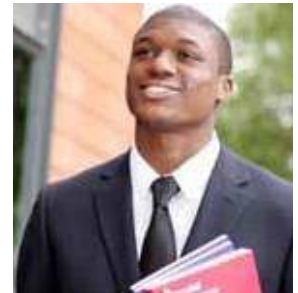


The College of Haringey, Enfield And North East London

Part of the Capital City College Group

STRATEGIC DEVELOPMENT PLAN 2018-2021





Introduction

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1. Context

The College

This plan sets out the College's strategic development objectives as part of the Capital City College Group (CCCG). It should be read in conjunction with the CCCG Strategic Priorities 2018-21.

The College operates from two main Centres in Tottenham and Enfield and offers courses in all fifteen technical and professional education pathways. The college can trace its origins back over a hundred years, when the Ponders End Technical Institute and Tottenham Technical College were pioneers in offering modern technical skills education to young people and adults.

Over 75% of enrolments each year are from adults studying vocational technical qualifications, ESOL or employability provision.

Working with Jobcentre Plus (JCP), the college provides training to thousands of adults on active benefits. It is also a major centre for Trade Union education in the workplace.

It provides a full range of courses for young people aged 16-18, including those with special educational needs and disabilities (SEND). These courses cater for all ability levels, with a particular focus on developing the technical and employability skills needed for work. Most young people progress on to an apprenticeship, university, other higher education or employment.

Full and part-time provision for school pupils aged 14 to 16 is well established, working in partnership with sixteen local secondary schools, Pupil Referral Units (PRU) and virtual schools in Haringey, Enfield and Waltham Forest.

The College also offers a small but increasing number of higher education (HE) courses in Teacher Education, Health and Care, Computing, Creative Media and Science, including HNCs and HNDs and courses validated by Middlesex University and Canterbury Christ Church University.

Achievement rates are high on the vast majority of courses and the College was ranked number one for learner satisfaction rates of all the England GFE Colleges in 2016/17.

The College has strong and effective partnerships with the London Boroughs of Enfield and Haringey, and with a wide range of external agencies, schools, employers and community groups.

The College Communities

Whilst Enfield and Haringey boroughs have relatively affluent areas in the west, the College mainly serves the eastern sides of these London boroughs (the River Lee Valley) – home to some of London’s most diverse and deprived communities.

Haringey: is the fifth most ethnically diverse borough in the country and has a growing population – currently 267,000 and projected to rise to 287,000 by 2022. Almost two-thirds of its population and over 70% of young people are from minority ethnic backgrounds. Over 100 languages are spoken it is the 5th most ethnically diverse borough in the UK. Haringey is one of the most deprived Local Authorities in the country, ranking 30th out of 326 English Authorities and is the 6th most deprived borough in London.

Of the Colleges Haringey learners nearly 35% of both 16-18s and adults come from the most deprived band and over 85% from the three most deprived bands.

Enfield: has the fifth highest population of the 32 London boroughs with a total of 331,000 residents. This figure is expected to steadily increase, reaching around 354,000 people by 2021. An unusually large proportion (28%) is made up of young people under 0-15. The highest concentration of the population lives in the eastern wards, particularly the south eastern wards of Edmonton Green and Upper Edmonton, near the College. Enfield Borough, like Haringey, is home to increasingly diverse communities, including many who have recently arrived in the UK and a large Turkish community at approximately 6% of the population. 2016 School Census records show that 46% of School age pupils have English as a second language.

Of the Colleges 16-18 and adult learners from Enfield, 77% come from the lowest three bands of most deprived which is significantly worse than the district population and district learners.

In summary, many of the College’s learners live in wards which are amongst the top 10% most deprived in England, with transient communities and multiple levels of deprivation, including low employment and high levels of inter-generational unemployment. At the same time, they are full of ambition, aspiration and energy. Many come with significant skills and work experience from their countries of origin and most embrace education enthusiastically as a route to future achievement.

In 2016/17 60% of learners (58.7% of adults and 67.8% of 16-18) in the College were from learners living in postcodes with Disadvantage Uplifts – linked to IMD Deprivation Factors. This highlights the barriers many learners face, even before they embark on a course.

Local Employers and Jobs

Employers in Haringey are predominantly Small and Medium Enterprises (SMEs), with only a few large public sector employers, such as the local NHS Trusts and the Local Authority itself. Strategically located areas such as Tottenham offer easy access to job opportunities in central London, including the thriving Financial Services sector. In Enfield there is a cluster of world-class engineering and manufacturing companies located along the Lee Valley however this now accounts for only 5.8% of the jobs in Enfield. A large proportion of employment in Enfield is located on industrial estates. The majority of these jobs are in wholesale and retail, and increasingly in distribution & logistics.

Ambitious regeneration projects, such as Tottenham Hale, Meridian Water and Tottenham High Road West will open up new opportunities, while the development of the railway network across London and along the length of the London Stansted corridor will provide better access to employment further afield over the next 20 years.

The development of new housing and new railway infrastructure will provide a wealth of local opportunities in Rail Engineering and Construction for decades to come.

As new technology develops further there will be growing employment opportunities in areas such as Digital Skills, IT and Health Science.

The Funding Landscape

There is considerable uncertainty over what the next five years may bring in terms of government policies and the skills challenges thrown up by the realities of leaving the European Union. There are, however, four things which are almost certain:

The commitment to fully fund 16-18 education

There is consensus that the current funding rate for 16-18 year olds should be maintained for the next three years at least. There is a growing case for allocating additional funding for this cohort, especially for those following Technical Education routes. The rebalancing of the post-16 education system to give higher level technical training parity of esteem with academic education is linked to a major increase in the funding available for apprenticeship training.

The Growth of Apprenticeships

Spurred on by successive governments the annual number of apprenticeship starts in England has trebled over the past 10 years, from 173,000 in 2005/6 to 494,000 in 2014/15. With the commitment since 2015 to a target of 3 million new apprenticeship starts by 2020, and the introduction in 2017 of the apprenticeship levy, this trend is set to continue. Funding for apprenticeships is projected to rise by 28% in real terms over the three years to 2020. To meet the government target there will need to be 600,000 apprenticeship starts a year, an increase of 20% on the level in 2014/15. Growth in apprenticeship delivery is therefore a key income opportunity for FE colleges for the foreseeable future, however, competition, the complexities of Standards and unpredictable changes in demand make this area of business higher risk and difficult to make consistent returns.

Devolution of the Adult Skills Budget to the Greater London Authority

Beginning from 2019/20 the GLA will allocate funding on a commissioning basis, although this is expected to be phased in over a period of time. There will be a far greater focus on funding allocations being based on a London-wide skills strategy. Based on the Skills for London Framework the College is well placed to meet the priorities set out.

However, for adults studying at level 3 and above where they are required to fully finance their education via loans or fee payments, the number of adults choosing to study is reducing circa 20% year on year in London.

Increased Competition for Higher Education Funding

Since the cap on the annual number of students that universities can enrol was taken off in 2015, the trend has been towards greater and greater competition between higher education providers to recruit new students. The introduction of the loan funding system for three-year undergraduate degrees has led to a collapse in the number of part-time student places and a sharp reduction in sub-degree courses, such as HNCs and HNDs. The introduction of Higher and Degree apprenticeships offers some prospects for growth, but unless the government changes the funding

system to make sub-degree and part-time routes more attractive to students, there will be very limited opportunities for growth.

2. Our Mission, Vision and Aims

The College is part of a group of high quality colleges which between them offer a comprehensive range of opportunities to students, including academic and technical education routes to university and employment.

Within the Group, CONEL is a Technical College, with a strong, high quality Science, Technology, Engineering and Maths (STEM) offer at its core.

We will seek to achieve horizontal and vertical integration. Horizontal integration will broaden the range of industrial sectors for which we provide education and training, whilst vertical integration will develop new pathways to higher level skills up to and including degree level, in partnership with Higher Education providers.

CCCG Vision

Transforming lives through exceptional education and training

CCCG Mission

To provide London's students and businesses with outstanding further and higher education and training which equips them for social and economic success.

CONEL Localised Mission

To help individuals, employers and our community to succeed by providing outstanding applied vocational training and education with a particular focus on skills for employment.

3. Our Strategic Business Objectives

Theme 1 – Addressing London’s need with a portfolio of courses and services of technical, professional and academic education and training

1. We will develop courses in thirteen of the fifteen proposed Technical Education routes and support apprenticeship training across these routes.
2. We will continue to encourage maximum access and inclusion through a range of entry-level, pre-apprenticeship and employability courses and through high quality functional skills, and ESOL provision.
3. At the Enfield Centre we will continue to expand specialist provision in Business, Childcare & Education, Construction, Creative & Digital, Hair & Beauty, Digital, Engineering (including Railway Engineering), and Sports Science.
4. At the Tottenham Centre we will continue to expand specialist provision in Finance & Accounting, Childcare & Education, Construction, Creative & Digital, Engineering, Hair & Beauty, Health & Science, Public Services, Social Care and Teacher Education.
5. We will develop and expand higher education level courses, with a particular focus on Apprenticeships, in Digital, Engineering, Science, Education and Counselling.
6. We will continue to develop our innovative part-time curriculum offer for adults with short, intense and flexible delivery models to support career development and progression for those in work or looking to gain the skills to enter a new sector.
7. Our careers entitlement will provide information, advice and guidance (IAG) that ensures our communities and students are well informed to make good, well informed decisions in progressing toward their career and progression aspirations which are aligned to the labour market need for skills.

Theme 2 – Fostering the best professional practice to stimulate learning and exploit emerging technologies

8. We will maintain >90% “Good” or better teaching.
9. We will support our staff through professional development and training to ensure success for all our learners. All staff will work towards being fully qualified teachers and undertake a minimum of 5 days of industry specific Continuous Professional Development (CPD) each year.
10. Develop and extend our “Master Technician” strategy to ensure an increasing proportion of our technical teaching and training is delivered by industry experts with current experience.
11. Uphold high standards of professional and ethical conduct, promote equality and diversity in all we do and develop a culture of rigorous performance management. We will develop a range of minimum delivery standards of which we will monitor to ensure consistently high standards are delivered to students.
12. We will continue to develop and deliver our e-learning strategy to exploit emerging technologies, maintain the most innovative practice in the sector and continue to improve the digital and e-learning skills of staff.

13. Continue to develop innovative practice in the delivery of maths and English so that all students continue to develop these skills either discretely or embedded within the vocational programme delivery.

Theme 3 – Motivating students to optimise their college experience

14. We will achieve excellence in all we do, through hitting annual quality targets:
 - Attendance rates at 88% or above.
 - Achievement rates above national benchmarks for all courses and programmes.
 - An overall retention rate for College provision of above 90%.
 - An overall achievement rate for College provision of above 85%.
 - English and Maths success rates to above 75% for all levels.
 - Learner destinations to greater than 45% to employment and 95% to employment or further study.
15. We will seek the views of all our students, employers and stakeholders through regular surveys student forums and focus groups and achieve satisfaction ratings of >90%.
16. We will extend the range of work experience opportunities and business mentors from employers as key elements of our programmes for young people and for adults entering or re-entering the labour market. On study programmes and new technical education courses we will ensure all learners have access to vocationally relevant and valuable industry placements during their programmes.
17. We will work with commercial partners and sponsors to develop attractive additional options for learners which enhance their programme, improve their employment prospects, develop their personal and social skills and improve their mental and physical health.
18. We will continue to expand the range of enrichment activities for students, including volunteering in the community, with a particular focus on developing employability skills, improving physical and mental health and fitness and being an active and responsible member of the community.
19. We will continue to develop and use technology in a way that improves the students experience, empowers them and places responsibility for learning and progress in their hands. We will offer a full range of support and intervention measures to stretch the ablest and intensively support those who have the most barriers to learning to overcome.

Theme 4 – Securing financial strength to ensure the best resources are available to facilitate teaching, learning and student support

20. We will develop a wider range of income opportunities to reduce our dependence on annual funding allocations. This will mean developing a more commercial approach generally and in particular the active promotion of adult courses at level 3 and above that are funded by loans. We will also be looking for significant increases in higher education provision and full cost training.
21. In conjunction with CCC Training we will increase the number of apprenticeships we deliver directly as a college to over 500 starts per annum.

22. We will maintain a strong focus on efficiency in all aspects of our operation, with an annual target of at least 95% teaching staff utilisation.
23. We will continue to maintain and improve our resources and facilities to ensure they are of at least the industry standard and prepare students for the sector and workplace of which they are entering or work within.
24. We will continue to develop our adult course offer to match employer demand for skills and the GLA Skills for Londoners Strategy priorities. This will enable us to maintain and extend the devolved Adult Skills Budget (AEB) and offer a readymade solution to adult skills in North London.
25. We will seek out funding opportunities to be innovative through the AOC, ETF, ESF and other funding streams.
26. In close liaison with CCGG we will continue to invest in maintaining and improving our teaching resources and learning environments, including further development of Rail Engineering facilities at the Enfield Centre, and the major development of the Tottenham Centre.

Theme 5 – Working with partners to address the needs of London, Londoners and others who might benefit

27. We will seek funding support from the GLA for a major redevelopment of the Tottenham Centre to provide a new state of the art, fit for purpose Technical Education campus in a key strategic location of North East London, which will include specialist facilities for Construction and Engineering training.
28. We will seek funding support from the GLA for the Tottenham Centre to be a Hub for the London Mayor's Construction Academy Scheme.
29. We will seek further industry support to continue our investment in the Enfield Centre as the London base for the National Training Academy for Rail, specialising in Railway Engineering.
30. We will build on our work with local special schools and national specialist charities and through our partnership with Ambitious About Autism, we will have a particular focus on developing Ambitious College as a unique London post-16 provider for those with complex autism.
31. We will continue to develop specialist alternative 14-16 provision for North London Boroughs, in conjunction with Local Authority and Schools.
32. We will develop an all age Teachers College for North London, located at the Tottenham Centre. This will provide teacher training for early years, primary, secondary and FE along with specialisms.
33. Continue to actively support the initiatives of the Greater London Authority (GLA), the London Economic Action Partnership (LEAP) and the London Stansted Cambridge Consortium (LSCC) in promoting enterprise, innovation and skills in the Lee Valley corridor and beyond.

34. We will explore the idea of developing a 6th form academic offer at the Enfield Centre which utilises the skills of other Colleges in the Group, to better meet the needs of the 16-18 Enfield borough demographics.

The College of Haringey, Enfield and North East London

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