticeships will be reviewed and a more flexible mode of training including block training will be introduced.
- In addition to the apprenticeship standards, we will introduce short skill programmes that address employer's needs.
- We will create an enhanced CPD and development framework for staff, ensuring continuing improvement in the delivery and support of apprentices and employers. We will ensure that our staff regularly participate in professional development activities and keep fully up to date with industrial practices.
- We will upskill and reskill our existing staff to increase our capacity in delivering advanced and higher apprenticeship. Staff will regularly participate in professional development and keep up to date with industrial practice.
- We will set individual, high and stretching targets for all our apprentices. We will closely monitor the progress of apprentices during off the job training and over the duration of their programme.

Executive summary

Apprenticeship provision

What we will do (continued)

- We will improve our timely success rates across all our Apprenticeships through rigorous attention to the needs of individual apprentices and their employers.
- We will continually review the skillset of assessors and tutors supporting apprentices with learning difficulties and disabilities and develop resources to ensure they receive the best support possible.
- We will develop a more blended learning experience, utilising distance learning and portal access and a more compatible apprenticeship release pattern
- What the apprentices have to say about the College is very important. We commit to improving the learner voice and timely actioning of feedback.
- We will develop more effective marketing activities to engage more interest from young people in minority ethnic groups and women in STEM apprenticeships
- We will continue to hold an apprenticeship fair, inviting all local schools to engage.
- The College will operate as an End-Point Assessment Centre for a minimum of 2 standards including Stone Masonry.

Strategic Outputs - Apprentices

Each year we will set specific targets for performance. By 2020 we will have delivered the following strategic outputs:

- We will engage a minimum of 678 apprenticeships with the number of Higher Apprenticeships growing to at least 120
- Our achievement rate will be above the national averages at all levels and ages
- Our achievement rate for apprenticeships will be 92% by 2020
- Our timely achievement rate will be above the national average will be at least 72% by 2020
- Stakeholder satisfaction for Apprenticeships will be good or better compared to other FE colleges
- Employer satisfaction will be in the top quartile of the FE Choices survey.
- The College will work with 35 large employers by 2020.

16-18 Provision Context

For the Academic year 2017/18 the College has increased the number of 16-18 year olds. Despite the local demographic declining we significantly increased local participation in skills based learning, engaging 2043 young people (plus 5.41% increase from 2015/16).

Our provision for young full time learners is very inclusive with 31.18% of students reporting a learning difficulty or disability and 5.24% from an ethnic minority background. The majority of learners (over 70%) study at Level 1 and 2 (compared to a national rate of 47% and a regional average of 41%).

We continue to ensure learners successfully achieve their programme of study. Overall achievement rates for full time learners has increased over the last 3 years with the overall achievement rate above the national averages, being 86% (16/17). 16-18 achievement demonstrates a 3 year improving profile and now sits above the national rate of 80.7%, being 84%. There is no significant difference of achievement rates of learners from diverse groups or those with a disability or learning difficulty. Achievement rates on functional skills and GCSE English and mathematics are significantly above those reported nationally with 54% achieving GCSE Maths A*-C and GCSE English A*-C. Progression of our learners is good, with 95.89% of known learners progressing on to positive destinations. We recognise there is still more to be done. Further work is required to engage more ethnic minority young learners and women into the STEM programmes, particularly engineering and construction. Further integration of the delivery of English and maths into curriculum areas is required and stretching students to achieve the highest grades possible remain a major focus for the College. We are proud of our foundation students and are determined to achieve higher employment opportunities through supported internships.

Our focus is the development of enterprising students ensuring they have the skills necessary for the world of work. Part of this is to ensure full access to work placement opportunities. The College will continue to strive towards excellence in all aspects of our provision and all parts of the study programme.

Vision for 16-18 Education & Training Provision

By 2020 we will be the best most sought after College in the region, by 2022 we will be recognised nationally as a well renowned College for our technical and professional provision for 16-18 year olds.

More young people than ever will choose to study on a full time basis at the College. Participation in STEAM (Science, Technical Engineering Arts and mathematics) related subjects will continue to rise and a greater number of students will progress to higher levels of qualifications. The College will introduce and enhance current pathways of progression increasing by 5% annually.

Engagement with employers will be enhanced through the technical and professional academies within the College. Exciting and dynamic new programmes will be developed in conjunction with employer partners, extending the curriculum offer to new and areas of study. These will include digital technologies, health and life sciences and engineering and the built environment. Inspirational new facilities will be available, such as the new Construction centre at the Somer Valley campus and a special educational needs centre.

Teaching will be dynamic and inspiring, focusing on the needs of the individual learner. Our teachers will have access and fully use new learning technologies. High achievement rates will be secured by our young people and significant progress in English and mathematics will be realised. Students will be prepared for the world of work becoming highly employable and progressing to positive careers and futures. They will be supported to gain work experience and gain an insight to the world of work, developing entrepreneurial and enterprising skills and employability skills identified by our partner employers. The College aims to be a talent pool for the West of England economy.

We will actively listen and respond to the student's voice. Students perceptions will be positive and demonstrate high satisfaction with College life. The College will maintain its warm, welcoming and inclusive atmosphere. Students will be made aware on how to be socially responsible and understand how best to conduct themselves publicly and professionally and how to keep safe.

What we will do

- We will ensure that our curriculum is appropriate to local, regional and national needs. Using labour market intelligence, we will continually review and refresh the curriculum introducing new qualifications in areas such as construction, health & life sciences and digital technologies.
- Develop strong partnerships with local specialist such as the Theatre Royal, enabling front line learning in the centre of technical and professional employment provision.
- Engage local employers to work with the College to refresh our curriculum and enhance progression opportunities.
- Introduce new cyber and digital technology pathways
- Explore the introduction of a mixed curriculum study programme in 2018/19 that covers a number of curriculum areas. For example, the development of product design and engineering, multiskills within construction and joint graphics and media opportunities. Allowing students to choose major and minor qualifications.
- Continue to review how best to attract and grow student engagement in gender bias technical and professional subject areas, for example young women in engineering and construction, young male students in care professions.
- We will set individuals high and stretching targets, both at an academic and aspirational perspective.
- We will closely monitor students' progress during lessons and over their period of study. With the aim of the learners maximising their potential and achieving their goals.
- We will further develop the skills set of the teachers by introducing a staff development framework and industrial updating.
- We will continue to develop the use of new technology in the delivery of the study programmes.
- We will listen to our young people and encourage student participation in feedback and participation in our learner voice strategy
- We will continue to build strong employers links.
- We will stretch our students through the use of competitions, participating in "in house", regional and World Skills and develop a culture of competition within the College
- We will work collaboratively with key stakeholders including the LEP, WECA and B&NEs, community groups, further education colleges, training providers and HEIs.
- We will increase the availability of online learning by a minimum of 5% each year.
- We will review and implement accelerated learning, blended learning and distance learning opportunities.
- We will enhance quality systems to ensure a total quality management approach and ensure service systems are coordinated and effective.
- We will continue to celebrate our young people's strengths and talent by promoting their achievements and securing external commissions for work
- We will enhance work experience opportunities, increasing to 90% uptake by 2020 of all relevant cohorts.
- We will continue to work with employer partners to develop the curriculum offer and develop entrepreneurial skills and progression opportunities.
- We will develop an alumni from across the College and use as an aspirational mechanism for current students.
- We will continue to develop employability and social skills ensuring that the young person knows how to best present themselves and keep safe.
- We will continue to invest and secure capital investment to ensure that accommodation and physical resources are of industrial and cutting edge standard.
- We will work with schools to devise an effective 14-16 age provision in technical and vocational qualifications
- We will enhance the offer and increase student numbers of project search, developing 2 additional employer bases by 2020

Executive summary

16-18 provision

Strategic Outputs - 16-18 Education & Training Provision

Each year we will set specific targets for performance. By 2020 we will have delivered the following:

- We will engage with and continue to grow our student numbers for the study programme provision achieving a minimum of 2500 full time students
- Our achievement rates will continue to improve, securing all levels above the national average and within the top 10% of colleges reaching 94% achievement
- All our students will access meaningful work experience
- English and mathematics achievement rates will be 60% grade 9-4.
- Student satisfaction will be above average in comparison with other FE colleges nationally.
- Completing student will achieve at least 95% positive destinations
- Continue investment in physical resources and facilities
- 75% of teaching, learning and assessment will be outstanding by 2020

Executive summary

Adult Education & Training provision



Adult Education & Training Provision Context

The austerity measures fell heavily on adult education and resulted in significant funding cuts and reduced opportunities for adult participation.

Despite these difficulties the College has maintained a significant presence in the community and developed three strands of adult provision; full time and part time qualifications, Adult Community Learning, and the development of the full cost Love2Learn offer.

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

Programmes will support adult students to develop the skills necessary to progress their careers or for higher education. A series of short and long qualifications and a wide range of technical skills, that are aligned to the local and regional needs that can progress onto apprenticeships and the College's higher skills provision.

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

The second strand of mature learners centres on an adult community provision

Bath College Adult Community Learning offers a range of courses intended for people who want to improve their chances to find work, support their families or live independently. The focus of the adult community offer is targeted to those aged 19 years or over and wanting to improve Maths and English skills, improve chances to find work or improve the students daily wellbeing. We work with a number of partners across the region being the largest provider of adult community learning in the area and have maintained a presence in 61 community centres in 2016/17.

In 2016-17 over 1007 number of adults, mostly from communities very local to the College participated in adult community learning. The achievement rate for this group of adult learners is 97.8% and is consistently high, with achievement rates above the national average. This area of learning has proven to be an effective tool in the re-engagement of those adults who have been marginalised and working closely with Job Centre Plus specific programmes of study have been devised to accommodate local needs. Learner satisfaction within this cohort remains very high.

Although highly productive there remains areas for further development. The achievement of higher grades in some qualifications, an increase in positive destinations and employment. A continuing review of the College offer in Adult Community remains ongoing, working closely with our partners to ensure that full access is available.

In May 2017 the new West of England Combined Authority came into being. This body will have increasing influence on the mix and balance of future adult education programmes. The College remains committed to delivering for adults and utilising the adult education funds to the student's best advantage.

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

Executive summary

Adult Education & Training provision

Vision for Adult Education & Training Provision

By 2020 Bath College will be the centre of learning of choice for adult learners and by 2022 Bath College will be recognised nationally as a centre of excellence for adult learning provision.

Full time and part time students who follow an integrated study programme will access additional and enrichment activities and be included in all aspects of the College, being fully represented. Discreet adult provision will flourish and grow with additional pathways and progressive opportunities.

The adult education provision will be effective and closely planned to reflect the needs of individuals and local employers. We will enhance a transition period in alternative progression routes using capital investment to offer incubation units for students who want to initiate being self-employed. Development of entrepreneurial and enterprise skills will remain a focus, as will supported internships for those on foundation programmes.

Working closely with the West of England Combined Authority and employers for the curriculum design, we will maximise the opportunities for the students and address regional demands, fully utilising allocations of funding to implement the adult curriculum offer.

Working with Job Centre Plus we will continue to develop Adult Community offer, extending the programmes offered. Review of locations will continue, enabling ease of access and progression. The social and career progression will continue to improve. English, Mathematics and I.T. will continue to be the mainstay of the offer but employability and social development will also be enhanced to enable those who had previously be marginalised in society become re engaged and progress into employment.

We will continue to develop the Love2Learn provision, supporting social learning through a wide range of programmes and in response to demand.

Teaching on every strand of adult learning will be inspiring and dynamic and focus on individual needs, developing the skills and knowledge necessary for excellent progression and career advancement.

Executive summary

Adult Education & Training provision

What we will do

- We will continue to develop our three strands of adult education;
- We will continue to include full time provision for those between the age of 19-21 who complete their full time education alongside the 16-18 year olds.
- We will maintain a discreet mature student programme of study through the Access programme, increasing the number of students through a part time as well as a full time offer.
- We will continue to develop our suite of professional and chartered institute qualifications in line with the request of employers. Accounting, Human Resources, Management and Law are areas of development that have been highlighted as a local need and one that the College will accommodate in the curriculum offer.
- Additional advanced level qualifications will be introduced to enhance the progression offer available, these will include technical areas such as Hospitality, Business and Health and Life Sciences. These will be enhanced through the established Academies within these areas and the strong employer links associated with each academy.
- Partnerships with professional associations will be further developed enabling a breadth of knowledge, embedding of work experience and expertise within the qualification. For example, the Performing Arts in association with Bath Theatre Royal.
- We will work with the Local Authority to resolve the strain of current out of county delivery for students with special educational needs. We will develop a curriculum that combines local delivery with employment skills and supported internships.
- We will initiate a distance learning programme with local prisons to offer educational support, enhancing future work opportunities and support the rehabilitation of offenders on their release.
- We will enhance our student voice and representation from mature students, gaining insight to their needs and perceptions to reinforce and further develop the provision and curriculum offers.
- We will review our capital funding, working with the Local Authority and West of England Combined Authority, to secure a digital technologies centre that houses incubator units enabling state of the art resources, careers advancement and independent self employment opportunities.
- We will enhance the Colleges children's nursery facility providing adults with the opportunity to learn at the College, while providing real work experience for students who are studying within this technical area.
- We will work with partners to provide distinct enrichment opportunities to enhance the learning experience. In association with Bath businesses we will provide a range of extra experiences that underpin social and career skills.
- With the focus of progressing on to employment or further study, the college will continue to offer a comprehensive essential skills programme in a wide variety of locations within the region. These will include English, mathematics, IT and employability skills but also include social skills development through communally dedicated sessions.
- We will continue to work closely with Job Centre Plus (JCP), to deliver employability programmes to help people back into employment. A combination of short programmes will be offered, with support from a dedicated member of staff being located within the JCP offices on a weekly basis to offer insight and support for those requiring additional clarification about the programmes on offer.
- Working with the Combined Authority we will work to secure adult community funding for the BANES area.

Executive summary

Adult Education & Training provision

What we will do (continued)

- In response to Adult community learning demand we will continue to deliver non qualification driven learning opportunities. A continual review of these learning offers and respond to the needs identified. These will be a combination of short and longer learning sessions that focus on social and practical skills knowledge. A wide range of subjects will be offered that will continually evolve and develop in line with demand and student requirements.
- We will continue to commit to the local community and see the Love2Learn form of learning as central to addressing local need and utilising our facilities to the benefit of skills development in a social and compatible environment.
- We will work with the Local Authority to develop work experience and progression opportunities within the Enterprise Zone.
- We will continue to invest in resources, providing transitional opportunities for students to work independently through the development of incubation facilities and for foundation students through the capital investment in a new centre, that focuses on employability skills.

Strategic Outputs - Adult Education & Training Provision

- Increase number of students per year will have completed adult community courses by 10% each year.
- The majority of the adult education budget will be utilised within the locale and region
- Our achievement rates will be above the national average
- Adult achievements will be 90% and above for learners accessing accredited provision including stepping stone qualifications in English and maths in Adult Community Learning. Achievements for non-regulated provision will be recorded utilising RARPA appropriate goals. Achievement for students completing these workshops and programmes will be at 90% and above.
- 60% of adults taking GCSE English and Maths will achieve grade 4-9
- Stakeholder satisfaction will be consistently above the national average
- At least 40% of previously unemployed students will progress into employment
- Continue to reinvest in capital projects to enable transitional career opportunities enabling an innovative approach to progression and support of the local economy

Executive summary

Higher Skills & International provision



Higher Skills & International Provision Context

The College has maintained similar numbers of students studying higher level qualifications over the last few years with 310 learners in 2016/17. IT and Engineering being the largest section of delivery with 33.55% studying in these areas.

Recently the context of Higher Education has shifted with the introduction of higher and degree apprenticeships. The ability to utilise a Higher National Certificate or Diploma in an apprenticeship standard enables employers to approach staff development in a more flexible and productive way. The ability to develop skills in a non-university pathway can now be realised and is proving increasingly popular with employers especially as a part time offer for those members of staff already employed.

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

International students access Bath College primarily through two different approaches. The first group is those that come to us through our partner agencies and Universities throughout the world to study English at the College over the summer months and occasionally at other times throughout the year and with whom we have established good working relationships. We will continue to develop these opportunities.

The second cohort is through a partnership with Bath University. Students study at the College as a foundation year in preparation to progress to full time study with the University. Originally the College was one of a three College consortium working in partnership with Bath University which limited the number of places the College could offer. Since 2016/17, Bath College remains the only remaining partner enabling significant growth within this area of study.

In addition, we will further develop opportunities to study at chartered and professional qualifications at a higher level. This will enhance career opportunities for those already in the relevant industry or those that want to change careers.

Vision for Higher Skills & International Provision

By 2020 prospective learners will see Bath College as the College of choice being a centre of excellence. There will be clear pathways of progression from students studying advanced qualification and also those who want to improve career choices through employer sponsorship and apprenticeship opportunities.

The provision will be flexible with accelerated learning opportunities and alternative delivery modes that suit students and employers. Part time and full time learning opportunities will be extended to enable flexible learning, as will higher and degree apprenticeships enabling alternative career pathways.

Strong partnerships will be utilised to enhance the provision and enable alternative and additional programmes that are of industrial standard and employer demand.

There will be positive progression on to further education at higher levels or into employment. Our employed higher learners will advance their careers, improving their productivity and personal prosperity. In addition, the higher skills offer will contribute to the productivity and strength of the regional and local economy.

Executive summary

Higher Skills & International provision

What we will do

- We will introduce higher level programme in hospitality and catering, enabling progression for those studying with us and those already in practice. There is a local demand for these skills.
- We will establish a strategic alliance partnership with Gloucester University, enabling further development of courses at higher levels with a particular focus on digital engineering and sciences.
- We will introduce new higher level programmes in digital media and performing arts. Through the development of partnerships, the College will offer progression into industry led programmes.
- We will bid for capital investment funds from the HE Catalyst.
- Work with the University of Gloucester and our strategic alliance partners to develop end point assessment and joint venture.
- We will redesign some of our current higher level qualifications and offer alternative delivery opportunities and curriculum content.
- In conjunction with current partnerships we will design and deliver new higher level qualifications that better meet the needs of local people and employers. These include, the University of Bath, Bath Spa University and Gloucester University and include forensic sciences, Health & Life sciences, Digital technologies and Hospitality.
- We will further develop higher and degree apprenticeship pathways and, in conjunction with the University of Gloucester.
- We will offer and support learning and research opportunities for our staff linking with partner universities.
- We will investigate and implement appropriate methods of accelerated learning and alternative learning patterns to accommodate employer and individual demands.
- We will review and enhance our marketing strategy to promote the benefits of local and cost effective education.
- We will support students through effective use of the hardship fund allocated by the Higher Education Funding Council for England and support their application.
- We will ensure that higher level learners are fully represented through the learner voice and continue to import insight and perspectives to develop stakeholder voice.
- We will introduce higher education open days and taster days across the higher education provision.
- We will increase the number of students studying on the IFY programme with Bath University to 70 by 2020.
- Financially we will utilise income generated from overseas students to reinvest in Bath College.
- We will enhance our ESOL provision to accommodate strong international integration and validate the provision through the British Council.
- We will work in conjunction with B&NES to support the development of the Enterprise Zone and through work experience placements and curriculum advancement to accommodate newly located business.
- Invest in capital projects that include self-employed incubation units to support students progression and first steps into business.
- We will secure and offer an additional chartered qualification each year.

Executive summary

Higher Skills & International provision

Strategic Outputs - Higher skills & International Provision

- We will increase our student numbers studying at higher levels to a minimum of 345 by 2020
- Our achievement rates for Higher Education programmes will be in the top 10% of FE Colleges delivering HE
- Student satisfaction will be above national comparators with other good or outstanding FE Colleges
- Learner destinations will be a minimum of 95% positive
- International Foundation Year student numbers will increase to 70 by 2020
- 75% of Teaching, Learning and Assessment will be outstanding by 2020