



# Brooklands College

The New Strategic Plan 2021 - 2026 sets out the strategic intention for the College over the next five years.

## The New Strategic Plan is the outcome of consultation with:

- The Corporation.
- Staff
- Key stakeholders such as Elmbridge, Runnymede and Spelthorne Borough Councils.
- Learners

## Index:

- 01 - Introduction and context
- 02 - The Vision and Mission
- 03 - Our College Values
- 04 - The five new strategic aims
- 05 - The ambition for the College in five years' time
- 06 - Contact / Feedback
- 07 - The strategic intentions for the College in year 1 of the new strategic plan aligned to Key Performance Indicators (KPIs)
- 08 - The College Improvement Plan (2021/22)

## Evidence and background reports:

The Education Case ( February, 2021)

College for the Future (October, 2019) - <https://fed.education/the-college-of-the-future-uk-wide-final-report>

Skills for Jobs Lifelong Learning for Opportunity and Growth (January, 2021) - [www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth](http://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth)

Transformation Bid Final ( October, 2021)

EM3 Revive & Renew: Recovery and Renewal Action Plan - specific actions relating to Job Creation and Skills for Employment

Skills Action Plan & Local Skills Report 2020/21 endorsed by both the EM3 Board and EM3 Skills Advisory Panel (SAP)

Skills for Businesses pages -details on EM3 skills work and activities

EM3 Economy, Labour Market and Skills Dashboard (September 2021) - The latest data (published every two months)

<https://www.surreycc.gov.uk/business-and-consumers/employment-and-skills-board/about-us> - the Surrey Skills Employment Board

<https://www.youtube.com/watch?v=d30UWDo4wMs> Launch of the Surrey Story

Heathrow Local Recovery Plan ( 2019).

Runnymede Economic Assessment ( September, 2021).

# Introduction

The College serves the community well, it has a good reputation for the successful delivery of motor sport, general and aerospace engineering, together with a rich history and association with Brooklands racetrack and Vickers who started manufacturing aircraft on the site in 1915. In 1907 the Brooklands racetrack was opened by the Locke King family, and marks a significant point in history as the first purpose-built motor racing circuit in the world.

The Locke King family who lived in Brooklands House on the Weybridge college site, were pioneers of their time and their creativity, innovation and entrepreneurship shapes the spirit of the College. We are proud of our heritage and continue to instil this ethos into college life.

The College's previous strategic plan covered the period 2016 -2021 and in that time the College has experienced a period of significant change, especially during the last two years of the plan.

During this period, the financial performance of the College has been significantly impacted by a three-year decline in 16 -19 recruitment, and the withdrawal from subcontracted Apprenticeship provision which previously contributed to c50% of the College's income.

The College had a full Ofsted inspection in December 2019 and was judged as Good for Overall Effectiveness and despite the serious financial and other pressures, the good quality of education has been sustained and continues to strengthen.

For 2021-22 the College is in a much better position, an ambitious property strategy is being pursued that will resize the College to meet anticipated demand in 2024-25 based on demographic trends. This is an exciting period of transition for the College and one that we must grasp. The estate strategy will realise the refurbishment of the current buildings on the Weybridge campus, improve the campus orientation, enhance the landscape, and create a College campus of the future, aligned to the curriculum strategy.

The curriculum is developing to respond to evolving industry requirements and the anticipated changes in employment skills. The College will be responsive to these changing industry requirements to flexibly deliver an ever-expanding range of technical and professional courses and to meet the anticipated growing demand in our communities.

Through high quality learning experiences and skills development, we will equip our learners with the professional behaviours, skills and values that they will need for their careers. We will enable access to digital and technical skills training, provide valuable careers advice and guidance, break down barriers to learning, and empower all learners to achieve their full potential and career ambitions.

## Introduction - continued

The College must also recognise its responsibility to the environment, as climate change and ecological destruction are some of the biggest challenges of our time. An integral part of the estate strategy will be to reduce our carbon footprint and waste, and increase recycling. Sustainability will be embedded throughout the curriculum and all supporting services, and will be an integral part of our College lives.

The economy, industry and employment requirements are evolving particularly as a result of Brexit and the impact of Covid. The College must be responsive to these changes and flexibly deliver an ever-expanding range of technical and professional courses and to meet the anticipated growing demand in our communities.

In 2021 as the world looks to recover from the COVID pandemic and emerges from a period of uncertainty, now more than ever, the College will look to support our community as they adapt to life after COVID. Brexit has impacted on the National and Local employment opportunities and the College will be responsive to supporting the economy through this change.

Through a creative approach and an entrepreneurial spirit, we will strive for excellence. Our open and inclusive culture underpinned by equality of opportunity for all, will create a community where our staff and learners will flourish. There is strength in adversity and we are motivated to think differently. As we move into the future, with high ambitions, we have a very clear vision for our future.



## Vision Statement

An inclusive inspirational centre for lifelong learning.



## Mission Statement

Develop a skilled workforce within an inclusive inspirational environment, to help build our community for the future.



# Our College Values

We put our learners first and to do this our College Values underpin all that we do -

Respect & Compassion	Equality, Diversity & Inclusion	Innovation	Integrity
<ul style="list-style-type: none"> <li>• <b>Listen</b> and <b>respect</b> the views of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive and supportive of change</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Share successes</b> and frustrations so that we can all learn together.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Professional</b> in all that we do</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Celebrate</b> success and bring out the best in each other.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Promote equality and diversity</b>, enabling all learners including the most disadvantaged to make progress</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pursue excellence through creative solutions</b> and always strive to improve and deliver the very best learner experience.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Honest</b> and have the courage to ask for help.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Acknowledge</b> the work of others - everyone's input is valued.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Treat</b> everyone as they would wish to be treated</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Curious</b> to further develop our knowledge &amp; skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Loyal</b> and always act in the best interests of the College.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Work together</b> to improve the learner experience</li> </ul>		<ul style="list-style-type: none"> <li>• If we see something that seems wrong <b>we do something about it</b>, or find someone who can.</li> </ul>

## Strategic Aims

**Strategic Aim 1:** Produce highly qualified and skilled people ready to enter the workforce. (Learners)

**Strategic Aim 2:** Be a leading community asset with a strong reputation in order to play a part in driving in the local and regional economy. (Community)

**Strategic Aim 3:** Attract and develop the right staff to deliver a high quality, inclusive learning experience. (Staff)

**Strategic Aim 4:** Continue to invest in our facilities to create a high quality learning environment and be a resource to the community. (Facilities)

**Strategic Aim 5:** Ensure robust and self-sustaining finances capable of funding its strategic aims. (Finance)

## In five years', time, where do we want to be?

Be a leading asset in the community supported by <b>strong</b> relationships with employers.	Be a <b>safe and resilient environment</b> by promoting professional behaviours, social innovation and inclusion.
Employers will be an <b>integral</b> part of College life, with established employer partnerships with large employers such as Heathrow and St Peters and Ashford Hospitals and offering a pipeline to employment for our learners.	Provide <b>access</b> to technology and skills training that prepares learners for the world of work and/ or career progression and meets local community and employer needs;
Have a <b>distinct</b> identity for each college campus centre (3) and be closely aligned to community need and the local economy.	Provide <b>excellent student experiences</b> - Ofsted Good (at least)
Align each specialist centre on the campuses (engineering, construction, service industries, digital and public services/health care) to an employer led occupational standard, to meet employer need (construction and engineering broadened to include green technologies).	Have a strong skilled workforce as an outcome of a consistent approach to the professional development of all staff. All teachers will participate in industry/ work placements at least once a year to ensure currency and awareness of industry standards.
Align apprenticeship provision to the skills needs of local and regional employers and the specialist areas.	Have an income of at <b>least £14 million</b> , generating an operating surplus of at least 6% of income alongside a cash surplus.
Have a <b>strong T Level provision</b> in at least two specialist pathways that align to the vision and our specialist pathways.	Have support systems, processes and resources that enable the College to <b>function effectively</b> and <b>responsibly</b> .
Have at least an even weighting of adults on programmes across the College compared to those of Young People.	Be an <b>improved learning environment</b> that optimises energy conservation and with specialist facilities that align to our vision. Both staff and learners will feel part of a learning community.



## WEYBRIDGE CAMPUS

Dedicated specialist centres in engineering, construction, service industries, digital and public services/ health care. Each with an employer led occupational standard and providing a career pathway either into employment or an apprenticeship programme.

T levels (from 2023), aligned to the specialist areas (and our heritage), primarily in engineering, construction, health care and digital. Each providing an academic pathway to university.

Enhanced adult skills strategy to support the Lifetime Skills Guarantee (inclusive of Ashford). All adults will have the opportunity to retrain and/ or update their skills to move into the local growth sectors to include digital, green energies, health & social care and finance. Including the introduction of HNC Flex and higher technical qualifications in digital science policing, engineering and construction.

A dedicated specialist centre for Special Educational Needs and Disabilities (SEND) with provision for high functioning Autism Spectrum Disorder (ASD) at Level 3, meeting the growing demand across Surrey at post 16.

Direct provision for 14- 16-year olds (from 2023) with two specialist vocational pathways in construction and hair & beauty. Providing a direct feeder onto technical programmes at post 16.

Parallel provision offered locally at each Centre in essential skills (ESOL, English, maths, IT, digital skills and employability) to meet the needs of learners who want, and need to study locally and close to home.



### ASHFORD CAMPUS

The centre in Ashford will be used to provide education and training to Spelthorne BC and the wider community. As a specialist centre for adults it will provide career progression and choices for more mature workers planning to retrain or extend their qualification base for future job opportunities.

The provision at the Ashford Centre will be closely aligned to employability and local skills priorities. Modes of delivery for adults will be flexible, to address barriers to participation and so that adult learners can balance life, work and caring responsibilities.

For Young People, the Ashford Centre will offer four specialist vocational pathways aligned to the local economy and with direct employment opportunities with our local employers. For example, travel & tourism, electrical installation, sports coaching and hair (Lvl 1).



### BROOKS HAIR & BEAUTY SALON

This centre will be the flagship for hair & beauty at Level 2 /Level 3 - all ages, with a range of shorter courses to support continuous professional development. The centre will provide a direct progression route from Level 1.

Parallel provision offered locally at each Centre in essential skills (ESOL, English, maths, IT, digital skills and employability) to meet the needs of learners who want, and need to study locally and close to home.

## Your feedback is Important

Thank you for taking the time to review The New Strategic Plan.  
If you have any ideas or feedback, please don't hesitate to get in touch.

### Who to email:

[FeedbackSP2021@brooklands.ac.uk](mailto:FeedbackSP2021@brooklands.ac.uk)



# Education Case

## Introduction

The education case provides detail of how -

1. The College meets the current and future needs of the economy;
2. The College offers the right provision to meet both national and local skills priorities;
3. The estates strategy supports curriculum delivery as outlined in the Skills for Jobs Lifelong Learning for Opportunity and Growth (January, 2021) and is capable of delivering high quality, market relevant skills provision.

## Context

Brooklands College is a general further education college in North Surrey, with two campuses located close to the town centres of Weybridge and Ashford. Students come to the College from across Surrey and the Spelthorne area of Middlesex. The vast majority of students attend the Weybridge campus. The Weybridge campus currently has the capacity for 2000+ students.

## The College:

- Has a turnover of £11 million and employs c270 staff. At its core is a good reputation for the successful delivery of motor sport, general and aerospace engineering, it has a rich history and association with Brooklands racetrack and Vickers who started manufacturing aircraft on the site in 1915.
- Provides consistently good education and training for students and apprentices (Ofsted, January 2020).
- Provides full and part-time education and training across twelve of the fifteen sector subject areas.
- Has around 1400 students (16 -19) in this age category enrolled and demographic growth in this area is c18% over the next ten years.
- Has a key strategic objective to grow provision for adults in response to the governments skills agenda as outlined in the College for the Future (October, 2019) and Skills for Jobs Lifelong Learning for Opportunity and Growth (January, 2021).

A property strategy is being pursued that will resize the College to meet anticipated demand in 2024-25 based on demographic trends and anticipated changes in employment/skills requirements. This will involve potential expansion of capacity at the Spelthorne campus and a significant downsizing of the teaching accommodation on the Weybridge campus (whilst increasing student numbers). This will release land and property surplus to the planned requirements, and as an outcome, generate the funding to:

- Refurbish the current buildings and develop the campus orientation to create a College campus of the future.
- Optimise the effectiveness and use of first class resources in areas of specialism and growth.
- Create first class resources to enhance and support teaching and learning.
- Create a quality learning environment that is a key asset to the local community and create a catalyst to drive the development of the local economy.
- Strengthen the College's financial position by providing an excellent and efficient service to secure the future of the College.

In November 2019 the Further Education Commissioners (FEC) team completed a Local Provision Needs Analysis (LPNA). The core objective of the LPNA for Brooklands was to establish whether there is a need for college provision in the general location of the current campuses.

## Education Case - Continued

The outcome confirmed that:

1. Brooklands College retain Ashford and Weybridge sites as students cannot all be provided for by neighbouring providers (600 when capacity is considered, 100 when not).
2. Brooklands College has experienced a 25% decrease in its 16 -18-year-old recruitment during the past five years and against the pattern of demographic growth.
3. Demographic growth in this area is c18% over the next ten years therefore it is important to recognise the increased pressure on all local colleges to be able to cope with this future growth in demand.
4. The majority of 16-18 students enrolled at Brooklands College, around 70% are on pre-entry and up to level 2 programmes with over 200 on Education Health Care Plans (EHCP). There is good evidence from experience and knowledge across the country that these students do not travel far to access their learning. The Education Skills Funding Agency (ESFA) data modelling restricted students at level 2 and below to 20 km as the crow flies and level 3 learners to 30 km. This equates roughly to 45 minute and 1 hour travelling time respectively.

### Overview of the Curriculum

The College ensures that the curriculum at each campus location is distinctive in meeting the economic needs of its locality whilst responding to regional and local economic strategic priorities.

The Apprenticeship programmes align to the specialist areas of growth in construction, engineering, science and the digital industries. Employer partnerships are strengthening and innovative work with large employers is progressing. Putting employers at the heart of the skills system so that education & training leads to jobs that improve productivity & fill skills gaps.

The majority of 16-18 students enrolled at Brooklands College, (c70%) are on pre-entry to Level 2 programmes with 240 on EHCPs. There are 110 students with High Needs. There are two sites at Ashford with one new centre built on leased land (from the local secondary school) which can accommodate c.200 students.

The College responded to changes in demand in Ashford to focus on Electrical installation for young people and English for Speakers of Other Languages (ESOL), maths and English for adults. This one site currently has c.100, 16-19-year olds enrolled and in addition to this, c100 adult students attend programmes in the daytime and evenings.

The vast majority of 19+ enrolments are part time and on either professional courses, English and maths or ESOL. The development of Literacy and Numeracy skills continues to be fundamental to the career development and the general life-skills of many of our adults.

The College has successfully developed an adult skills strategy to deliver sufficient growth. A range of new programmes were developed in 2020/21, to support adults to retrain following the COVID 19 crisis, to learn flexibly and empower adults with the skills that they will need for good jobs.

*The changes and challenges that we face mean that people need to be able to engage with education and training throughout their lives to have the skills and opportunities they need for good jobs and to live well.*

Professional courses at the College are increasing in popularity as many adults seek to enhance their career prospects, in particular Association of Accounting Technicians (AAT) and the Chartered Institute of Personnel Development (CIPD) programmes. The College has the strategic intention to grow programmes at Level 4, 5, and 6 and support the government agenda of lifelong learning. In Elmbridge there is a higher proportion of residents with higher levels of qualifications (62.8% qualified at Level 3) compared to the South East averages (62.1%).

## Education Case - Continued

*Investing in higher-level technical qualifications that provide a valuable alternative to a university degree.*

The large provision in construction and engineering and associated technologies on the Weybridge campus (around 10% of provision) continues to be distinctive in meeting the needs of our locality. Service Industries, notably hair & beauty meets growing demand on both campuses. The salon opening on Ashford High Street in 2021 will create further opportunities for industry relevant learning.

T Level implementation in the future will enable the College to further enhance and evolve the existing curriculum, particularly in the Digital and STEM Industries.

The College continues to raise the aspirations of young people with lower attainment levels and Special Educational Needs & Disabilities (SEND). The College has an excellent relationship with Surrey County Council and partnership work is very effective in securing meaningful local progression pathways for SEND students into further education, employment, supported living and/ or internship programmes.

The well-designed curriculum offers at Entry/ Level 1/2 enables students to gain valuable employability skills to increase their life chances (around 70% of the college provision at Entry, Level 1 & 2).

School links are good with the College experiencing increased demand for full time 14 -16 college places from mainstream schools and electively home-educated pupils. The local special schools continue to engage in vocational tasters as part of our established school link programme.

The increased demand for alternative provision in Surrey for school pupils strengthened our relationships with the feeder schools. Innovative, collaborative work is taking place with the North East Surrey Head Teachers' and Surrey County Council, to introduce alternative provision for pupils with behavioural needs and those at risk of permanent exclusion in May 2021.

The College has a small provision in higher education with some validated provision for Motorsport Engineering with Oxford Brookes University. The College sees this as an integral part of the curriculum offer and key to its heritage for engineering. The College has the strategic intention to grow higher education with the new HNC in Forensic Science launched in September 2020.

Quality careers education and guidance is integrated into the culture of the college and the College is also committed to maximise the benefits for students by using a cross college approach involving parents and carers, employers, universities and other agencies. The College strives to provide the community with the very latest labour market intelligence from recognised sector organisations to aid meaningful progression into work or the next level of education and training.

### **The Estate**

The space modelling exercise for the Pre Planning Application, April 2020 (PPA) looked at the College's needs for the next 15 years based on available demographic projections and informed by information from the LEP and identified local and industry needs. The study concluded that once future demographic and strategic growth is factored in along with delivery changes (e.g. T-Levels), a long-term space requirement of 13,000m<sup>2</sup> at Weybridge will be required. This is compared to an existing floor area of approximately 22,765m<sup>2</sup>.

The proposed refurbishment of 11,722m<sup>2</sup> for the New College and small associated new build of 1,000m<sup>2</sup> and joint commercial development of 1,362m<sup>2</sup> will deliver the more efficient and flexible teaching space that will allow the College to fully utilise its estate and proactively adapt to meet the regional and Government skills agenda.

## Education Case - Continued

### **Local skills plan and priorities**

Downsizing the Weybridge campus will create a quality learning environment that will be a key asset to the local community and a catalyst to drive the development of the local and regional economy, now and in the future.

*Colleges transform lives and are at the heart of communities across the UK's four nations. They are a fundamental piece of the education and skills system as centres of lifelong learning and as anchor institutions within their communities.*

The College is at the centre of the area's economic recovery from the COVID-19 pandemic with established partnerships with Runnymede, Spelthorne and Elmbridge borough councils. The College joined the Jobs and Recovery Task Group with Runnymede and Spelthorne Borough Council in July 2020 and the Heathrow Skills Partnership in 2019. The Skills Partnership is a ready formed network of colleges, brought together by Heathrow Airport Ltd to increase local economic and social benefits and improve outcomes for students. The Skills Partnership has a critical role to play in re-skilling the recovery as an outcome of COVID -19, ensuring that students develop the essential skills and experiences to build their emotional intelligence, resilience, creativity and collaboration.

Growth in digital sectors in the EM3 area, (EM3, the Local Enterprise Partnership) is currently lower than in other parts of the country and there is a need to meet the local demand of these digital sectors. The Local Industrial Strategy for Enterprise M3, 2018 - 2030 notes that compared to the rest of the UK, defence and aerospace are strong areas of economic specialisation in Enterprise M3.

Respecting the history, reputation and brand of the College, the College will further invest in Science, Technology, Engineering (STEM subjects) and continue to be distinctive in meeting the needs of our locality.

In addition, there are strong digital and creative sectors, with a growing international reputation in towns including Guildford, Aldershot, Farnham and Basingstoke which excel in gaming software development, electronic equipment, creative arts and software sales.

The estates strategy will realise the refurbishment of the current buildings and develop the campus orientation and landscape to create a College campus of the future, aligned to these specialist areas of growth.

Climate change and ecological destruction are some of the biggest challenges of our time. The College, has a responsibility to address them; and to meet the UK government's target to reach net-zero emissions by 2050.

The College currently has inefficient energy conservation and an unnecessary carbon footprint. The College is seeking to achieve iso14001 status and an eco-Campus platinum award, both as an exemplar project and to provide a basis for developing as the regional centre for providing training in such technologies.

The College is in the early stages of implementing the Climate Change roadmap that is based on a range of existing materials, including the EAUC's 'SORTED: Guide to Sustainability in Further Education', the Sustainability Leadership Scorecard and the Climate Emergency Framework.

Whilst the roadmap is being developed, the College sees this as an opportunity, when refurbishing the campus to optimise energy conservation and include solar panels, possibly a wind turbine and other sustainable energy systems along with effective use of rainwater runoff collection and recycling.

## Education Case - Continued

### Summary

*“To give ourselves the best chance of success we must make sure everyone has the skills which will allow them to get good jobs, both now and in the future. These are the skills that further education is perfectly placed to provide but we have historically not always made the best use of it. We will move on from previous underestimations of further and technical education and reinforce its pivotal role as a pathway to a bright future.”*

The College is committed to ensure that the good quality of education is sustained and needs to ensure that its facilities keep pace with 21st Century teaching requirements. To achieve this, the College must respond to changing industry requirements to flexibly deliver an ever expanding range of technical and professional courses and to meet growing demand and develop its estates to support this ambition.

The future of post-16 education and training at the College and in particular on the Weybridge campus, depends on the College being able to release significant funds from the disposal of land and buildings surplus to its planned requirements going forward. As an outcome, this will provide essential investment in the Weybridge campus to create a New (Resized) College and establish its financial stability by repaying debts incurred as a result of past activities.

### The New College will:

- Place employers at the heart so that education & training leads to jobs that improve productivity & fill skills gaps;
- Invest in higher-level technical qualifications that provide a valuable alternative to a university degree;
- Ensure that the community can access training and learning flexibly throughout their lives within a framework of valuable careers advice and guidance;
- Provide access to technology and skills training that prepares students for work and/ or career progression and meets local community and employer needs;
- Provide excellent student experiences in teaching and learning;
- Create a safe and resilient environment by promoting social innovation and inclusion.

## 6.3 Reforms to Further Education and Technical Education

### **Demonstrate that the project supports the delivery of the further and technical education reforms.**

As an integral part of the College's new strategic plan, it is deemed essential to resize the college and refurbish the Weybridge campus as part of a college wide strategy. The plan was developed with the borough councils, employers, Surrey County Council (SCC) and the EM3 LEP to respond to evolving local industry requirements and the anticipated changes in employment skills.

#### **The plan sets out the intention to;**

- align qualifications to jobs, careers and employer led standards, all underpinned by essential skills in English, maths, IT digital skills and employability - the skills that employers need;
- to effectively respond to reform, local skills needs, evolving local industry, and the anticipated changes in employment skills;
- ensure the responsiveness and long-term financial viability of provision in the boroughs;
- rejuvenate existing specialist centres in, engineering, construction, service industries, digital and public services/ health care to meet employer need (construction and engineering broadened to include green technologies);
- align each centre to an employer led occupational standard to provide a career pathway either into employment or apprenticeship programme in the locality; Especially areas where employer partnerships are strong (brick, carpentry and electrical). In 2021 the College achieved a +3% growth in construction and engineering demonstrating increasing demand;
- expand the partnership with the Transfer to Transform initiative to support SMEs in the boroughs to utilise levy funding;
- respond to high demand in the EM3 area for skilled staff in nursing, care workers and programme and software development, catering & hospitality and green technologies.

In response to the reform agenda, the College reshaped the provision.

#### **Notably;**

- T Levels (2023), aligned to areas of specialism in engineering, construction, health care and digital, each providing a specialist academic pathway to skilled employment / higher levels of technical study.
- Enhanced the adult skills strategy to support the Lifetime Skills Guarantee - no matter where you start from, or your circumstances, there is a flexible, high quality technical route available. All adults have the opportunity to retrain and/ or update their skills to move into the local growth sectors to include digital, green energies, health & social care and finance. This includes the introduction of HNC Flex and higher technical qualifications in digital, science, policing, engineering and construction. Partnership work with a local employer is underway to develop a level 4 sustainability qualification (Your Energy Your Way), to meet skills gaps in low carbon energies.
- Essential skills; new programmes launched for adults to retrain following the COVID 19 crisis, to learn flexibly and develop the skills that they will need for good jobs. In Runnymede 8% of residents have no qualifications and lack basic skills.
- Strengthen the very effective partnership with SCC. In 2023, the College will extend the SEND curriculum to include level 3 provision for high functioning ASD (autistic spectrum disorder) to meet growing local demand at post 16.
- The Youth Hub (October 2021) in partnership with Elmbridge and Runnymede borough councils for young residents of Elmbridge & Runnymede (18-24) who are unemployed or facing redundancy. Unemployment for this age group has increased significantly.
- Provision for pupils with behavioural needs/ at risk of permanent exclusion - September 2021 in partnership with schools. The College intends to offer Direct Provision, in 2023 to meet increasing demand with two pathways in construction and hair & beauty providing a direct feeder into technical programmes at post 16.

The future of technical skills and training on the Weybridge campus depends on improvement to the estate condition, that is currently a barrier to the delivery of provision.

## 6.4 Local skills need and priorities

How proposals align with local skills needs and action plans – make references to which plans.

The College is at the centre of the area's economic recovery from the COVID-19 pandemic with established partnerships with Runnymede, Spelthorne and Elmbridge borough councils, together with Surrey Employment Skills Board (ESB). In the EM3 (EM3, Local Enterprise Partnership) skills that will hold back economic growth are digital, low carbon, health, space & satellite and immersive technologies (EM3 Local Industrial Strategy, October 2020 and Recovery and Renewal Action Plan, September 2021). The ESB provides steer to the Skills Advisory Panels (SAP) and identifies green technologies, health & social care, business/ professional and digital as priorities. Growth in digital sectors in the EM3 area, is currently lower than in other parts of the country and there is a need to meet the local demand of these digital sectors.

The College joined the Heathrow Skills Partnership in 2019 (HSP). The HSP is a network of colleges, brought together by Heathrow Airport Ltd to increase local economic and social benefits. The HSP has a critical role to play in re-skilling the recovery as an outcome of COVID -19, ensuring that people develop the essential skills to increase their life chances. The UK Government projected that the low carbon economy could grow by 11% per year up to 2030 and 75,400 (10%) of existing jobs in EM3 are expected to be in high demand due to their important role in the net -zero economy (Enterprise M3 Economy and Labour Market Dashboard, September 2021). There is increasing demand on technical skills for the low carbon economy at level 4 and above. The college will broaden the curriculum in engineering and construction to offer sustainable construction and EV battery/ low emission for motor vehicle. Both these areas of robust sector growth (2030 -2050). Investment in professional courses continues and in particular Association of Accounting Technicians (AAT). LEP data (2021) indicates that accounting and finance are local skills that are in high demand.