

STRATEGIC PLAN 2019/21



WELCOME TO OUR STRATEGIC PLAN 2019/21



Yana Williams
Hugh Baird College
Principal and Chief Executive

The College is in a prime position to respond to the challenges and opportunities it sees developing over the next two years.

We have taken a view that it is our key responsibility to “Do the Right Thing” in terms of the integrity with which we develop and deliver our curriculum, the way we collaborate with employers, the wide range of provision we feel is needed by our students, our response to local and national developments and the support we provide to all of our staff and stakeholders.

The College is financially ‘outstanding’ with a focus on quality throughout all of its provision. Its financial stability has come in part through its long term focus on collaboration, particularly at local level, and our Strategic Plan demonstrates this continued engagement with our partners. In the future the College will continue to seek out opportunities for growth, based on integrity, which benefits our students and communities, creates more job opportunities and inspires an increasing number of our learners to progress further and achieve their aspirations.

The College will be creative and aspirational in how it will develop its curriculum. Devolution and the Adult Education Budget mean that we must help support our communities into local high skilled jobs and we are committed to working collaboratively with the Liverpool City Region Combined Authority to provide a curriculum and estate that matches the high expectations of a future workforce. As a pilot provider for the introduction of the new T Levels we will develop further a close working relationship with employers, ensuring through genuine collaboration that we provide high quality work experience which meets both their needs and those of our students.

A focus on employment will also drive forward our apprenticeship development in terms of both growth and quality, working within key areas such as Health and Social Care, Construction and the Digital sector. The College will continue to grow our A Level centre to offer provision that is vibrant, sustainable and of high quality for the South of Sefton and, through the continued focus on our full time 14 to 16 provision, we will ensure that young people who feel that a traditional school is not for them have the opportunity to develop within a further education environment.

We have taken a view that it is our key responsibility to “Do the Right Thing” in terms of the integrity with which we develop and deliver our curriculum, the way we collaborate with employers, the wide range of provision we feel is needed by our students, our response to local and national developments and the support we provide to all of our staff and stakeholders.

The College will continue to develop our partnership work with the NHS and mental health providers, both at a local and national level, and we will ensure our Higher Education provision is meeting the growing demand for technical qualifications, focussing in particular on supporting our students – many of whom would traditionally not have entered higher education – to access local high level job opportunities. We will also continue to provide an environment and curriculum which improves the life opportunities for our students with special educational needs and disabilities.

We also want education and the learning of new skills to be fun. Through greater levels of engagement with our students, we want to understand what it is they want from their time with us and provide them with an environment enriched with extra-curricular activities that support their needs, is tolerant, and enables them to feel safe and able to explore who they are and what they want to be. Foremost, we want to develop outstanding students with the right skills and the right attitudes who, upon leaving the College, know they are highly employable in sectors that are not only in high demand now but, crucially, will be so long into the future.

The College recognises that our staff are our greatest resource and by empowering all of them to implement solutions to take the College to the next level of stability and creativity over the following two years, we aim to meet and exceed the standards set by Ofsted, the Office for Students, the Liverpool City Region and employers, providing outstanding education and skills provision to our local community based upon collaboration, respect and shared goals and values.

While the College is here to provide skills and jobs for the future, it must also look to the future itself and in so doing commit to the environment to which we contribute. We will therefore look to alternative methods of energy generation, commit to reducing our carbon emissions and our use of single-use plastic, review our recycling policy and purchase more ethically.

These are exciting times for the College and delivering our Strategic Plan will enable us to build further on this excitement and approach the future with confidence. I hope you enjoy reading our Plan and thank you for your interest in the College.

2. THE COLLEGE

Hugh Baird College is a medium sized Further Education College located in the south of Sefton, bordering the northern boundary of Liverpool.

The main College sites are located in Bootle which is approximately four miles from Liverpool City Centre and in 2018/19, the College recruited approximately 6000 learners, of whom 45% were from Sefton, 40% from Liverpool and 15% from other areas. The College recruits from several of the most deprived areas in England and the latest Indices of Multiple Deprivation statistics show that many neighbourhoods adjacent to the College are within the 1% most deprived in the country.

The College comprises five separate campuses.



1. UNIVERSITY CENTRE

Our University Centre offers a dedicated place of study for those on our degree programmes and Access to Higher Education courses.

2. ST WINEFRIDE'S CAMPUS

A purpose-built health and care training facility that also includes The Life Rooms, run by Mersey Care NHS Foundation Trust, that places recovery and social inclusion services at the heart of the local community. This centre is the newest addition to the College's estate having opened in 2019.

3. BALLIOL ROAD CAMPUS

The Balliol Road Campus includes the Balliol building, the Lifestyles Fitness building and the Port Academy Liverpool building. This campus offers full time 14 to 16 provision, vocational further education, apprenticeships and employer-facing provision.

4. SOUTH SEFTON CAMPUS

The South Sefton Campus, located in Litherland, is a sixth form centre that offers a full A-level curriculum.

5. THORNTON COLLEGE

Thornton College, located in Thornton, is a specialist centre for young people with learning difficulties and disabilities.

The College's financial health is officially judged as 'outstanding' by the ESFA and our most recent Ofsted inspection in March 2018 resulted in the College being graded 'Good' for overall effectiveness with all main grades also being judged as 'Good'. The College's Higher Education provision was awarded TEF 'Gold' status in summer 2017.

The College's recruitment broadly reflects our local population and in 2018/19, 87% of our learners are 'white British', with no other significantly large ethnic cohort amongst the remaining students. In 2018/19, 49% of the College's learners are male and 51% are female and approximately 36% declared a learning difficulty or disability.

The College's 2018/19 enrolment profile (based on headcount) and proportion of funding contribution is illustrated in Fig. A.

The College's post-16 further education curriculum offer (Fig. B) differs significantly from that provided nationally, with proportionally many more 16 to 18 year old enrolments and adults studying on level 2 and level 3 programmes. Foundation maths and English provision is also a significant aspect of the College's curriculum offer. 31% of adult enrolments are on maths and English qualifications, a rate that is 11 percentage points higher than the national average, whilst 43% of enrolments for 16 to 18 year olds are for maths or English. Of the 16 year old entrants who commenced their study at the College in September 2018, 44.1% are studying GCSE maths and 42.2% are studying GCSE English.

Fig. A

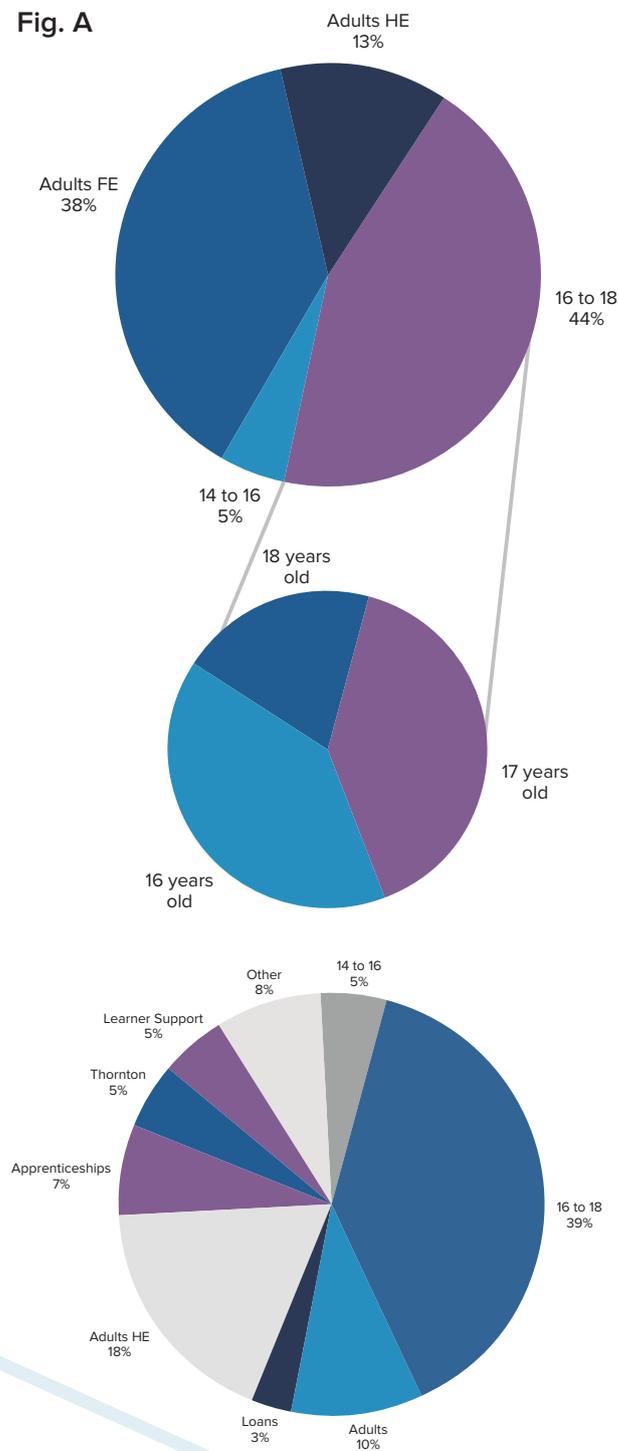
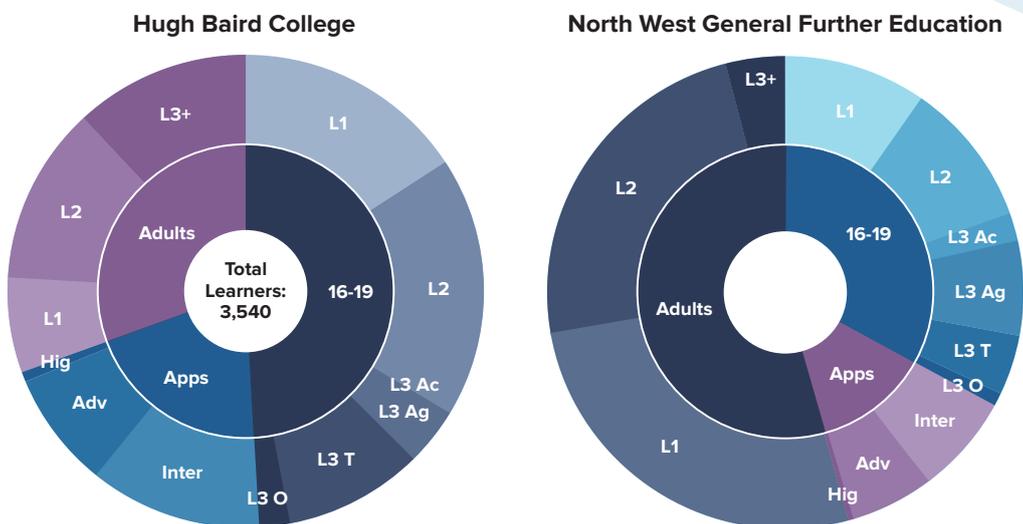


Fig. B



3. THE FOUNDATIONS OF OUR WORK

3.1 OUR MISSION

“To inspire, challenge and transform lives.”

3.2 OUR STRATEGIC AIMS

Our strategic aims form the basis of everything we do at Hugh Baird College, supporting our overall strategy of demand-led growth and outstanding quality in all our provisions.



CITY REGION

Maximise the opportunities of working with the Liverpool City Region Combined Authority to meet local and regional skills needs.



CURRICULUM

Provide a challenging, well-thought-out and evidence-based curriculum offer that reflects local need and is implemented with integrity and in the best interest of all learners.

EMPLOYER

Embed outstanding employer engagement across the College to enrich learning and develop the employability skills of all.



TEACHING

Deliver fun and unmissable lessons that learners enjoy, attend and which support them to make progress and achieve their potential.

FINANCE

Maintain a robust and sustainable financial position to support a highly effective operation which meets and exceeds the demands of external stakeholders.



ESTATES

Create an estate that fulfils the local community's aspirations.

STAFF

Empower staff to act with integrity within a solution-focused culture.



3.3 OUR CORE VALUES

As an organisation, we share a common set of values across everything we do. These help to define who we are and how we behave.

Our core values are:



INTEGRITY AND HONESTY

We act honestly, ethically and legally in all we do.



OPENNESS

We are open to new ideas and the sharing of knowledge.



TRUST AND MUTUAL RESPECT

We treat everyone with fairness and integrity.



SOCIAL RESPONSIBILITY

We are responsible to our colleagues, students and the environment in which we live and work.



COURAGE

We have the courage to act on our convictions.



ACCOUNTABILITY

We are accountable for our actions and seek to improve lives.



EXCELLENCE

We strive for excellence in all we do.



3.4 CURRICULUM VISION

The intent of the College's curriculum is to provide ambitious personalised learning programmes, matched to local and regional needs and learners' starting points and aspirations, which enable learners to develop those skills, knowledge and behaviours required to be successful throughout the remainder of their lives.

TO SUPPORT THIS INTENTION WE WILL:

1. Focus information, advice and guidance on careers, not qualifications.
2. Widen and raise, where appropriate, learners' aspirations upon entry, and embed value added systems that support aspirational targets to be met or exceeded.
3. Ensure that all relevant information in regard to learners who have an Education, Health and Care Plan (EHCP), is shared effectively so that all staff who work with them are aware of identified outcomes.
4. Ensure all learners understand how their longer-term learning plan will assist them in meeting their ambitions.
5. Timetable weekly sessions to support working towards the gaining of improved maths and English qualifications at GCSE grade 4 or above.
6. Provide distance travelled from their starting point by moving learners as quickly as appropriate onto a programme at level 2 or above, to an apprenticeship or traineeship pathway, or onto a positive employment destination, including learners at level 1 or below for whom work-readiness may be a key aim.
7. Develop work-readiness by providing high quality external work placement opportunities, expanding employer involvement in curriculum design and delivery and delivering internal training to improve generic employability and life skills.
8. Develop curriculum pathways that provide significant work experience opportunities to support the introduction of T-level qualifications.
9. Develop high quality eLearning opportunities that complement in-class delivery.
10. Continue to develop the foundation learning offer to ensure that College plans match opportunities provided by the introduction of the Transition Phase.
11. Develop clear progression routes through all levels of the College's curriculum offer, from year 10 delivery through to full honours degree, ensuring that the opportunities available at the next level of study are explained to learners, including informing level 3 students about the College's higher education programmes.
12. Use actual progression and destination data to judge the effectiveness of the curriculum offer and inform change.
13. Review the curriculum offer annually to ensure core qualification aims match skill demands and expand the College's offer in line with local, regional and national priorities.
14. Be ambitious to support the development of extremely high quality and well-resourced specialist curriculum provision.
15. Work with external partners to develop specialist curriculum pathways.
16. Further develop the College's full time 14 to 16 offer through the consideration of additional vocational pathways.



4. THE STRATEGIC PLAN 2019/21

THE 'CITY REGION' AIM

“Maximise the opportunities of working with the Liverpool City Region Combined Authority to meet local and regional skills needs.”



THIS WILL BE ACHIEVED BY:

- Aligning the College’s work with the Liverpool City Region Combined Authority’s 2018/23 Skills Strategy and ensuring that the Regional Authority’s annual Skills Investment Statement informs the College’s curriculum and business planning each year
- Ensuring that the College delivers its annual Adult Education Budget (AEB) Grant Funded Delivery Plan and maximises opportunities for AEB growth during each academic year
- Influencing regional skills strategies through proactive engagement with key stakeholders, including the Combined Regional Authority, the Liverpool Local Enterprise Partnership (LEP), local authorities, employer boards, large employers, the Merseyside College’s Association, Job Centre Plus and higher education institutions
- Ensuring that the St. Winefride’s Campus gains a national reputation for highly effective partnership working between further education and the NHS
- Engaging in ambitious partnership work, guided by the underpinning ethos of ensuring positive impact for learners, the local community and the wider City Region
- Recognising that the College is a key community asset and providing local residents provision such as digital literacy classes, maths and English support, fun days, library access and family learning opportunities
- Actively supporting the City Region’s pledge to have zero carbon emissions by 2040

THE ‘CURRICULUM’ AIM

“Provide a challenging, well-thought-out and evidence-based curriculum offer that reflects local need and is implemented with integrity and in the best interest of all learners.”



THIS WILL BE ACHIEVED BY:

- Reviewing the curriculum offer annually to ensure that it drives forward the College’s Curriculum Vision by providing ambitious personalised learning programmes, matched to local and regional needs and learners’ starting points and aspirations, which enable learners to develop those skills, knowledge and behaviours required to be successful throughout the remainder of their lives, with particular focus on how effectively the curriculum prepares learners for progression – be that to higher education, further training, employment or greater independence
- Reinforcing the purpose of the College’s level 2 offer, making a clear distinction between those programmes that are supporting progression to level 3 study and those programmes for whom the aim is to gain employment
- Actively marketing the College’s Higher Education offer to the College’s further education learners to improve the rates of progression into higher level study
- Delivering a flexible and imaginative curriculum offer – including programmes designed using a supported experiment model, such as the Combined Regional Authority’s Test and Learn initiatives – that is built around the needs of learners and recognises that a full time, full year programme is not suitable for all
- Developing a coherent and well-understood learning pathway for those learners – including those not in education, employment or training – who require a more employability-focussed curriculum offer that signposts clearly progression opportunities
- Actively supporting learners studying on level 2 classroom-based provision to commence apprenticeships
- Planning and sequencing the curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need
- Enrolling all learners onto programmes that strike the right balance between being able to complete courses and having access to such courses in the first place
- Implementing the curriculum with integrity and quality to allow learners to access aspirational and rigorous learning pathways and achieve high value qualifications of sufficient duration, including those contained within Performance Tables
- Engaging with regional and national initiatives that are supporting the introduction of T Levels, including the Transition Phase, and delivering pathways from 2021 aligned to areas of strategic strength in Health and Care, Digital and Construction
- Moving the apprenticeship curriculum offer to standards from frameworks at an appropriate pace
- Developing the College’s higher education student experience in line with the expectations stipulated by the Office for Students and seeking opportunities to lead on this work within the HE in FE sector through involvement in pilot initiatives
- Monitoring the effectiveness of the intent and implementation of the College’s curriculum offer at Division level and identifying actions to support improvement, where required
- Providing learners with individualised academic, pastoral and welfare support that enables them to make progress, critically analyse and build resilience
- Implementing a comprehensive support structure to safeguarding and PREVENT
- Providing comprehensive and impartial information, advice and guidance that enables learners to fulfil ambitious goals

THE 'FINANCE' AIM



“Maintain a robust and sustainable financial position to support a highly effective operation which meets and exceeds the demands of external stakeholders”

THIS WILL BE ACHIEVED BY:

- Establishing short and medium term financial budgets which support the delivery of a high quality curriculum offer, having regard to external benchmarks prioritised by oversight bodies such as the ESFA, the FE Commissioner and the Office for Students
- Ensuring continual activities are in place to improve financial and operational efficiency, balancing these with the need to maintain high quality
- Ensuring that all opportunities to grow revenues or deliver capital funding, including those that arise from the Liverpool City Region Combined Authority, are identified and supported by high quality and well-evidenced applications
- Planning an effective budget to achieve cash surpluses which maximise the ability of the College to invest in its staff, its resources and its estate
- Providing a highly professional and customer-focussed application, interview and enrolment process that maximises enrolment whilst enabling learners to be recruited with integrity
- Delivering an exciting and well-structured programme of study that learners wish to attend and are retained upon, focussing in particular on those activities that will engage interest within the first few weeks of the academic year
- Building further upon our relationships with local high schools to support the provision of truly impartial careers advice and guidance to young people
- Ensuring activities, including support and administrative arrangements, are well planned, measured and critically evaluated to allow them to meet the demands of local and national markets
- Conducting horizon scanning and future modelling to ensure that new developments are evaluated fully
- Communicating the College’s financial strategies and aims to staff to develop a common understanding about current priorities
- Ensuring that the planned recruitment numbers for South Sefton Campus are achieved and that a high proportion of those learners who are recruited are retained throughout their two years of A level study
- Working collaboratively with partner bodies, such as the Combined Authority, Sefton Council, other educational institutions and the NHS to provide opportunities for efficient joint working that benefits all parties
- Identifying and resourcing low carbon and low energy-use projects to reduce overall energy usage and cost whilst minimising the impact of the College’s operations on the environment

THE 'EMPLOYER' AIM

“Embed outstanding employer engagement across the College to enrich learning and develop the employability skills of all”



THIS WILL BE ACHIEVED BY:

- Centralising the College’s employer engagement activities to ensure a consistent and effective response is provided across all employer-related activity
- Supporting employers to contribute to the learning experience across the College through involvement in curriculum design, mock interviews, CV workshops, work placements, acting as guest speakers, employer forums, co-delivering sessions and offering staff opportunities for industrial updating
- Providing all learners with high quality, vocationally-relevant work experience – including those who access extended work placements of at least 45 days in length – that enables the development of conduct and attitudes that promote independence and prepares learners for employment and higher level study
- Publicising the College’s apprenticeship provision across all of our employer contacts, including the delivery of workshop sessions to support an understanding of the Employer Levy and the current training landscape

THE 'ESTATES' AIM

“Create an estate that fulfils the local community’s aspirations”

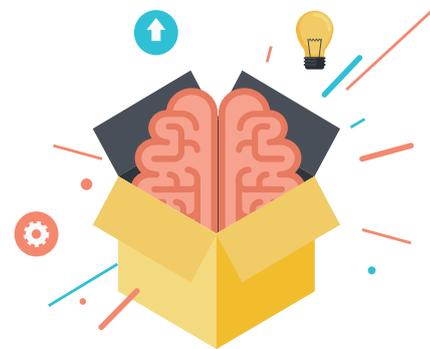


THIS WILL BE ACHIEVED BY:

- Planning resource requirements over a three year basis, updated annually, to enable longer term plans to be funded efficiently
- Ensuring that all opportunities to gain additional funds to support capital projects and the maintenance of the College’s existing estate are identified and supported by high quality and well-evidenced applications
- Ensuring that the resources to promote digital learning are current, well-maintained and sufficiently available to enable access by all learners
- Ensuring that all learning environments are safe, neat, tidy and bring “learning into the classroom” by, for example, the use of high quality displays, overt promotion of learners’ work and visual learning resources, such as Learning Walls
- Seeking opportunities for employers to sponsor curriculum areas to ensure equipment is up-to-date and replicates that available in industry
- Investing in technology that enables the College and its stakeholders to use cleaner fuels

THE 'TEACHING' AIM

"Deliver fun and unmissable lessons that learners enjoy, attend and which support them to make progress and achieve their potential"



THIS WILL BE ACHIEVED BY:

- Encouraging staff to experiment and to be imaginative and innovative in their delivery of the curriculum, seeking regularly the views of their learners as to how sessions should be structured and further developed
- Providing staff with the time to focus upon teaching, learning and assessment
- Providing staff with regular and supportive informal feedback about teaching, learning and assessment and developing their skills through individualised professional development
- Enabling staff to have regular opportunities to discuss teaching, learning and assessment with their peers
- Logically sequencing the curriculum so that new knowledge and skills build on what learners know and what they can do
- Improving assessment practice and providing internal and external specialist support to enable learners to succeed in externally assessed examinations
- Enabling staff to keep their subject knowledge current through specialist professional development and industrial updating
- Developing digital solutions that support learning both within and outside of the College
- Formally rewarding the good behaviours of learners through the regular issuing of certificates and awards
- Enriching learning by “bringing the outside world in” through the use of external trips, enrichment and continued reference to current world events
- Improving learner engagement in foundation English and maths
- Providing extensive induction support for new teaching staff
- Providing learners with a safe, supportive and inclusive learning environment
- Celebrating and sharing the best practice in teaching, learning and assessment through the use of cross-College and regional dissemination events
- Ensuring learners understand their contribution to environmental issues both through formal lesson delivery and enrichment activities
- Continuing to be outward facing to access best practice nationally and to use this knowledge to inform our work

THE 'STAFF' AIM

“Empower staff to act with integrity within a solution-focussed culture”



THIS WILL BE ACHIEVED BY:

- Recognising that staff are our most valued resource and encouraging individuals and teams to act autonomously in developing solutions that they are held accountable for
- Reinforcing the view that the success of the College is the responsibility of all members of staff, regardless of their role
- Supporting the wellbeing of staff, ensuring that good work is positively reinforced and enabling all staff to have an appropriate work-life balance
- Creating a culture of openness and willingness to listen so that staff are confident to share ideas as to how they can support improvement in the College's performance, particularly in relation to making lessons "fun", promoting learners' attendance, retention of learners within their first few weeks of study, maintaining consistency from one year to the next and embedding maths and English
- Actively seeking to simplify reporting, monitoring and meeting structures to provide staff with the time to focus on the core priorities of their work
- Embedding a staff feedback cycle that promotes effective communication between staff, managers and senior managers and enables ideas to be implemented
- Embedding of mechanisms that enable staff to accurately identify their own development needs and to agree how they can best be addressed
- Providing staff with the data they require to make informed decisions quickly by accessing key metrics through interactive dashboards
- Creating a task force that includes learners to address recycling, ethical buying and single-use plastics throughout the whole College

5. COMING SOON

T-LEVELS
THE NEXT LEVEL QUALIFICATION

A major focus of our work over the next two years will be to work closely with Government, employers and other colleges across the UK on the implementation and launch of the new T Level qualifications.

The Government has chosen Hugh Baird College as the only education provider in the Liverpool City Region to pilot the delivery of new 'revolutionary' technical qualifications.

T Levels will provide students with high-quality vocational/technical alternatives to A Levels. They will also combine theory and practical learning with an industry placement. The placement will involve at least 315 hours, or approximately 45 days, where students will work with local employers in order to further enhance their skills in their chosen field.

The College will be part of a second wave of providers nationally delivering T Level qualifications and, from September 2021, will offer T Levels in Construction, Digital, and Health Care.

In addition to the College's impressive links with employers in the sectors outlined, Hugh Baird College was chosen by the Government's Department for Education for the quality of their technical education.

Commenting on the Department for Education's announcement, Hugh Baird College Principal and Chief Executive, Yana Williams, said:

"We are delighted to have been named as the sole provider in the Liverpool City Region to deliver these new and exciting technical qualifications."

"This announcement endorses our commitment to working closely with the Liverpool City Region Local Enterprise Partnership in order to address the skill gaps in the region's labour market."

"Our involvement with the T level pilot also complements our ambitious strategic vision to ensure our students progress to well-paid and successful careers upon leaving Hugh Baird College."

"As an organisation, we have worked tirelessly to nurture relationships with a wide range of employers from across the Liverpool City Region. I believe that this announcement is further recognition of our innovative approach to partnership working. This is no more evident than in our exciting collaborations with Mersey Care NHS Foundation Trust and other NHS Trusts from across Merseyside."

6. MONITORING

The College produces a final review of its annual performance in October of each year and following this a revised set of Key Performance Indicators (KPIs) are agreed by the Corporation. In October 2019, KPIs will be set relating to each of the seven Strategic Aims and these will be used to judge the successful delivery of the Strategic Plan. Over the two-year life cycle of this Plan, annual KPIs will be set and agreed in October 2019 and October 2020, with a final view being taken in October 2021.

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