



College Development Plan 2022-23

19 OCTOBER 2022

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1. STRATEGIC CONTEXT

Northern Ireland Further Education (FE) colleges are required, under Article 20 of the Further Education (Northern Ireland) Order 1997, to produce and publish annual business plans (College Development Plans).

The six FE colleges (collectively the FE sector) are Non-Departmental Public Bodies (NDPB) and a key delivery arm of the Department for the Economy (DfE). The FE sector is unique in that it has a dual mandate, taking a pivotal role in generating a strong and vibrant economy through the development of professional and technical skills, increasingly at higher levels, and by helping employers to innovate; and supporting social inclusion by providing those with low or no qualifications, or who have other barriers to learning, with the skills and qualifications needed to find employment and to become economically active.

It is vital that the Northern Ireland skills system supports economic growth that is socially inclusive and builds the skills base necessary to fulfil the [Executive's draft Programme for Government \(PfG\)](#) aspirations.

The FE sector will support the 'New Decade, New Approach' deal which outlines a series of priorities and ambitions for a reformed Executive, including the development of "an enhanced approach to careers advice, curriculum, training and apprenticeships to enhance employability and support economic growth" and the development of "a regionally-balanced economy with opportunities for all." In addition, the sector plays a key role, along with other education and training providers, in helping to address the links between deprivation and lower educational outcomes. FE colleges continue to contribute to the development of a more joined up approach to education and training provision for 14-19 year olds with the aim of enhancing the 14-19 education and training landscape so that our young people reach their potential and maximise their contribution to our economy and society.

The global pandemic, COVID-19, completely transformed the way we live, work and learn. The FE sector digital platforms provide learners with a flexible delivery model taking into consideration the capacity and capability of the learner and the needs of the specific course. This flexibility will allow the sector to respond quickly to any future restrictions. [The Northern Ireland Skills Barometer 2021 update](#) provides a detailed understanding of the future skills needs and skills gaps by qualification level, subject area and sector for Northern Ireland covering the period up to 2030. This helps form the basis of future curriculum plans in the FE Sector.

Creating a dynamic ecosystem where Government, Industry and Education providers can work in partnership is a key priority. The FE sector will support delivery of the Department's '[Economic Recovery Action Plan](#)' which sets out a range of actions to kick-start economic recovery in Northern Ireland and build a more competitive, inclusive and green economy. It reflects the colleges' contribution to raising skills levels and increasing productivity of the future workforce and aligning study to the needs of the economy in supporting a highly skilled and agile workforce. This included the introduction of Skills for Life and Work and Traineeship programmes from September 2021, replacing Training for Success.

The following visions and strategies have been published by the Department, building on the 'Economic Recovery Action Plan' which the FE sector is a key partner in taking forward:

- A [10X Economy](#) – an economic vision for a decade of innovation in delivering a ten times better economy that will ultimately result in a 'positive impact on our economy, societal and environmental wellbeing', 'creating jobs', 'increase incomes', 'improve productivity levels' and 'provide opportunities for all'.

Through focusing on the five priority clusters identified in '10X Economy', the FE sector will support the Department's economic vision to 'recover, rebuild and rebound back stronger than ever', meaning 'better jobs with better wages, in a more flexible working environment and a better overall quality of life'. The five priority clusters identified are:

- Digital, ICT and Creative Industries (e.g., Cyber Security);
 - Advanced Manufacturing and Engineering (e.g. Composites);
 - Agri-Tech;
 - Life and Health Sciences (e.g. Personalised Medicine); and
 - Fintech / Financial Services.
- [Trade and Investment for a 10X Economy](#): focuses on equipping individuals and business with the information and skills to exploit emerging trade and investment opportunities in the priority clusters and in providing 'a world class talent offering'.
 - '[Tourism Recovery Action Plan](#)': The FE sector supported the development and continues to support the implementation of phase two of the action plan to support the development of a solid foundation for the recovery of the Northern Ireland tourism industry and hospitality industry, and the development of Northern Ireland as a sustainable and competitive tourism destination that meets the needs of both future visitors and local communities alike.
 - [Skills Strategy for Northern Ireland - Skills for a 10X Economy](#): This strategy replaces "Success through Skills – Transforming Futures", addressing the skills needs across Northern Ireland over the next decade. FE colleges have played a key role in the development of the strategy. Despite the change in economic circumstances and uncertainty created by the pandemic, the underlying key policy objectives over the next period remain consistent:
 - Investing in our [digital skills](#) across all sectors of our economy;
 - Creating a culture of learning [for all ages](#) to include upskilling and reskilling in addition to innovation; and
 - Reducing the skills imbalances in the workforce, with a particular focus on those with low or no skills.

The NI Traineeship is the new flagship Level 2 vocational education programme that delivers the commitments set out within 'Generating our Success' the NI Strategy for Youth Training for a non-employed route. The programme aims to create a pathway through vocational education that offers participants the opportunity to achieve qualifications equivalent to five GCSEs through a combination of vocational training, structured work placement and numeracy and literacy qualifications, to support an individual's progression into employment or higher levels of education and training. An Advanced Technical Award at level 3 is being piloted, which will build on the Traineeship model and assist to deliver a consistent full time vocational pathway at this level. Both programmes will prioritise those skills that are most economically relevant and contribute to increasing the proportion of working age population with qualifications at level 2 and level 3.

Aligned with the 'Skills Strategy for Northern Ireland – Skills for a 10X Economy', the FE sector has begun delivering Skill Up – The Flexible Skills Fund (Skill Up) across multiple levels and sectors, focused on the priority sectors and accredited qualifications at level 3, 4 and 5 where there is the greatest need, as highlighted by the Skills Barometer. Through Skill Up, we aim to skill, upskill and reskill individuals to meet the needs of the economy as we emerge from the pandemic and continue to grow the economy whilst boosting participation in lifelong learning and reduce key skills imbalances in areas such as digital technologies, advanced manufacturing, leadership and healthcare. As Skill Up prepares to enter Year 2 of the programme, proposal requests for Year 3 are also being sought from course providers.

Developing a highly skilled and motivated workforce will be at the core of our economic recovery and the FE sector plays a key role by providing high quality learner education and training. The establishment of seven Curriculum Hubs in key occupational areas focused on priority skills and growth sectors of employment, fully supports these goals.

The FE sector will contribute to the Review of Level 4 and 5 Provision and Higher Education (HE) in FE and as the review concludes, work towards implementation of agreed recommendations. This includes ensuring that HE in FE qualifications and progression pathways through HE remain appropriate for meeting the needs of learners and the economy. In addition, input from colleges will be vital to ongoing work looking at the reform of vocational qualifications and responding to developments across the UK in this area.

The FE sector is also represented on the Tertiary Education Sector Senior Leaders Forum. The core purpose of the Forum is to foster greater collaboration between all those involved in post-compulsory school-age education and to help move towards a unified tertiary education sector in Northern Ireland. The Forum seeks to advance the principal aims of supporting all learners to reach their potential and in doing so, support the skills needs of the Northern Ireland economy.

Throughout, the FE sector will provide support to those who face particular challenges and barriers to engaging in education. This includes learners with a learning difficulty and / or disability and learners in the three prisons in Northern Ireland.

Aligned to the Northern Ireland Adult Safeguarding Partnership statement "Safeguarding is everyone's business" colleges' safeguarding, care & welfare policies are built upon a foundation of 'zero tolerance' and have a shared objective to keep children, young people, adults at risk of harm and adults in need of protection safe from harm. The FE sector is committed to ensuring

that all students, staff and stakeholders of the colleges experience an inclusive, enjoyable and safe environment, in which they feel respected and valued.

The Department is investing £224 million in delivering seven new FE campuses providing modern facilities from which to deliver new and evolving curriculum provision addressing the needs of learners, industry and the wider economy, with new campuses at Armagh, Banbridge, Ballymena, Craigavon, Coleraine and Enniskillen along with expansion of existing Newry East campus via re-development of the former Newry Sport Centre. The new iconic Erne campus in Enniskillen is constructed to the highest environment standard of Passiv Haus Premium, a world first for an educational building. In addition a major £10 million refurbishment of North West Regional College's Springtown campus has recently been completed.

In conjunction with the City Deals programme, further capital projects are being considered at North West Regional College and South West College.

The FE sector is an essential component to support delivery of the Executive's PfG Outcomes and the Department's vision and the strategies outlined above. NI's future economic and social success is predicated on its ability to access a highly skilled, talented and flexible workforce to deliver a vibrant economy and inclusive society. FE colleges will play a crucial role in supporting NI to move through the Recovery to the Renewal Phases.

In order to carry out that role effectively, the FE sector needs to be able to flex delivery to adapt to the changing economic and strategic environment in which it operates. While the current six-college model does provide the ability to adapt provision to meet the skills need of specific areas, the associated governance required can constrain the sector's ability to act quickly and cohesively to meet the challenges it faces including its increasing cost base and the recent decline in enrolments.

The Minister has therefore approved the initiation of the first stage of a Review of the current FE Delivery Model which will seek to develop an evidence base on current delivery in the sector and to bring forward alternative delivery models to help inform how the Review will be taken forward. An external contractor, Tribal has been commissioned to carry out a benchmarking exercise as part of this initial stage which is expected to be completed by Summer 2022. A submission will then be developed to the Minister summarising the current position and seeking approval for proposals on how the Review should be taken forward. The Department has been meeting with Colleges to seek their initial views and that engagement will intensify if the Minister decides the Review should progress to the next stage.

2. CURRENT OPERATING ENVIRONMENT

This College Development Plan has been progressed against a backdrop of a non-functioning Northern Ireland Executive, absence of longer-term budgets, a world-wide recession, a cost-of-living crisis, and rising energy costs, ongoing turmoil within the UK Government, and continued uncertainty on the world stage emanating from the Ukrainian crisis. This creates uncertainty in NI generally, significant financial pressures for government, businesses and citizens and impacts on the services required from the FE sector.

Expert analysis for the recovery of the NI economy reflects the following:

- Ulster Bank Purchasing Managers' Index (PMI) June 2022 reported a sharp decrease in output and new orders as severe price pressures caused demand to contract. Business confidence also fell, but companies continue to expand staffing levels.
- Ulster University Economic Policy Centre (Spring 2022) noted NI growth prospects are still relatively good with anticipated growth of 4.2% in 2022, although global uncertainties remain a challenge for the NI economy. The inflation projections for 2022 are 5.9%. The issue of the Northern Ireland Protocol provides opportunities and challenges, giving NI manufacturers access to both UK and EU markets, however, import of goods from GB is causing significant challenges for many firms and adding to costs.

Despite these uncertainties it is recognised that Northern Ireland's future success is predicated on its ability to access a highly skilled, talented and flexible workforce, giving people access to better jobs across different sectors by providing more opportunities through Lifelong Learning; supporting personal development; addressing the issues that lead to underachievement; and strengthening links between industry and academia. The future demand for skills is particularly relevant to Colleges across Northern Ireland as the skills barometer highlights that delivering on Northern Ireland's economic potential will require a significant uplift in the number of people undertaking professional and technical qualifications.

The demand for skills in NI will outstrip supply but the nature of the skills gap varies across NQF levels. The largest gaps are likely to emerge in the mid-tier skills levels across most subject areas, linked primarily to a supply issue. NQF level 4-5 qualifications represent only 7% of the overall supply of labour from the education system. The skills barometer also suggests that addressing this undersupply could be met by either increasing the course offering and participation in mid-level qualifications at FE or increasing the number of apprenticeships which achieve at least mid-level qualification. A significant majority of the jobs which supported our economy during the lockdown were vocational, and remain essential to continued growth, particularly at levels 3-5, across all sectors of the economy. These sectors will be central to economic recovery and are dependent on the FE sector to provide their talent pool. This CDP details how the FE Sector will capitalise on the achievements to date to ensure the needs of students, employers and communities are met as NI responds to, recovers from and renews itself following the pandemic.

The drive for higher skills and relevant professional and technical qualifications is also being progressed by Colleges through the delivery of a new Vocational Education and Training system (VET). The new VET system includes the well-established apprenticeship pathway and a non-employed pathway based on Level 2 Traineeships and Level 3 Advanced Technical Awards. The implementation of this non-employed pathway is central to the transformation of the VET landscape of Northern Ireland. The FE sector is committed to developing qualifications that will underpin the new VET system in Northern Ireland. The introduction of the new Traineeships/Advanced Technical awards are based on a new pedagogy underpinned by Project Based Learning that aims to create a new system of learning that will:

- Simplify the overly complex vocational offer;
- Reduce the number of vocational qualifications;
- Establish clear pathways based on apprenticeships (employed) and non-employed routes – providing seamless transition and progression for learners;
- Address the risks created by change across the qualifications market and ensure the availability of qualifications which meet our needs; and
- Address the forecasted skills shortfall at Level 3

The Further Education Colleges successfully adjusted to the challenges of the Covid-19 pandemic over recent years including shifting to new delivery models, centre assessed grading and assessment and enhanced support for learners. However, the downward trend in full time further and higher education enrolments remains a significant concern across all Colleges. Whilst recognising that the number of school learners at 16 years of age has dropped, the extent of the decline is attributed to the outworking of education policy across NI and in particular the growth in 6th form provision and a funding model that has incentivised schools to retain learners leading to increased levels of duplication of provision across schools and colleges.

The joint DE and DfE 14-19 Framework was approved by both DE and DfE Ministers in June 2022. It is critical that the Framework, ‘Developing a More Strategic Approach to 14-19 Education and Training’, progresses a range of actions to deliver a more effective partnership delivery model between schools and FE Colleges that provides value for money and addresses the shortage of vocational skills at mid-tier levels. The Colleges are committed to progressing any actions that may emerge from the 14-19 Framework to ensure that the needs of all young people are met.

A further challenge which will impact College delivery is the cessation of EU funding in particular in the area of social inclusion. Over a number of years, Colleges have secured funding for substantial programmes to support disadvantaged young people to progress to education, training and employment. As a result of EU Exit, there is risk of a reduction in this provision if no replacement funding is secured through new schemes such as Peace Plus and the Shared Prosperity Fund.

This CDP is set in the context of the **Recovery** phase, focusing on ensuring the skills ‘infrastructure’ is maintained. Further Education Colleges will play a crucial role in supporting NI to move through the Recovery to the Renewal Phases.

3. GUIDING PRINCIPLES

The following guiding principles have been developed to set the direction for the 2022/23 CDP in light of the current operating environment:

1. Social distancing will not be in place at the start of the academic year (however good practice and Covid hygiene measures will still be promoted) and recruitment capacity will return to pre Covid levels. However, the residual impact of Covid 19 will result in smaller class sizes for years 2 and 3. Delivery will continue to adhere to any updates from the Departmental Advisory and Oversight Group on the safe resumption of onsite delivery.
2. The FE Sector will use its allocated resource budget to maximise the curriculum offer across the region. We will be proactive in developing and delivering an innovative curriculum provision in line with a range of departmental funding streams to deliver on the 10X and Skills Strategy.
3. Colleges will engage appropriate strategies to reset themselves as 'face to face' institutions.
4. Colleges will use the experiences of the pandemic to build on the use of technology to support more flexible forms of learning to businesses, and for individuals who wish to retrain or upskill.
5. Work with local employers will continue to develop new apprenticeship and placement opportunities.
6. We will engage with businesses to:
 - Support employers through the provision of fully funded, tailored solutions through the Skills Focus Programme and use the Skill Up Initiative to increase the skills levels of the workforce; and
 - Facilitate small businesses in acquiring the skills to innovate, by delivering up to three InnovateUs upskilling projects per business, through which they work on developing new products, services or processes.
7. The FE sector will continue to work with relevant stakeholders in the development of a new Vocational Education and Training system through the further expansion of Traineeships, Advanced Technical and Apprenticeships.
8. The FE Sector will continue to support the most disadvantaged in communities across NI by ensuring access to learning opportunities that lead to sustainable career pathways.
9. The FE sector will continue to support local schools in the delivery of the Entitlement Framework through on-site delivery and in accordance with DfE guidelines on safe resumption.

10. The FE sector will play its role in implementing key policy initiatives and recommendations from;
 - The 14-19 framework ' Framework Developing a More Strategic Approach to 14-19 Education and Training'
 - Review of Level 4 and 5 Provision and HE in FE;
 - Vocational Qualifications Reform.
11. The FE Sector will continue to build on its programme of collaboration aimed at ensuring the delivery of a more coherent and responsive sector and making best use of existing resources and expertise.
12. The FE sector will use the ETI review of Curriculum HUBs to continue to build the effectiveness and responsiveness of all HUBs.
13. FE Colleges will continue to play a key role in supporting the work of City and Growth deals across Northern Ireland.
14. FE Colleges will support the work of local Labour Market Partnerships and other cross department initiatives.

4. REGIONAL OPERATING CONTEXT - CHALLENGES

Employment Position

The pandemic has not led to the anticipated deterioration of the NI labour market as first anticipated. Whilst the impact on the local labour market was evident during the early months of the pandemic, recent signs indicate a strong rebound, even after the withdrawal of the furlough scheme.

The latest NI seasonally adjusted unemployment rate (the proportion of economically active people aged 16 and over who were unemployed) for the period December-February 2022 was estimated at 2.5%, a decrease when compared with the same period in 2021, when the unemployment rate was 3.5%. The unemployment rate decreased by 0.6 percentage points over the quarter and by 1.0pps over the year to 2.5%, returning to the pre-pandemic period value (December-February 2020). Both the quarterly and annual changes were statistically significant and are likely to reflect real change.

The proportion of people aged 16 to 64 in work (the employment rate) increased by 1.1pps over the quarter and by 1.3pps over the year to 71.2%. Neither the quarterly nor annual changes were statistically significant. The total number of weekly hours worked in NI (27.2 million) decreased by 3.8% over the quarter and increased by 7.0% over the year.

There are signs, however, of a disproportionate impact on certain groups. There is a clear onus on the skills system to address two specific demographics, namely the impact on young people and the impact on those with low or no qualifications. On average, the worst affected sectors employ proportionately more people aged under 25, meaning young people's exposure to the economic impact of the crisis is considerable. As a result, many young people have remained in education and training. Employment inactivity, as a result of being a student, has risen by an estimated 26,000 over the past two years. However, there are an estimated 15,000 young people who are economically inactive and not in education or training. A further 4,000 young people are estimated to be unemployed and not in education or training. Combining these two cohorts represents a local NEET rate of 10%, in line with the UK rate.

From a skills perspective, outcomes from compulsory education are getting better and the overall skills profile of the workforce continues to improve. This is undoubtedly positive, but significant disparities remain in outcomes, particularly for those living in the most deprived communities. The Northern Ireland Multiple Deprivation Measure (NIMDM) highlights that, in the most deprived communities, up to 60% of the workforce have low or no qualifications. For comparison, the same statistic in the best performing area is 11%.

The region served by the College also has some of the most deprived super output areas (SOAs) across Northern Ireland. Southern Regional College curriculum offer aims to serve the needs of the wider community across Armagh City, Banbridge and Craigavon Borough Council and the South Down and South Armagh regions of Newry, Mourne and Down District Council.

Of the top 100 most deprived SOAs 15 sit within the region served by the College, these are listed as follows:

Armagh, Banbridge and Craigavon

Woodwille 1
 Drumgask 2
 Court 1
 Callan Bridge
 Annagh 2
 Drumgor 2
 Drumnamoe 1
 Church

Newry, Mourne and Down

Crossmaglen
 Drumgullion 1
 Creggan
 Daisy Hill 2
 Ballybot
 Silverbridge
 Forkhill 2

Table 1

The College will continue to work in partnership with stakeholders including local Councils and community and voluntary sector. The College will continue its engagement through neighbourhood renewal areas and through Labour Market Partnerships.

While opportunities for individuals with low or no skills will continue to contract, almost one in four of the current working age population remains in this bracket. As a consequence the College is placing greater emphasis in supporting more individuals of all ages to participate in the post-compulsory education (level 3 and above) which will drive our economic recovery and improve societal wellbeing.

Labour Market Supply Gap

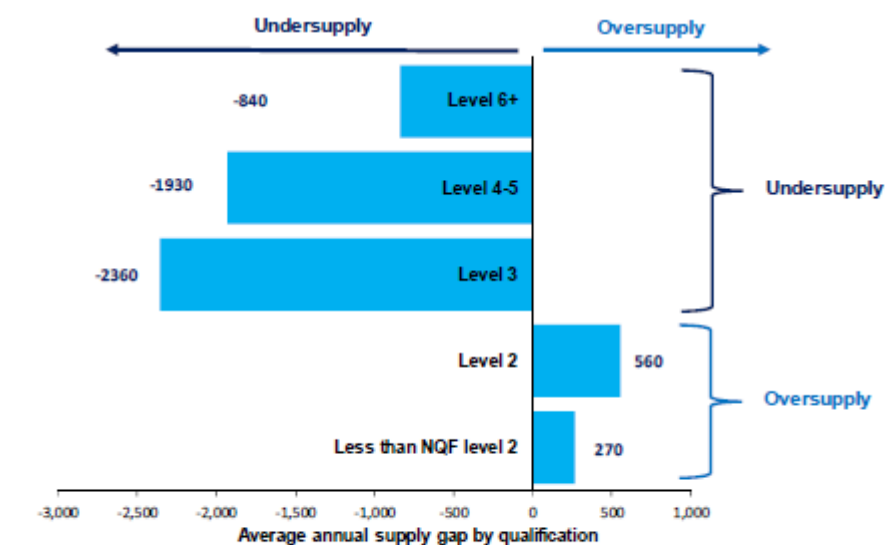
The updated Northern Ireland Skills Barometer² highlights that the supply of individuals with mid-level qualifications (Figure 1) is likely to fall well below labour market demand over the next decade.

The future demand for skills is particularly relevant to Colleges across Northern Ireland as the skills barometer highlights that delivering on Northern Ireland’s economic potential will require a significant uplift in the number of people undertaking professional and technical qualifications.

The demand for skills in NI will outstrip supply but the nature of the skills gap varies across NQF levels. The largest supply gaps are likely to emerge in the mid-tier skills levels across most subject areas, linked primarily to a supply issue. NQF level 4-5 qualifications represent only 7% of the overall supply of labour from the education system. The skills barometer also suggests that addressing this undersupply could be met by either increasing the course offering and participation in mid-level qualifications at FE or increasing the number of apprenticeships which achieve at least mid-level qualification.

It is in this context that the work being progressed through the creation of a new quality Vocational and Education and Training system (VET) is of vital importance to the College and to the future NI economy. DfE and Colleges also need to undertake additional research to better understand employer views on the use of Level 4/5 qualifications for specific job roles. Without this shared understanding Colleges will continue to struggle to fill the deficit at Level 5.

Average Annual labour market supply gap by qualification level 2020-30



Source: UUEPC

Note: The supply gaps in the above chart have been calculated based on 'effective supply'. This takes account of migration patterns amongst qualifiers at NI Institutions and NI domiciled qualifiers qualifying from GB Institutions, in addition to labour force participation. A supply adjustment is then applied to subtract tertiary qualifiers who require additional skills development to effectively fulfil the requirements of tertiary level employment. This group are not included in the above chart.

Figure 1

The College recognises the need to respond to the changing qualifications profile by enabling those at lower levels to move upwards, particularly to encourage those with no qualifications to progress along the skills ladder, and to accelerate those with Level 3 qualifications to Level 4/5, which will dominate future employment in Northern Ireland.

2. DfE/UUEPC (2021). Northern Ireland Skills Barometer 2021 Update. Available from: <https://www.economy-ni.gov.uk/publications/northern-ireland-skills-barometer-2021-update> NB: The Skills Barometer is updated every two years. 2015, 2017 & 2019 versions are also available on the DfE website.

Enrolment Trends

The **Covid-19 pandemic** has had a significant impact on all areas of College provision since March 2020. This was particularly felt across part time adult education enrolment including community outreach provision and those from disadvantaged backgrounds. The total part time adult enrolment dropped by 37% in the second year of the pandemic in 2020-21. There are signs that part time learners are returning in increasing numbers, evidenced through an 18% increase in enrolment in 2021-22.

It is in this context that the College will progress a series of measures that aims to restore the level of engagement, including that across outreach centres, to pre-pandemic levels. This development plan is predicated on a return to face to face delivery in full for the 2022-23 academic year.

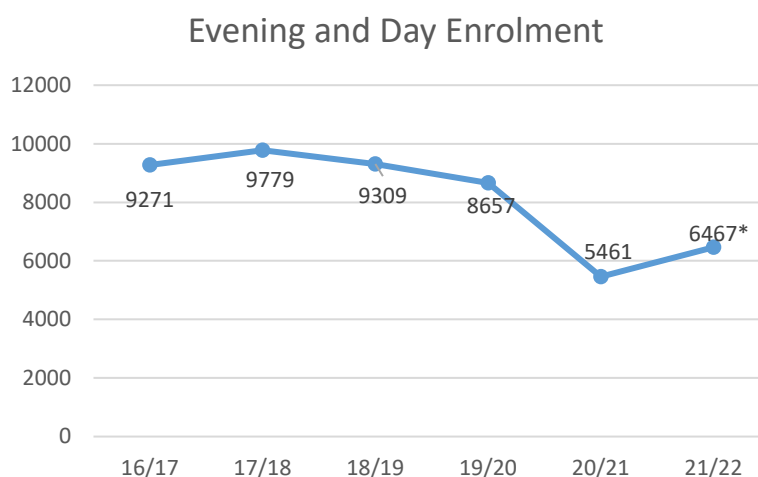


Figure 2

The College successfully adjusted to the challenges of the Covid-19 pandemic during this period including shifting to new delivery models, centre and teacher assessed grading and enhanced support for learners.

However, the downward trend in both full time further and higher education enrolments remains a significant concern (Figures 3 and 4). While enrolments have dropped in recent years the curriculum offer by campus has largely remained unchanged. The enrolment decline has resulted in smaller class sizes. The College recognises that this position is not sustainable and continuing financial pressures will require some difficult decisions in the near future potentially leading to a reduced regional curriculum offer for both full time further and higher education.

The drop in enrolment in full time higher education courses can be partly attributed to fewer further education Level 3 students progressing internally, competition with universities and an increasing demand for higher level apprenticeships at Level 4/5. The College will continue to promote the benefits of full time further education options including the Advanced Technical

Awards. However, the outworking of the 14-19 Framework is key to addressing the continuing decline in full time further education numbers and the College will play its part in supporting any agreed actions emanating from this area of work.

The issue of declining full time further and higher education enrolment is not unique to the Southern Regional College and whilst recognising that the number of school leavers at 16 years of age has dropped, the extent of the decline is attributed to the outworking of education policy across NI and in particular the growth in 6th form provision and a funding model that has incentivised schools to retain learners leading to increased levels of duplication of provision between both schools and colleges.

The implementation of the joint DE and DfE 14-19 Framework on ‘Developing a More Strategic Approach to 14-19 Education and Training’ must be progressed as a matter of urgency if we are to deliver an education system that provides value for money and addresses the shortage of vocational skills at mid-tier levels. The Colleges are committed to progressing any actions that may emerge from the 14-19 Framework to ensure that the needs of all young people are met.

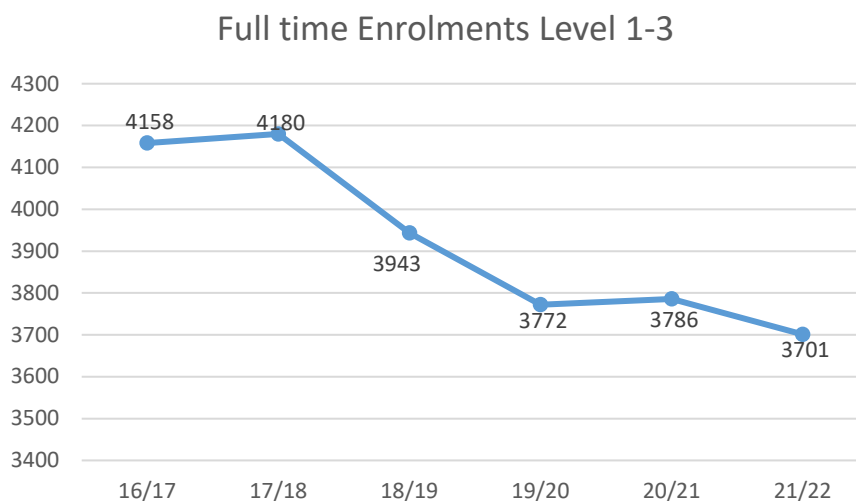


Figure 3

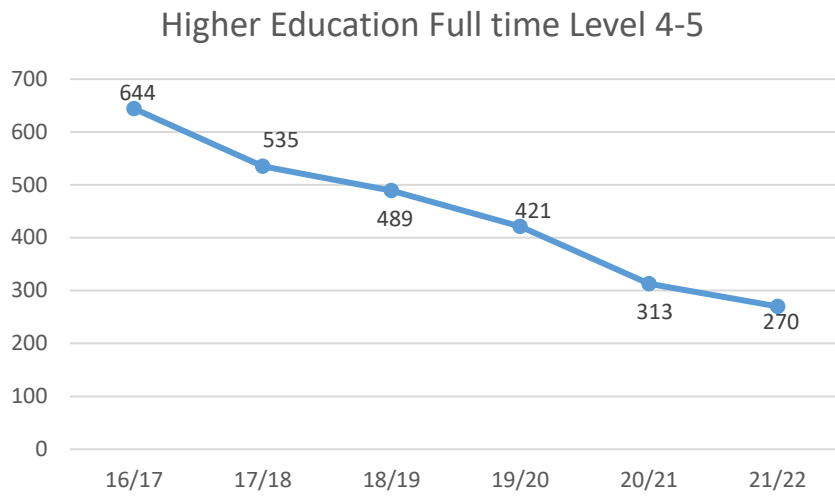


Figure 4

Planned Activities 2022-23

The future demand for skills remains a key priority for the College with all future developments and support interventions targeted at addressing the supply gap in the mid-tier skills (Levels 3, 4 and 5). The College's curriculum plan for 2022-23 reflects our response to addressing supply gaps at Level 3 and above across the region.

The following sections provides a summary of the key areas of activity planned in 2022-23. Further detail on actions and targets is provided in the accompanying Action Plan.

Developing a New Vocational Education and Training System

The College is committed to working with the Department for the Economy and the other regional Colleges to introduce a new Vocational Education and Training system (VET), Figure 5, that includes the well-established apprenticeship pathway and a non-employed pathway based on the new Traineeships and Advanced Technical Awards. The development of this non-employed pathway is central to the strategic positioning of Further Education Colleges in the wider NI educational ecosystem.

The development of the Traineeship as the main full time offer at Level 2 for young people combined with the evolution of the Advanced Technical Awards at Level 3 offer learners quality vocational programmes based on the needs of industry. This includes both knowledge and skills development, embedding of softer or transversal skills and a mandatory period of work-based learning. These awards are based on a new pedagogy delivered through Project Based Learning.

The establishment of this new non-employed pathway aims to:

- Provide a quality training programme valued by industry;
- Simplify the vocational offer;
- Rationalise the use of vocational qualifications used across Colleges;
- Allow seamless transition to and from corresponding apprenticeships;
- Differentiate the vocational offer from that offered by schools.

The College's curriculum portfolio covers a wide number of vocational areas offering progression pathways from entry level through to level 5 and above, Figure 5. We recognise that the vocational or professional and technical qualifications landscape is both complex and often confusing. Over the next three years we commit to a programme of collaborative work with other colleges that will further expand the development of Traineeships and Advanced Technical Awards. These developments will be progressed through the sector curriculum HUBs with endorsement from industry through the Sectoral Partnerships.

The evolving VET system through apprenticeships and the non-employed vocational pathway will increase the opportunity for transferability and progression for the learner by providing flexible sideways movement as well as longitudinal progression for learners to higher level study or sustained employment.

The qualifications reform programme and the out-workings of the traineeship and apprenticeship strategies will take time to generate a wider understanding and acceptance of this simplified vocational system of learning in Northern Ireland.

Progression Pathways

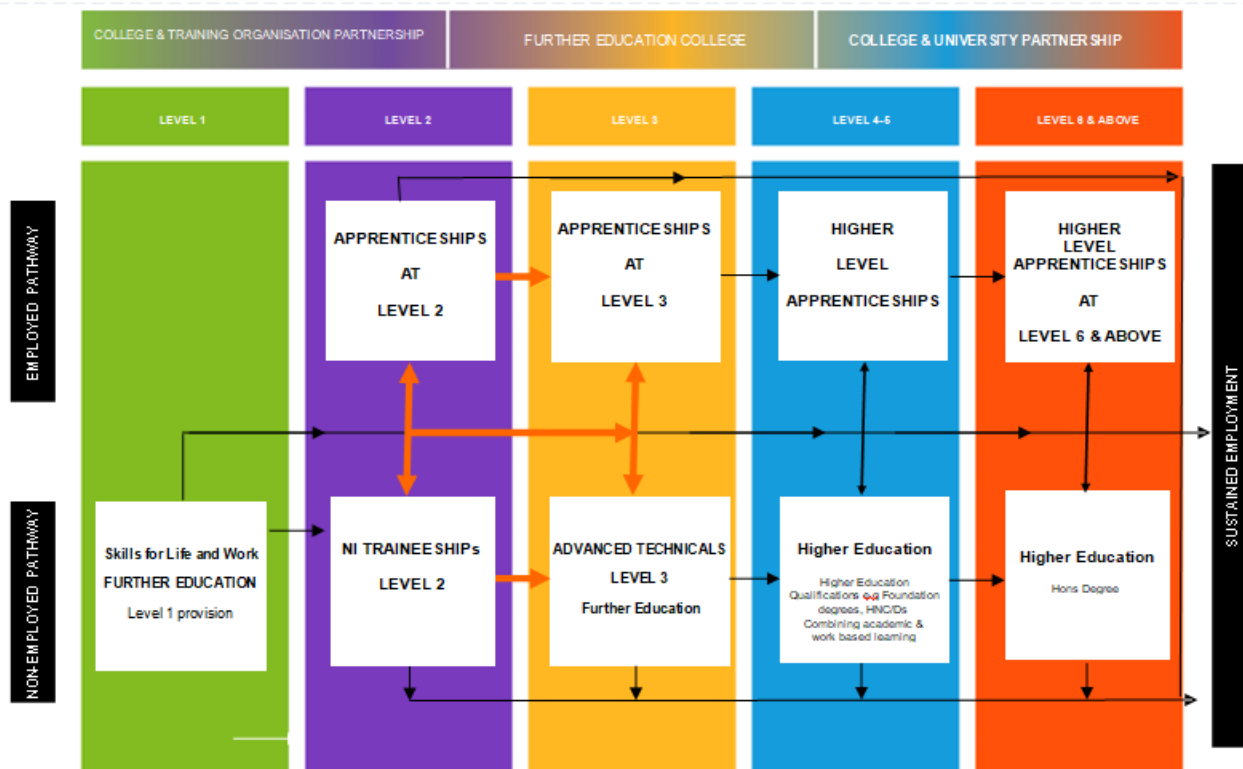



Figure 5 Curriculum Progression Pathways

Traineeships

The College’s portfolio of professional and technical courses at level 2 will be altered in line with the introduction of the new Traineeship awards. The Traineeship will become, over time, the primary full time non-employed programme of offer across all six regional Colleges. The College is also committed to working with the other regional Colleges to develop new traineeship qualifications that reflect the unique pedagogy and ethos of Traineeships including the introduction of one year Traineeships from 2023.

The College plans to introduced new Traineeships in the following areas:

- Hospitality and Tourism Team Member
- Professional Chef

 *The College aims to enrol over 400 Trainees across 16 vocational areas for 2022-23*

Sectoral Partnerships

The College will continue to provide the secretariat function for Sectoral Partnerships in:

- Accountancy
- Life and Industrial Science
- Childcare.

The College will continue to support the industry led Sectoral Partnerships in ensuring that apprenticeship frameworks remain fit for purpose and address future industry needs.

Advanced Technical Awards

In line with the introduction of Traineeships NI, the **Advanced** Techs provide a non-employed progression route for learners and other school leavers on completion of key stage 4 education. The **Advanced** Tech will become the de facto primary full time product offered by Colleges at Level 3.

During 2022-23 the College intends to offer the Advanced Tech Award in six areas as listed

- Applied science
- Engineering
- Information Technology
- Health and Social Care
- Business and Finance
- Construction and Built Environment



The College will expand its Advanced Technical offering.

The College aims to enrol over 650 students on Advanced Technical awards across 6 priority vocational areas

Higher Education (including higher level apprenticeships)

Our current and future higher education curriculum has been informed by a number of external influencers including local council employability and economic development plans and priority higher level skills identified through the skills barometer. The development of new higher education courses both mainstream and degree-based apprenticeships is aligned to the sub-regional needs set out through the Skills Barometer. The College will continue to strengthen its partnerships with higher education providers including the Open University and Dundalk Institute of Technology to increase flexibility and widen our offering to meet local and regional needs both now and in the future.

Over the last 5 years the College has introduced a number of new higher level apprenticeships at Level 5 in:

- Accountancy

- Digital Marketing, Advertising and Communication
- Technical Design and Manufacturing (Mechatronics)
- Chemical and Industrial Life Sciences
- Hospitality and Tourism with specialism
- Cloud Computing, Analytics and Security for Industry
- Sports and Exercise

The College continues to work through the relevant sectoral partnerships and curriculum HUBs in the planning and development of new higher level apprenticeships.. For example, SRC collaborated with North West Regional College in the development of the Fintech programme with Ulster University.

The College is committed to continuing to partner with other regional colleges through in the joint development of new provision and consortia validation proposals with local universities. The College is currently leading such engagement in the development of a new Level 6 Accounting Technologist programme in conjunction with BMC, The Open University and Technological University Shannon. This development will offer progression pathway for students completing the Level 5 ATI diploma and higher level apprenticeship in accounting and will potentially create the first all island apprenticeship recognised in both jurisdictions.

The College will seek DfE approval to offer the following new Level 6 Higher Level Apprenticeships (HLAs) in 2022:

- BEng Hons Engineering Top-up
- BSc Computing for Industry top -up
- BSc Sport and Exercise Top-up

The College will progress its plans to further develop new HLAs in:

- Construction (with Pathways)
- Accounting Technologist
- Fintech
- Media with pathways

The College has developed a 3 year plan to enhance the range of part time honours degree courses and higher level apprenticeships. The College aims to establish two higher education centres as part of the wider estates plans in Craigavon and Newry. Central to the delivery of this plan is the development of effective partnerships with Open University and other HE partners aimed at providing progression pathways from Foundation Degree courses through to top up to level 6 (Degree).



The College aims to enrol over 322 full time higher education students and further 320 Higher Level Apprenticeships with local companies

Inclusive Curriculum - Improving Social Cohesion

The College remains committed to widening participation of those who face significant barriers to education and training including those economically inactive, those with learning difficulties and disabilities, those from under-represented groups in society and those not in employment, education or training (NEETs). The College's Curriculum Strategy aims to provide a relevant and fit for purpose curriculum offer to meet the needs of these learners.

We remain committed to delivering tailored programmes for young people with social and behavioural problems who have had a poor educational experience to date and for whom progression to full time education and training is not yet appropriate. The CONNECT programme introduced in September 2018 in Portadown and Newry will continue to be offered for the year ahead. This European Social Fund (ESF) Level 1 programme is targeted at those young people not in education, training or employment and a replacement programme will be needed as ESF funding ceases during the year ahead.

The College will continue to partner with other agencies including Clanrye Training Services to support a coherent regional offer at entry and Level 1 thus maximising the use of public resources.

The College will continue to earmark Additional Support Funding (ASF) to support students with learning difficulties and disabilities. The College will make every effort to ensure that the needs of every student are met thus enabling them to fully participate in their chosen course.



The College commits to providing appropriate learning support to students with identified learning needs or disability.

Community Engagement

The College's Community Engagement Strategy aims to provide 'second chance' opportunities to those who might not otherwise participate in education and training or who are trapped in the spiral of economic inactivity and social exclusion. The strategy is based on three main themes:

- **First Steps:** provision offered in the community that aims to encourage continued participation and progression to programmes of study offered through the College's main campuses.
- **Community Development:** specific provision and programmes that supports community development.

- **Economic inclusion:** this area of work aims to bring about social change by addressing economic inactivity. Programmes are linked closely to job creation and moving individual from a culture of benefit dependency to sustained employment.

Over recent years the extent of community outreach has been significantly impacted by the Covid-19 pandemic. In the year ahead the College aims to restore its outreach provision in conjunction with its community partners. The College's Community Engagement Strategy places an increased focus on areas of deprivation and social disadvantage, in particular, the five Neighbourhood Renewal Areas within the southern region. The College remains committed to bringing education and training into the community through a diverse portfolio of courses from entry level to level 2.

The College continues to be a leading player in the delivery of the regional neighbourhood renewal strategy and has been instrumental in the development of targeted projects to tackle the perennial challenges of lack of participation and achievement in education and employment of those living within the five neighbourhood renewal areas in Armagh, Brownlow, Lurgan, Newry and Portadown. The College will continue to work with NRP Boards and other stakeholders to secure funding to support a range of innovative projects aimed at those individuals who are economically inactive and most marginalised.




The College aims to enrol 1,300+ learners as part of its community outreach plan

Essential Skills and English for Speakers of Other Languages (ESOL)

Literacy and numeracy deficits among the adult population across the Southern Region remain a significant barrier for many seeking to enter the labour market as well as those who are in employment. Typically 40% of young people who join the College as full-time learners do not hold a Level 2 qualification in literacy and/or numeracy (GCSE Maths or English) and ICT, while 20% of the adult population continue to exhibit low levels of literacy and numeracy skills. The College is committed to addressing these fundamental skills deficits as an integral part of our mission to promote employability and enterprise, and to contribute to economic development through skills training. ICT ES provision has been reduced and will continue to be replaced with more relevant digital skills options such as Next Gen Coders and other ECDL programmes. The College is committed to the ongoing sector review of Essential Skills and will align its provision to all recommendations emanating from that review. The Essential Skills (ES) blended Pilot Model for Literacy and Numeracy devised by the college and cascaded to the sector has now moved from pilot to fully operationally mode for a range of full time and part time programmes.

The College will commit appropriate resources to ESOL provision to reflect the current demand for ESOL in the college catchment areas (taking into consideration increased numbers of asylum seekers, refugees, Ukrainians, and other migrants to Northern Ireland). The College is proactively engaged with the Ukrainian Support Centres to offer advice and support on ESOL and other provision

 *The College will provide opportunities for all full time learners to gain literacy and numeracy qualifications alongside their main programme of learning*

 *The College aims to enrol over 2,500 learners on Essential Skills programmes*

 *The College will allocate ESOL resources to support asylum seekers, refugees, Ukrainians, and other migrants living within the southern region*

School Engagement

Despite the absence of a 14-19 strategy, the College will continue to support local schools in meeting their Entitlement Framework policy commitments and in particular providing all young people with access to a broad and balanced curriculum at KS4 and post 16 including access to vocational qualifications. The College's Schools' Partnership Strategy is designed to place the College at the heart of 14-19 educational provision within the southern region.

The regional Colleges have provided significant input into the Transition of Young People into Careers (14-19) project and remain committed to supporting the implementation of the recently approved 14-19 Framework and action plan. In addition, the Colleges have had significant engagement with the Independent Review of Education panel during which a number of significant concerns were set out including providing young people with access to vocational pathway information and advice, the levels of duplication of provision and the failure to move away from the current 'purchaser-provider' model.

Despite these issues the College remains committed to progressing a more effective 14-19 education provision for all young people and should the Framework and Action Plan be approved by new Education and Economy Ministers; the Colleges will commit to a programme of work to progress key actions in the year ahead.

In addition, the College is progressing a pilot programme with the aim to addressing the lack of young people at key Stage 4 who are undertaking software development or coding. This initiative aligns to the recent 10 X Skills strategy and the findings of the NI Digital Network. The College plans to offer the GCSE in Digital Technology (software strand) to schools across all area-learning communities next year with further plans to support schools in the delivery of software development programme at Level 3. This pilot initiative may inform a wider introduction of the curriculum with other regional Colleges through the IT Curriculum Hub. While this initiative will take a number of years to embed across the region it is hoped that this will be broadened out to other colleges in the future leading to increased numbers of young people progressing to higher level courses in computer science and software development..

 *The College will provide vocational education and training opportunities for over 1,000 young people across the four Area Learning Communities*

 *The College will offer the Digital Technology GCSE (software coding) to schools across the areas learning communities.*

Continuous Professional Development

Our staff are key to driving the College forward and are instrumental in providing a first-class system for all learners. It is through their dedication and service that our students continue to thrive and achieve. This is no more evident than through our success in skills competitions on a regional, national and world stage. The College remains committed to supporting staff involved in skills competitions at national, regional and global level.

Our drive is for continuous improvement in all that we do and our ambition to make a positive economic and social impact on our communities remains as strong as ever despite the fiscal challenges that lie ahead. Subject to availability of resources we aim to invest in upskilling our own lecturing teams to ensure that we are best placed to respond to changing curriculum and skills needs. Priority will also be given to upskilling lecturing staff in order to respond to the challenges of embedding new skills and technology and ensuring that our curriculum remains relevant, particularly at Level 3 and above. This strategy will also be deployed in areas where the college continues to find difficulty in employing full-time lecturers. PBL and digital capability support for staff are also viewed as key drivers in changing curriculum delivery.

The College, together with the other regional Colleges, participated in the WorldSkills UK Centre of Excellence initiative during 2021-22 academic year. The programme aims to raise standards in delivery across Colleges by using training techniques and best practice from WorldSkills coaches and other nations across the globe. During the new academic year, the six Colleges via the Curriculum HUBs will cascade learning to lecturing staff.

The Employee Development plan for the 2022-23 academic has been shared with the College Staffing Committee and typically covers six main areas of development:- 1. General (all staff), 2. Pedagogy, 3. Support staff, 4. Management & Leadership, 5. Health & Safety and 6. Health & Wellbeing.



The College will deliver its annual employee development plan including:

- Supporting up to 50% of Lecturing staff to complete the JISC Digital discovery tool
- All lecturing staff to have completed the transversal skills development plan
- Support the delivery of introductory Adverse Childhood Experience training to over 100 lecturing and support staff
- Support 10 staff in completing Level 5 Leadership and Management training
- 100% of permanent staff completing the agreed online mandatory training programme
- Support a minimum of 12 lecturers annually in the WSUK Centre of Excellence initiative
- Support all newly appointed lecturers in the completion of the Postgraduate certificate in Further Education

Investors in People

The College is committed to continuing its journey with the Investors in People framework. The College were successful recredited with the Silver Status accreditation during the 2021-22 academic year. The College will use the results of the review as a strategic continuous improvement tool over the next three years to make further improvements in organisational development activities such as communication, leadership, reward and recognition and performance management.

Estates Plans

The College embarked on an estates strategy in 2009 that aimed to ensure that the learning environment for all students was appropriate and fit for purpose. A key priority set out in the Estates Strategy was to deliver new campus buildings in Armagh, Banbridge and Craigavon, simultaneously consolidating and modernising existing provision whilst disposing of assets deemed surplus to requirements. The College, supported by the Department for the Economy (DfE), successfully opened two new campus buildings in Armagh and Banbridge in September 2020.

The College obtained planning permission for its new campus in Craigavon in 2019 and aims progress the appointment of a contractor during the new year. This decision is dependent on the outcome of an appeal against ABC Council's decision to grant the College planning permission for the new campus. This flagship project is scheduled for completion in 2026, subject to the necessary approvals.

The College also aims to progress the redevelopment of campuses in Newry City. The acquisition of the vacated council sports centre provides the opportunity to progress the development of a new Higher Education and Innovation Centre beside the existing East Campus building in Newry. The College has appointed a design team and aims to progress the design of the new build over the course of the year ahead.



The College aims to begin construction of the Craigavon Campus

The College aims to secure planning approval for the new Newry Higher Education and Innovation Centre

Sustainable Practice

The United Nations has set a number of Sustainable Development Goals (SDGs) which recognise that ending poverty and other societal barriers go hand in hand with other strategies that improve health and education, reduce inequality and support economic growth while tackling climate change and protecting our environment.

The Sustainable Development Goal (SDG) accord is the international university and college sector's collective response to the SDGs. As an education and training organisation, we recognise our responsibility in promoting sustainable practice. The College is at the early stages

of developing its Sustainability Strategy and aims to progress this during the new academic year. The strategy will set out our commitment to the SDGs together with an annual action plan across three themes:

- Development of a sustainable workforce
- Curriculum development
- Resource used to fulfil business operations – including buildings, heating, lighting, water, waste and transport.



We will adapt a whole college approach to sustainability through which we will evidence our actions against these goals.



The College will develop a Sustainability Strategy setting out our commitment to the United Nations Sustainable Development Goals.

The College aims to sign up to the Sustainable Development Goals Accord following completion of an initial baseline exercise

Provision of Flexible Business Solutions

Over recent years the College's Business Support and Innovation (BSI) Unit has increased the range of support services to businesses beyond the delivery of courses and training programmes. The College's Business Engagement Strategy encompasses a variety of activities to include Innovation, technology, and knowledge transfer services in tandem with the traditional skills development and training portfolio on offer.

The BSI Unit will continue to use a range of earmarked funding initiatives including the Skill Up, DfE InnovateUs and Skills Focus programmes, Knowledge Transfer Partnerships, FUSION, Invest NI Innovation Vouchers and ConnectED.

The BSI Unit is committed to building on these established business support activities through the implementation of a new Commercialisation Strategy. This innovative approach will focus on aligning capacity and capabilities and securing new funds to support SMEs as well as a more concentrated effort to support large employers through bespoke training programmes. The BSI Unit will continue to work closely with Invest NI to identify and support companies in the region with workforce expansion plans. The BSI team is committed to partnership working with key stakeholders, particularly local councils, chambers of commerce, enterprise agencies and many other business networks to support local economic growth.

The BSI Unit provides direct support to companies of all sizes thus helping them to innovate, compete and grow through the provision of a unique mix of technical and business know-how, skills development and research and development services. These aims are summarised as follows:

- To help companies innovate, compete and grow through the provision of a unique mix of technical and business know-how, research and development services
- To support industry-focused curriculum enhancement and innovation in key vocational areas
- To increase employer-college engagement to underpin, develop and strengthen innovative and flexible approaches to meeting current and future skills needs
- To enhance the skills and job prospects of students through a range of company to college initiatives
- To secure employer commitment to the delivery and further development of HLAs; and
- To build a reputation for excellence in vocational and technical learning, knowledge & technology transfer, innovation and enterprise.

The roll out of the new Flexible Skills programme as part of the economic recovery plan will be a primary area of focus in the year ahead. The College, working in partnership with other stakeholders, will develop a range of flexible blended programmes aimed supporting local business and the needs of individuals impacted as a result of the pandemic. These developments will be supported through the creation of a 'virtual college campus' and the appointment of specialist lecturers in key priority areas.

The College will progress discussions with other regional colleges on how we can collectively progress the further development of on line solutions.

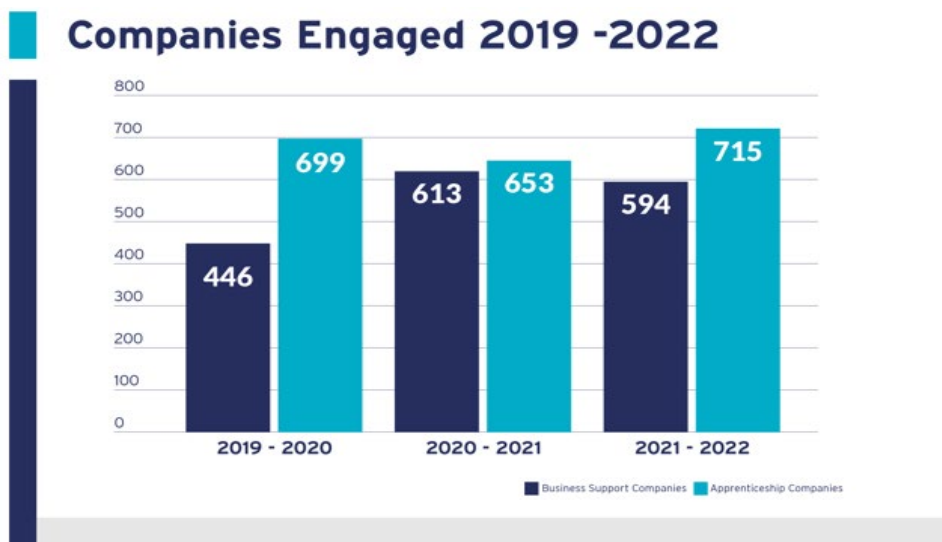


Figure 6



The College aims to support a minimum of 475 businesses through direct interventions.

The College aims to provide up-skilling opportunities to over 1,200 employees of local businesses.

Curriculum HUB

The Department for the Economy (DfE) in conjunction with the further education sector has introduced several college-based HUBs that will act as central leads across priority occupational areas. HUBs will be recognised for their leading work with business and industry and for their capacity to provide expert assistance to support client companies in specific industry sectors/areas of specialism.

The College leads the Life and Health Sciences Curriculum Hub and is committed to working with the other regional colleges in the development and implementation of an agreed work plan to further develop science-based curriculum including new traineeships and apprenticeships.

The College is also an active participant in the other six Curriculum HUBs including;

- Information Technology
- Engineering
- Construction

- Health and Social Care
- Hospitality and Tourism
- Enterprise and entrepreneurship.

The collaborative work across all six Hubs will continue to inform and influence curriculum developments within the college.

Quality Management Systems

At the heart of our core values is the pursuit of excellence in all aspects of college operations. The College's Quality and Pedagogy Unit (QIU) exists to further improve teaching and learning and to drive improvements in every aspect of college work. The key areas of responsibilities of the unit are to:

- Develop and support an effective system of course management
- Provide pedagogic support and innovation aimed at improving teaching and learning
- Embed an effective system of self-evaluation and quality improvement planning including the new ETI Inspection and Self-Evaluation framework (ISEF)
- Support all external inspections and review processes conducted by DfE, ETI and QAA
- Monitor and evaluate college performance continually and systematically in order to improve the quality of our provision and the levels of achievement across all courses.

Self-evaluation and continuous improvement are well embedded across all curricular and functional areas and is key to the development planning process. The College has reviewed its quality improvement planning processes in line with the ETI Inspection and Self Evaluation Framework (IS:EF). This process informed the structure of the Whole College Quality Improvement Plan and assurance statement for the College's Further Education and Work Based Learning curriculum.

The College's Governing Body play a key strategic role in the governance and management of the organisation and provide a challenge function to ensure change management strategies including curriculum leadership and planning are implemented to meet the needs of students, staff and a range of external stakeholders. They review key performance indicators relating to enrolment, achievement, retention, and progression to ensure continuous improvement of the FE/WBL curriculum offer.

The College has a systematic and well embedded curriculum planning process in place, with associated milestones and timelines to enable effective resourcing, staffing and marketing to deliver a broad, balanced curriculum that promotes economic development and social inclusion. Curriculum planning is robustly reviewed and challenged by the Senior Management Team (SMT), taking account of key stakeholders such as employers and the wider community. This review process contributes to planning for new curriculum.

The QIU has a lead role in the development and continued embedding of ILT and PBL across all areas of college provision.

The College plans to progress a programme of work across all Faculties in the year ahead and will focus on improvements in:

- Course management
- Teaching and Learning
- Industrial links
- Pastoral care and support to learners

- Review of programme content to ensure it remains relevant to the needs of learners for employment and progression.

Performance Measures and Outcomes

The College will set out its targets in an Educational Report Card (ERC) issued by DfE. The ERC sets out what we plan to do over the next year in support of our dual mandate.

The ERC together with the accompanying CDP action plan will be used in year to monitor and report against our stated targets and outcomes.

5. PLANNED ACTIVITY

The tables below set out the College's planned activity for the 2022/23 (in-light of a DfE budget allocation of £34.3m) year in support of the draft PfG Outcomes.

Residual Qualifications		
Area of Planned Activity (Data source: CDR)	Residual Activity	
	2020/21	2021/22
FE Activity: <ul style="list-style-type: none"> L0-3 FT & PT Excluding Essential Skills 	0 enrolments impacted by COVID-9 will be progressed through to completion within the 2022/23 academic year.	
HE in FE – Full time L4-6		
HE in FE:- Part Time <ul style="list-style-type: none"> L4-6 		
Tfs: <ul style="list-style-type: none"> L0-3 		
Skills for Life and Work <ul style="list-style-type: none"> L0-2 		
Traineeships: <ul style="list-style-type: none"> L2 		
AppsNI: <ul style="list-style-type: none"> L2 - 3 		
HLAs <ul style="list-style-type: none"> L4-5 		
Essential Skills		

2022/23 Qualifications		
Area of Planned Activity (Data source: CDR)	Planned Activity For 2022/23	2021/22 In-Year Activity
FE Activity: <ul style="list-style-type: none"> L0-3 FT & PT Excluding Essential Skills 	2355 No. of FT enrolments equating to 2355 No. of Individuals 12587 PT equating to 6236 No of individuals	2335 No. of FT enrolments equating to 2333 No. of Individuals 12385 PT equating to 5341 No of individuals
HE in FE – Full time: <ul style="list-style-type: none"> L4-6 	322 No. of enrolments equating to 322 No. of Individuals	257 No. of enrolments equating to 257 No. of Individuals
HE in FE – Part time: <ul style="list-style-type: none"> L4-6 	1169 No. of enrolments equating to 873 No. of Individuals	1156 No. of enrolments equating to 868 No. of Individuals
Tfs: <ul style="list-style-type: none"> L0-3 	3 No. of enrolments equating to 3 No. of Individuals (16 PT enrolments)	91 FT enrolments equating to 88 no of individuals (76 PT enrolments)
Skills for Life and Work <ul style="list-style-type: none"> L0-2 	0 No. of enrolments equating to 0 No. of Individuals	N/A
Traineeships: <ul style="list-style-type: none"> L2 	265 No. of enrolments equating 265 No. of Individuals (210 PT enrolments)	144 FT enrolments equating to 127 No. of Individuals (102 PT enrolments)
AppsNI: <ul style="list-style-type: none"> L2-3 	987 No. of enrolments equating to 987 No. of apprentices registered for training (812 PT enrolments) 95% of AppsNI apprentices who remain on the programme for at least 4 weeks after initial registration and go on to remain on the programme for more than 52 weeks.	962 No. of enrolments equating to 834 No. of apprentices registered for training (785 PT enrolments) 95 % of AppsNI apprentices who remain on the programme for at least 4 weeks after initial registration and go on to remain on the programme for more than 52 weeks.
HLAs <ul style="list-style-type: none"> L4-5 	315 No. of enrolments equating to 315 No. of HLA	246 No. of enrolments equating to 238 No. of HLA (6 students enrolled on sem 1 and sem 2)
Essential Skills	2650 No. of enrolments equating to 1500 No. of Individuals.	2065 No. of enrolments equating to 1475 No. of Individuals.

2022/23 Qualifications		
Area of Planned Activity (Data source: CDR)	Planned Activity For 2022/23	2021/22 In-Year Activity
Priority Sector Areas and / or STEM (PSSA)¹:	8475 No. of PSSA enrolments equating to 5110 No. of individuals enrolled in one or more PSSA subjects 4300 No. of final year students enrolled in one or more PSSA subjects	8080 No. of PSSA enrolments equating to 4743 No. of individuals enrolled in in one or more PSSA subjects 4148 No. of final year students enrolled in one or more PSSA subjects

¹ The Priority Sector Area and / or STEM performance measure incorporates not only the Priority Sector Areas as previously measured, but also STEM subjects

Employers		
Area of Planned Activity	Planned Activity for 2022/23	2021/22 Activity
InnovateUs <ul style="list-style-type: none"> 1st April 2022 – 31st March 2023 	80 No. of projects delivered through the InnovateUs programme £450 of projects completed (budget spend)	89 No. of projects delivered through the InnovateUs programme £450 of projects completed (budget spend)
Skills Focus <ul style="list-style-type: none"> L2+ 1st April 2022 – 31st March 2023 	400 No. of enrolments undertaking a Level 2 (and above) qualification through the Skills Focus Programme £400k of projects completed (budget spend)	565 No. of enrolments undertaking a Level 2 (and above) qualification through the Skills Focus Programme £548k of projects completed (budget spend)
Assured Skills: <ul style="list-style-type: none"> L0-8 1st April 2022 – 31st March 2023 	To deliver 1 No. of Assured Skills Academies	4 No. of Assured Skills Academies delivered
Other Programmes		
Innovation Boost	To engage with 20 businesses in the delivery of Innovation Boost/KTP projects	27 businesses engaged
Innovation Voucher Scheme	To engage with 20 businesses in the delivery of Innovation Vouchers	19 businesses engaged
FCR Bespoke and Scheduled Training	To engage with 40 businesses in the delivery of other accredited and bespoke training	39 businesses engaged
Themed workshops /webinars	To engage with 150 businesses in the delivery of topical workshops/webinars	159 businesses engaged
Local Council Programmes	To engage with at least 10 businesses and generate 30 enrolments for a local upskilling programme	N/A

Skill Up - Flexible Skills Fund	<p>To deliver 1 x L3 Women's Returners programme and engage with 10 businesses for placements.</p> <p>Deliver a range of short courses to individuals across a range of priority economic areas to engage individuals in learning and improve the skills profile of the local workforce, generating 700 enrolments.</p> <p>Develop new OCN units in Engineering, Construction, Life and Health Science, Health & Social Care and Digital Skills</p> <p>LoO - £610k</p>	<p>2 x Women Returners programmes</p> <p>1 x Data Analytics Graduate programme</p> <p>Short courses delivered across key priority areas, mainly at L3-L5.</p> <p>Enrolments – 783</p> <p>LoO - £543k</p>
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Social Inclusion		
Area of Planned Activity (Data source: CDR)	Planned Activity for 2022/23	2021/22 In-Year Activity
Enrolments within Quintile 1 and 2	11,500	10344
Enrolments declaring a disability / long term health problem	2,000	2868
Enrolments on Entry Level and Level 1 Programmes (including Essential Skills)	4,500	5576
Enrolments on Targeted Programmes e.g. College Connect, Prince's Trust	45	30
Enrolments on ESOL Programmes	500	416
Overall number of individuals supported by above measures	8,458	8,655

Overall College Performance		
Performance Indicator	Planned Performance Rate for 2022/23	2020/21 Performance Rate
<p>Retention Rate: The proportion of the number of enrolments who complete their final year of study to the number of final year enrolments.</p>	90%+	93.8%
<p>Achievement Rate: The percentage of the number of enrolments who completed their final year of study and achieve their qualifications to the number of enrolments who completed their final year of study.</p>	88%+	86.5%
<p>Success Rate: The proportion of the number of enrolments who complete their final year of study and achieve their qualification to the number of final year enrolments.</p>	82%	81.2%