

HERTFORD REGIONAL COLLEGE

STRATEGIC PLAN

2019 TO 2022



hrc

HERTFORD
REGIONAL
COLLEGE

BACKGROUND AND CONTEXT



Hertford Regional College (HRC) is a medium-sized, general further education college with two campuses located in Broxbourne and Ware. HRC provides a wide range of post-16 professional and technical education and training, including study programmes for 16- to 19-year-old learners, adult education programmes, apprenticeships, provision for learners with high needs, higher education and commercial programmes. The large majority of HRC's learners are recruited from Broxbourne, East Herts, North London and West Essex.

The College owns a profitable subsidiary company, **CK Assessment and Training Ltd**, which provides study programmes and apprenticeships in plumbing as well as professional gas training courses. It is also the majority shareholder in a three party consortium, HERTVEC, delivering vocational education and training in Saudi Arabia since 2014. The College has established the Herts Resourcing Group (HRG) to respond to specific labour market resourcing needs.

The College benefits from having a range of key partners in the private and public sectors, examples being **McMullen and Sons Ltd**, **Tottenham Hotspur FC**, the **Borough of Broxbourne** and **East Herts District Council**.

The College has invested heavily in its estate since the early 2000's resulting in some of the finest facilities in the FE sector. Financial performance has improved with the College Group recording a surplus in 2016/17 and 2017/18 and remaining very healthy in terms of cash in the bank.

The quality of provision has also improved with the most recent inspection in March 2018 seeing Ofsted awarding judgements of "Good" for Leadership & Management, Adult Provision, Apprenticeships and Learners with High Needs. The academic year 2017/18 saw a significant improvement in learner outcomes. There was a 10% improvement for learners aged 16 to 18 on study programmes and a 9% increase for all learners, all ages on both study programmes and Adult Education. This overall position places HRC as the joint top performing college in Hertfordshire in terms of the published National Achievement Rate data for 2017/18. HRC also outperformed the two nearest neighbouring colleges in West Essex.

HRC's Higher Education participation continues to grow and the College attained Teaching Excellence and Student Outcomes Framework (TEF) Silver status in 2017. The College continues to address the needs of its local employer community mainly through the apprenticeship offer. Whilst this offer traditionally serves the local SME market in the main, there is now a growing and increasingly significant number of larger levy employers engaging with HRC from across the sub region. Commercial provision is responding to community interests, particularly at the Ware Campus.

International project work continues to be self-sustaining and the College is highly regarded by the British Council and has been formally acknowledged for its contribution to the Enterprise and Entrepreneurship agenda. HRC currently manage a multinational Erasmus + project and has pro-actively engaged in International Skills Partnership activity which has resulted in a greater reach in respect of internal staff.

Over the period of this plan and beyond, there will continue to be a need for high quality, destination focussed vocational, technical and professional education and training in all the communities that HRC serves. This plan builds on the scaling work undertaken between 2016 and 2019 to position HRC for a sustainable and exciting future.



"The College has invested heavily in its estate since the early 2000's..."



MISSION STATEMENT



Achieving sustainable economic and social impact through high quality responsive education and training, we are:

- ✈ Partnered by employers;
- ✈ Defined by our communities;
- ✈ Enriched by our staff;
- ✈ Inspired by individual success.

BEHAVIOURS AND VALUES



Developed by staff collectively:

Trust - We gain the trust and confidence of our colleagues and customers.

1. We do what we say we will do, on time and to the standards required.
2. We provide honest feedback to learners, managers, colleagues and other customers about achievements and improvements needed
3. We ensure our communications are clear, professional and relevant to the recipient.
4. We adhere to policies and procedures.
5. We ask for help when need, feel empowered to admit mistakes and we put things right.

Enterprise - We are enterprising in the way we think commercially and respond to our customers.

1. We respond to customers in a timely manner with solutions, using their feedback to bring about improvements.
2. We contribute unique selling points to market our products and services.
3. We seek out opportunities, suggest new ideas and use external resources to enhance learning opportunities.
4. We adapt to employer requests and develop community links, contributing to the creation of employability opportunities for our learners.
5. We contribute to the development of new curriculum ideas for greater diversity of offering.

Ambition - We are ambitious, setting realistic yet challenging goals to bring out the best in ourselves and our learners.

1. We agree performance targets that contribute to team and college goals.
2. We set personal goals and strive to achieve.
3. We stretch and encourage learners and colleagues to achieve their ambitions.
4. We identify opportunities to innovate, work smarter and achieve more.
5. We measure our performance against agreed targets and take action accordingly.

Motivation - We show our motivation by acting with energy, enthusiasm and a personal drive to succeed.

1. We demonstrate positive, passionate, professional behaviour when engaging with others.
2. We show determination in solving problems, resolving queries and seeking innovative solutions.
3. We work together, share resources and encourage others.
4. We celebrate success and recognise achievement at every level.
5. We develop ourselves and others, so that we can be confident in our abilities and maximise opportunities.

Heart - We recognise that learners, customers and colleagues are the heartbeat of our organisation.

1. We demonstrate that learners are our priority and their future success is our focus.
2. We embrace diversity, equality of access and strive to meet individual needs.
3. We are approachable and we consult with others as part of our decision making.
4. We consider the impact of the actions we take on learners, customers, colleagues and the wider community.
5. We use industry expertise and experience to enhance learning.

Respect - We show respect for ourselves and others by valuing diversity, treating others with courtesy and working collaboratively.

1. We are professional, act with integrity in all situations and would feel empowered to challenge others who do not show respect.
2. We communicate in an appropriate and timely manner.
3. We are role models for the BRAVO behaviours.
4. We encourage a diverse range of people to share their views; we listen and take action.
5. We are on time and prepared for classes, meetings and appointments.

Commitment - we are committed to the college and furthering its position within the communities it serves.

1. We invest our time in tasks that bring about success.
2. We work with others to achieve a common goal.
3. We understand and positively promote our services to customers.
4. We demonstrate tenacity and resilience in our job role.
5. We are positive ambassadors for the college and its reputation, even when not at work.

UNDERLYING PRINCIPLES



The following principles will underpin HRC's strategic direction including actions, development, delivery and investment:

1. To provide a destination curriculum, focussed not on the achievement of qualifications as an end in itself but rather where such achievement will take a successful individual.
2. To apply the principles of enterprise and entrepreneurship across our range of products, reflecting the need to create a mindset in our learners that is both solutions focussed and reflective of 21st Century business needs.
3. To remind ourselves of our societal responsibilities, particularly with our younger learners to ensure that when they progress from the College they are equipped with the skills to play an active role in both their local economy and community.
4. To recruit and employ people across the College, irrespective of role, that will make an immediate difference and a positive contribution to the College's vision of excellence.
5. To place the customer's needs first and shape their experience of the College accordingly applying the principle of promising and agreeing what can be delivered and then delivering it, encouraging feedback and ensuring that feedback received, both positive and constructive, is taken on board and acted upon.
6. To ensure that new projects and opportunities are evaluated effectively and that those pursued are in the best interests of the College in the short, medium and long term.
7. To seek out and work with like-minded partners who demonstrate a shared vision and operating ethos and value the "win/win" approach that partnership can bring.
8. To remove over-engineered and ineffective internal systems and processes by honest appraisal and the recommendation of solutions that reduce both cost and end user time.
9. To celebrate excellence and be confident in identifying and publicly recognising it where it exists for the whole of the College community, both staff and learners.
10. To prioritise investment in capital and other projects that support the enhancement of facilities for learners and/or provide commercial opportunities for the College above other considerations.



“To place the customer's needs first and shape their experience....”



STRATEGIC DRIVERS

The following are considered as key strategic drivers over the lifetime of this plan and HRC is committed to responding to these as part of its overall strategy.

1 - Industrial Strategy/T Level Roll Out

Delivery of the government's flagship "T Level" qualifications commences in 2020. HRC welcomes the status and priority being placed on technical and professional education nationally and looks forward to engaging with this when appropriate. Many HRC students are already benefiting from the industry placement model that forms an important part of the T Level offer.

2 - Local Industrial Strategy

HRC has an excellent working relationship with Hertfordshire LEP and benefit from regular meetings at senior level to discuss the efficacy of the curriculum offer to meet the needs of the county. This will only be strengthened further with the implementation of the local industrial strategy.

3 - Local Plans: Broxbourne and East Herts

HRC works closely with the two local authority areas in which its campuses are located. The new local plans will provide further opportunities for the College to shape our curriculum offer to meet local needs.

4 - Devolved Adult Education Budget (AEB): London

HRC looks forward to continuing to be a significant provider of adult education and skills to the population of North and East London. The College will work to deliver the Skills for Londoners Strategy as it emerges and develops during the period of this plan.

5 - Apprenticeship Levy

HRC will look to continue to extend its levy offer whilst sustaining its position locally ensuring that the needs of the local SME apprenticeship market are met. Any changes to the levy regulations that widen market opportunity will be responded to as a priority.

6 - Higher Level Skills

The College is committed to delivering high quality and affordable local HE provision as part of the University of Hertfordshire Consortium and independently. HRC welcomes the status and priority being placed on technical and professional education at Levels 4 and 5 in colleges and the relevant findings of the Augar Review.

7 - Future Opportunities

The College is committed to working with business to maximise the opportunities presented by, for example, the National Retraining Fund and the Digital Entitlement, to upskill the local communities to enable them to access future jobs growth locally.



"HRC has an excellent working relationship with Hertfordshire LEP..."



HRC's overall strategic objectives for the three year period are grouped under the four key themes adopted by the College. The annual objectives form an annex to the plan that will be updated each planning year to ensure that the institutional focus remains relevant and informed by any political and policy change unknown at the outset of this planning period. These annual objectives will be supported by specific family targets in line with individuals' performance reviews and local accountability procedures.

The College's four key themes plus individual associated overarching objectives for the lifespan of this plan are:

Quality	"Moving from compliance to empowerment"
Product	"Preparing the students of today for the roles of tomorrow"
Finance	"Achieving sustainability through investment and profit"
People	"Striving and collaborating to deliver excellence"

Quality - "Moving from compliance to empowerment"

- To achieve an Ofsted rating of "Good" at the College's next inspection with a clear indication that outstanding is achievable.
- To address the recommendations made by Ofsted in the March 2018 inspection report through successful delivery of the College's post inspection action plan.
- To reward excellent performance and delivery consistent with HRC values and behaviours with lighter touch scrutiny to enable focus on developing the whole College vision of excellence.
- To provide all students with authentic, unique, and innovative learning experiences that will foster the development of 21st Century skills.
- To ensure that the quality assurance requirements of the Office for Students are fully met across all Higher Education provision and Teaching Excellence and Student Outcomes Framework (TEF) Silver status is maintained or improved.
- To achieve a college attendance rate of 90%.
- To achieve cross College Matrix accreditation.
- To further improve English/maths outcomes above national rates.
- To perform at a recognised at a minimum of a "good" level in respect of current and future EPA driven apprenticeship KPIs.
- To improve the significance of key value added scores year on year against appropriate external and internally devised measures.



"To provide all students with authentic, unique & innovative training experiences..."



Product - “Preparing the students of today for the roles of tomorrow”

- To deliver and further develop the destination curriculum model, including the associated underpinning ethos and strategy.
- To maximise the use of the study programme framework to ensure work related skills are encouraged, nurtured and developed as part of the model through high quality work experience or industrial placement.
- To support the health and well-being needs of our students, equipping them with resilience and appropriate strategies to ensure they can achieve at the College to progress to their intended destination.
- To ensure that study programmes have relevance and are of high quality, recognised by the LEP, employers and community as to the value they bring in terms of progression to further study, an apprenticeship, HE or employment and to remove provision that no longer meets this criteria.
- To identify gaps in the existing market for 16 to 18 year olds and introduce new provision thus further meeting the needs of the local community.
- To put in place a “shadow” T Level and Foundation Phase strategy to ensure that HRC can implement a timely roll out of this curriculum when required. This may include introducing existing non T Level/Foundation Phase qualifications with similar design and assessment frameworks.
- To further expand HRC delivered apprenticeships, including in partnership, by introducing new standards and/or higher levels of Apprenticeships that meet identified employer needs and maximise levy opportunities.
- To further expand the range of HRC’s higher education programmes to support the development of higher level skills in the communities we serve in Hertfordshire, West Essex and North London.
- To increase local adult delivery by individual curriculum areas with associated income targets through AEB, commercial income or both.
- To increase the number of professional and commercial programmes by utilising more innovative and flexible approaches to delivery.
- To maximise both pro bono and commercial letting opportunities.



“To deliver and further develop the destination curriculum...”



Finance - “Achieving sustainability through investment and profit”

- To deliver the financial objectives outlined in the 3 year financial plan and, in so doing, maintain “ good” or better financial health for the duration of this plan.
- To ensure that the College operates within its bank covenants.
- To progress commercial opportunities, maximising the benefits for the collective or individual parts of the College Group, in line with agreed principles.
- To further develop HRG to the benefit of the College Group.
- To adopt and implement a refreshed business plan and investment strategy for CK Assessment & Training.
- To seek LEP and/or private investment to further develop the estates and resources of the College Group in line with agreed principles.
- To implement a refreshed property strategy, including both asset disposal and partnership activities, in line with agreed principles.
- To maximise project opportunities via European and/or replacement funding and other relevant funding, such as via the British Council, both through partnership/consortia/ joint venture and sole institution bidding.
- To move a prudent and realistic amount of previously subcontracted AEB delivery annually to HRC direct delivery through the duration of the plan.
- To achieve learner number targets generally being mindful of demographics and the expectations and requirements of stakeholders.
- To continue to prioritise and maximise progression opportunities between levels, to apprenticeships and HE subject to these being the most appropriate destination for the learner.
- To streamline financial systems to support the implementation of a fit for purpose business model for the College Group that meets the needs of stakeholders and internal customers.



“To continue to prioritise and maximise progression opportunities...”



People - “Striving and collaborating to deliver excellence”

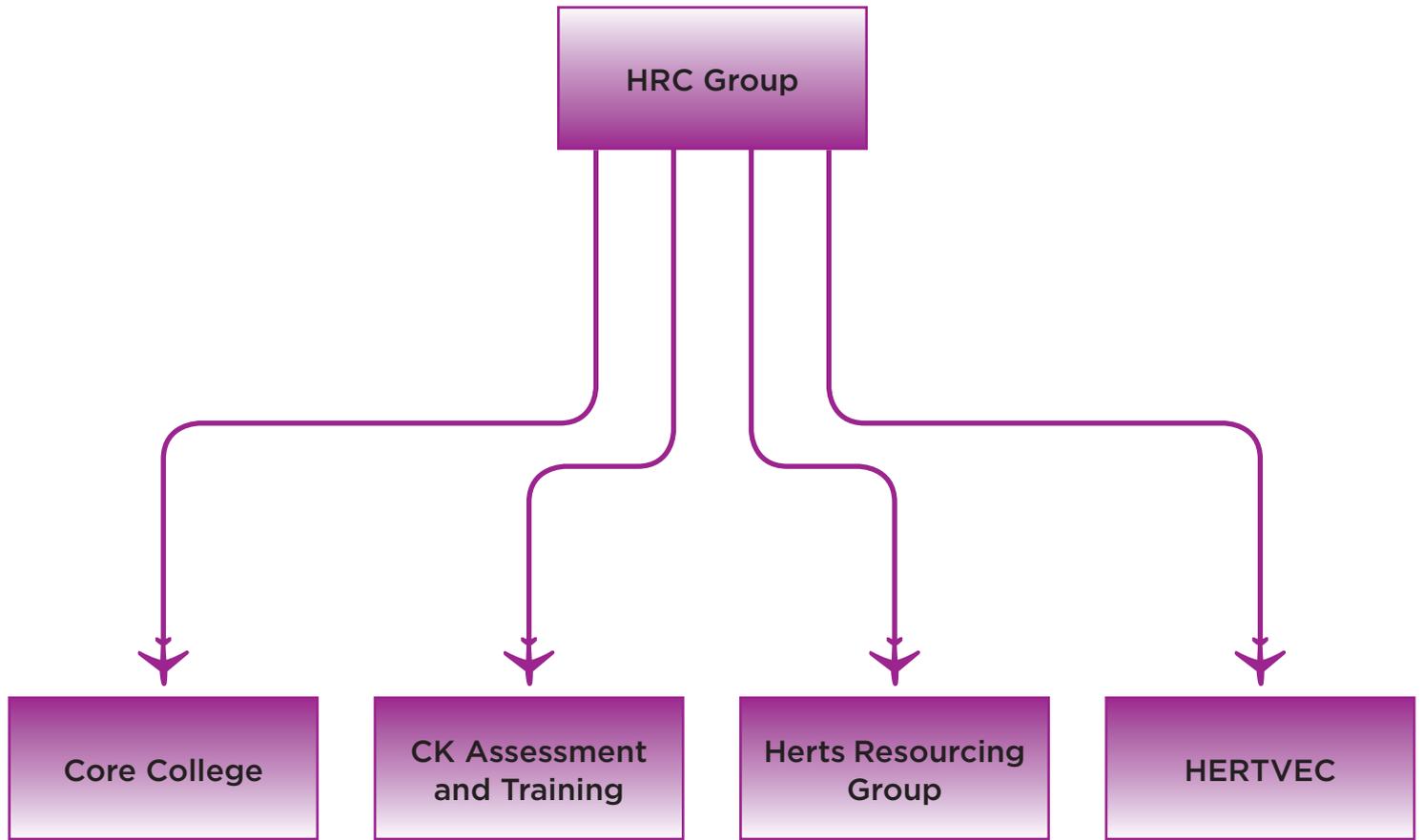
- To ensure HRC’s organisational culture matches the strategic direction and ambitions of the governing body.
- To continue to identify and support the development and progression of talented individuals within HRC, including from our learner cohort.
- To continue to plan and focus CPD and professional updating on the basis of Performance Development Review outcomes and annually agreed institutional priorities.
- To facilitate further collaborative and cross team working to deliver HRC’s vision for excellence.
- To target agreed priorities in staff recruitment to achieve immediate impact in College performance supporting the journey towards excellence.
- To further develop affordable reward and remuneration models that inspire excellence in the performance of teams and individuals.
- To further improve internal communications with management tiers taking full accountability for their part in ensuring that all staff are informed sufficiently to perform their roles at the optimum level.
- To empower managers to lead on and address health and well-being issues for their teams and any individual that reports to them.
- To recruit and develop governors to shape the future strategic direction of the College and who can both support and challenge accountable officers, act as advocates for the College externally, embody the College’s values and behaviours and both recognise and enforce the boundaries between governance and management.
- To foster a professional peer to peer learning culture amongst teaching and learning support staff to support the overall continuous improvement needed in delivering a consistently effective or highly effective learning experience for all students.
- To review the staff developed values and behaviours over the lifetime of the plan to ensure continued fit with the College’s strategic direction and operating ethos.
- To continue to swiftly challenge and manage underperformance of both individuals and teams whilst also rewarding excellent performance and delivery consistent with HRC values and behaviours with lighter touch scrutiny.
- To remove and/or reduce over-engineered and ineffective internal systems and processes by honest appraisal and the adoption of solutions that reduce both cost and end user time.
- To maximise partnership opportunities with like-minded organisations who can share HRC’s vision and operating ethos and value the “win/win” approach that partnership can bring.
- To always ensure that safeguarding is robust and all related arrangements are implemented effectively.



“To foster a professional peer to peer learning culture...”



HERTFORD REGIONAL COLLEGE
GROUP STRUCTURE





DESTINATION CURRICULUM MODEL

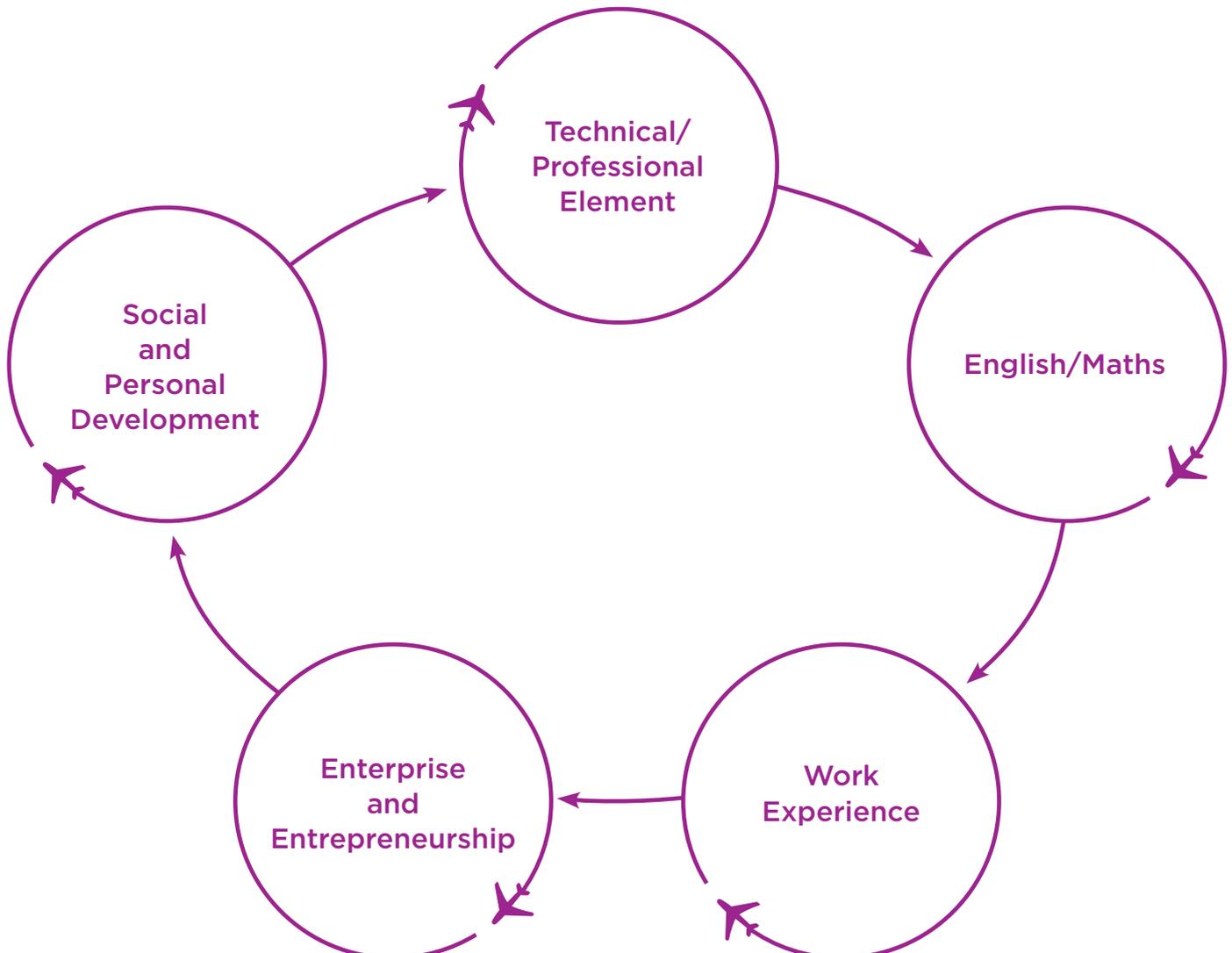
Vision

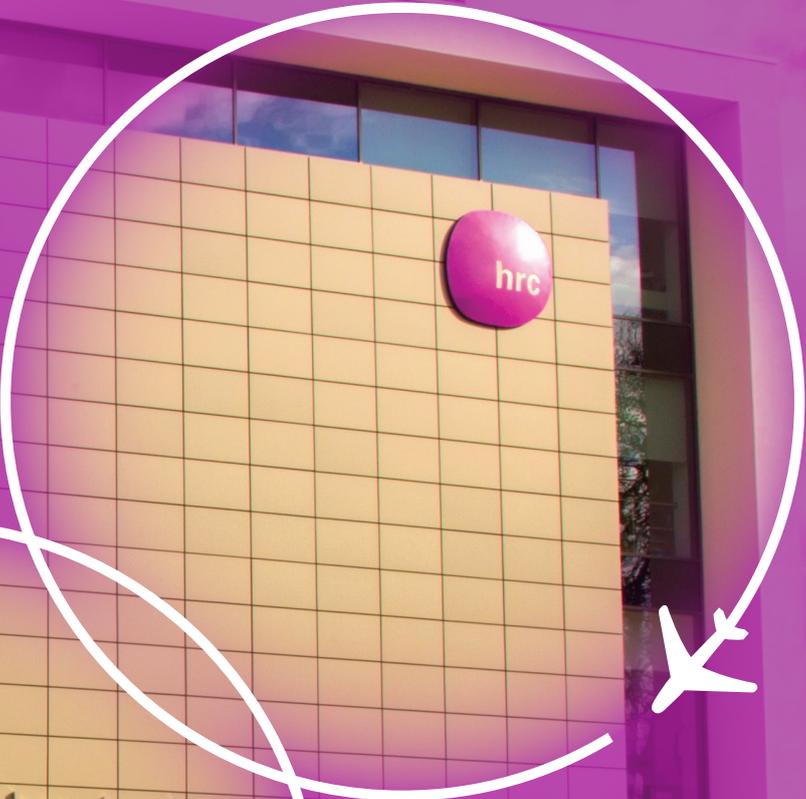
For HRC to provide a destination curriculum, focused not on the achievement of qualifications as an end in itself but rather where such achievement will take a successful individual.

Rationale

Achievement of the study programme/course a learner is taking is not the end goal in itself, it's where that achievement takes you along the journey to your final destination. Thus:

- ✈ No study programme exists in a void – all must have both clear progression routes to employment and reflect employer needs, even when that is via a continuation of their learner journey prior to arrival at their employment destination.
- ✈ Every study programme must embody the principles of enterprise and entrepreneurship, reflecting the need to create a mindset in our learners that is both solutions focussed and reflective of 21st Century business needs.
- ✈ As a College we have wider societal responsibilities, particularly with our younger learners, and need to ensure that when they progress from HRC to their destination they are equipped with the skills to play an active and productive role in both their local economy and community.





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