A vibrant photograph of a city waterfront. In the foreground, a blue canal reflects the sky and buildings. A stone bridge with a glass-enclosed walkway crosses the canal. In the background, a mix of architecture is visible, including a large, ornate building with a central dome and two smaller domes, a modern multi-story building with a curved facade, and a traditional red brick building. The sky is a clear, bright blue.

Focused on the Future

A strategic plan for a
sustainable, inclusive, vibrant
Hull College.

December 2021





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Section 1. Foreword

This strategic plan, for the period 2022- 2025, sets out the actions we will take to realise a new and unashamedly ambitious strategic vision for Hull College.

It restates our mission, to help young people and adults in Hull and the wider region realise their full potential, and envisages, by 2025, a vibrant, sustainable, and inclusive college, reputation restored, effectively meeting the diverse needs of the young people and adults we serve.

In this plan we set out how we will carefully develop provision in our seven 'living' technical institutes, how we will focus on the skills employers need for the future, how we will encourage more young people and adults to take up apprenticeships and how we will ensure more young people and adults progress into advanced, higher skills and degree level provision.

Of equal importance, we recognise and fully embrace our pivotal role in re-engaging those young people and adults at risk of becoming distanced and excluded from employment and wider society. Through our four 'living' inclusive institutes we articulate our ambition to ensure

vulnerable young people and adults develop skills and behaviours which will allow them, equally, to enjoy Hull's prosperity as it inevitably grows

We recognise that past discontinuities at the college may have, to some extent, weakened our impact. We understand that we have been absent from critical discussions and that our stakeholders' patience may have, at times, been tested.

Those days are behind us. We are very firmly back, eager, willing, and capable of playing a full role in Hull's future development.

We look forward to working collaboratively with all our partners and stakeholders in achieving this vision and with optimism to a bright, sustainable future.

Lesley Davies, OBE
Chair of the Board

Lowell Williams, FCFE
Interim Principal & CEO

Section 2. Our Mission, Vision, Values and Priorities

Our mission: inspiring, empowering, educating young people and adults in Hull to realise their full potential.

2 a Our mission – why are we here?

Following a whole college consultation process we have agreed a new mission statement for the college.

Our mission: inspiring, empowering, educating young people and adults in Hull to realise their full potential.

2 b Our vision – Hull College in 2025

Hull College in 2025 will be a vibrant, sustainable, and inclusive college meeting the diverse needs of young people and adults.

With our reputation fully restored, our stakeholders and partners will recognise and respect the significant role we play in supporting prosperous futures for the people of Hull and the wider Humber region.

Our technical institutes will provide high quality skills development programmes which are well aligned the region's priority sectors. Employers will lead the development of our technical provision. More of our students will progress to level 3, higher skills, and degree programmes, and we will have achieved significant growth in our apprentice and higher apprentice numbers. Our technical institutes will be well resourced, with industry standard equipment and creative and inspiring learning spaces.

Our inclusive institutes will provide specialist and highly effective support for young people and adults distanced,

or at risk of becoming distanced, from employment. Our new pre-technical provision will positively re-engage young people whose progress at school has left them vulnerable. Our extensive adult provision will provide immediate and direct routes into employment. And our provision for students with learning difficulties and disabilities will promote their independent living futures. Innovative use of digital technologies will be apparent across all our programmes. And our commitment to a sustainable, net zero region will be evident by the enthusiastic way we have embraced and implemented the FE Climate Action Road Map.

We will routinely and carefully listen to and act on the concerns of our students. Our students will report very high levels of satisfaction with their college. High expectations of ourselves and our students will be clearly seen in everything we do.

We will consistently operate in a culture of openness, honesty, and transparency. A college wide staff development programme will ensure our staff are well supported in delivering our strategic ambition. Stable and effective leadership, people friendly human resource approaches and prudent financial management, will underpin our rising and ultimately high staff morale.

Hull College will be known as a great place to study and work, and our students and staff will again be proud of their college.



2 c Our values – what we believe in

We recognise the following key values which guide decision making and behaviour across the college:

We are inclusive.

- We celebrate diversity and value individuality.
- We thrive on understanding and helping each other.
- We provide a safe, friendly and welcoming environment for all.

We are empowering.

- We build our students' confidence, knowledge, understanding and skills.
- We help our students find their strengths.
- We support our students both when they are struggling and when they are succeeding.

We have integrity.

- We are open, honest and respectful.
- We always act transparently and with consideration for others.
- We are never afraid to do the right thing.

We are resilient.

- We are positive and focus on what we can do, not what we can't.
- We welcome feedback and challenge.
- We take responsibility for our own actions.

We are ambitious.

- We embrace innovation, creativity and change.
- We push ourselves and aspire to best practice.
- We are passionate about our college, our students, their dreams and their futures.

2 d Our high-level strategic priorities

In support of our mission and vision, we have identified ten high level strategic priorities for the period 2022-2025.

1. Develop and deliver a **technical and inclusive curriculum** which is carefully aligned to regional skills needs.
2. Provide all students with a challenging, engaging and **highly effective teaching and learning experience**.
3. Harness the power of **digital technologies** to transform our approach to teaching and learning and our business operations.
4. Provide students and staff with responsive and highly **effective support services**.
5. **Develop our workforce** to ensure we are well equipped to deliver our objectives.
6. Ensure our **workforce is engaged and highly motivated** and that excellent performance is recognised and rewarded.
7. Make best use of our current estate and develop a deliverable vision for the future **transformation of the estate**.
8. Ensure the **long-term financial sustainability** of the college.
9. Create an **organisational culture** which is open, transparent, challenging and dynamic.
10. Ensure **effective, coherent and consistent leadership** is demonstrated at all times across the college.

Section 3. Building on our Strengths and Opportunities

Whilst recent years have been difficult for the college, we enter this new period with significant strengths. This plan seeks to build on those strengths and to identify and realise the opportunities which lie ahead.

Strengths

Opportunities

- | | |
|---|---|
| <ul style="list-style-type: none">• Dedicated and skilled staff. | <ul style="list-style-type: none">• Better engage with employers, particularly those in the region's priority sectors. |
| <ul style="list-style-type: none">• Extensive technical curriculum well aligned to regional skills needs. | <ul style="list-style-type: none">• Further develop our technical provision so it fully aligns with employers' current and future skills needs. |
| <ul style="list-style-type: none">• Significant apprenticeship provision. | <ul style="list-style-type: none">• Grow our apprenticeship and higher apprenticeship numbers, particularly in priority sectors. |
| <ul style="list-style-type: none">• Strong links with employers. | <ul style="list-style-type: none">• Improve progression to, and participation in, our advanced, higher skills and degree level programmes. |
| <ul style="list-style-type: none">• Significant inclusive provision for young people, adults and those with learning difficulties and disabilities. | <ul style="list-style-type: none">• Help more adults to progress directly into employment. |
| <ul style="list-style-type: none">• Excellent relationships with key stakeholders and partners in the city and region. | <ul style="list-style-type: none">• Through new pre-tech provision, positively re-engage with the most vulnerable young people in Hull. |
| <ul style="list-style-type: none">• Excellent location with some outstanding technical facilities and resources. | <ul style="list-style-type: none">• Play a meaningful role in the city's progress to net zero carbon. |
| <ul style="list-style-type: none">• Inherently talented young and adult students. | <ul style="list-style-type: none">• Improve pay, conditions, and morale for our staff. |
| <ul style="list-style-type: none">• Good liquidity and improving financial health. | <ul style="list-style-type: none">• Attract investment to redevelop our Queen's Gardens estate. |
| <ul style="list-style-type: none">• A long and established place in the community of Hull and the wider region. | <ul style="list-style-type: none">• Consolidate on our improving financial health. |
| <ul style="list-style-type: none">• Largely new, skilled, and well lead Board of governors. | <ul style="list-style-type: none">• Re-establish pride in the college. |

Section 4. Teaching and Learning at Hull College

Context

At the time of writing, we recognise the requirement to improve the standards of teaching and learning across the college. Although we have good and outstanding practice, teaching is not yet consistently good, or better, in all areas.

Our quality assurance arrangements in the past have tended to focus too heavily on making judgements, with missed opportunities to provide support and development for our teachers.

During the Covid pandemic we provided highly effective remote learning for most of our students and our digital infrastructure is robust.

But we recognise technology is transforming teaching and learning and students' expectations and that significant opportunities lie ahead in harnessing the power of this technology.

What we will do

At the earliest opportunity we will introduce a research driven **supportive deep dive process** across all our 'living' institutes.

Using the outcomes from deep dives and learning walks, we will design and implement a **comprehensive teacher development programme**.

Our initial focus will be on **teaching and learning practice, digital skills** and **understanding and managing challenging behaviour**.

We will instigate a cross college programme of events to **disseminate good practice** from deep dives and learning walks.

On-going professional development for all our teaching staff will remain a **priority** throughout the life of this strategic plan.

From our deep dives and learning walks we will also provide professional development opportunities that are **tailored towards the individual needs** of our teachers.

We will introduce **HOW2s** to provide immediate, digitally delivered, practical support for teachers to help them improve their practice.

We will ensure **all teaching staff participate** in development session and report back on their effectiveness.

We will invest in teaching and learning through the creation of new developmental roles including a dedicated **Director of Teaching and Learning, outstanding practitioners, and learning coaches**.

We will use learning technology not only to **personalise learning, but feedback and assessment too**, so that students can progress at their own pace and study where and when they choose.

We will ensure all apprentices will have access to **on-line formative and summative assessment**, including constructive feedback and virtual observations.

We will continue to explore opportunities to engage **industry experts in specialist delivery** across all our technical institutes.

During the creation of the Queens Garden's Development Prospectus, we will **visit and learn from sector leading colleges**, universities, and private providers, delivering cutting edge technical learning.

We will develop a respectful **culture of openness, collaboration, and innovation** across our teaching teams.

Through **inspirational teaching**, learning and assessment we will ensure that all of our students achieve their maximum potential.

Further develop our **scholarly activity within higher education** by achieving recognised excellence and facilitate a culture of education, and **technical research** along with pedagogical activity within all college provision types.



Section 5. Our Technical Programmes

Context

We recognise the significant skills challenges facing Hull and the wider Humber region.

“Hull’s businesses can face challenges in upskilling their existing workforces and in attracting younger, more highly qualified workers, evidenced by the Skills Advisory Panel for the Humber, who concluded that there is a lack of specialist technical and practical skills.”¹

In their Economic Growth & Workforce Well Being Strategy 2021-2026 Consultation, the new Humber and East Yorkshire LEP have carefully articulated growth opportunities for the region.

They cite engineering, manufacturing and assembly, and construction as ‘high productivity and absolute high employment sectors’, health technologies, pharmaceuticals, health and social care, and tourism and culture as ‘high employment sectors with competitive advantage’, and digital and low carbon technologies as ‘emerging innovation and growth potential sectors.’²

In doing they identify skills training required, such as “those skills needed to support delivery of the local energy strategies e.g. housing retrofit, installing heat networks and EV charging infrastructure roll-out”³

More widely they recognise the need to “support more residents to progress to higher and technical level apprenticeships and degrees, particularly in high growth sectors.”⁴

National government policy has emphasised the pivotal role of further education. This is evidenced strongly in the Government’s Skills for Jobs: Lifelong Learning for Opportunity and Growth (published in January 2021), Local Skills Improvement Plan trailblazers and Strategic Development Fund pilots.

Hull College is well placed to respond to the skills challenge.

Our seven technical institutes provide college based technical skills programmes for young people, apprenticeships for young people and adults, and higher skills and degree programmes for adults. Our technical institutes provide skills training in many of the region’s priority sectors.

We recognise, however, the pace of change in industry and the need to ensure our skills programmes are industry standard. To some extent, there has been a lack of pace in recent years in the development of the curriculum offered by our technical institutes. In setting out this strategic plan we seek to address this and in doing so we have carefully consulted with employers.

Each of our technical institutes is supported by a well-resourced employer reference group. The ambitious future development of our technical institutes, as articulated in this plan, is the joint vision set out by the college and the region’s employers.

¹ Hull’s Economic Strategy 2021-2026 page 19

² HEY LEP Economic Growth & Workforce Well Being Strategy 2021-2026 Consultation page 13

³ HEY LEP Economic Growth & Workforce Well Being Strategy 2021-2026

Consultation page 24

⁴ HEY LEP Economic Growth & Workforce Well Being Strategy 2021-2026 Consultation page 22

5 a Living Creatively: Institute of Arts

We will ensure students have open access to specialist resources including industry standard photography, fashion, dance, music, and print equipment.



Context

The institute currently offers programmes up to level 7 to prepare students for careers in art, design and media, performing arts, dance, live events production, music performance and production and performance arts.

Apprenticeships are provided for young people and adults employed as digital marketers and content producers.

The institute works with employers across the creative and performing arts sector, ranging from freelance artists, through micro-SMEs and SME businesses, to theatres and media outlets. Our supporting employers include Freedom Festival, Absolutely Cultured, Sonoco Trident, Ferens Art Gallery, Arts Council, Hull City Council, Hull Dance, Hull Truck Theatre and Hull Libraries.

Commercial aptitude, including business start-up and self-employment skills, are increasingly essential

for individuals establishing a career in creative and performance arts.

Future career pathways identified by the region's employers for this sector include:

- advertising creative.
- animator.
- broadcast and media systems technician.
- broadcast production assistant.
- camera prep technician.
- content producer.
- creative industries production manager.
- creative venue technician.
- fashion studio assistant.
- media production co-ordinator.
- photographic assistant.
- storyboard artist.

What we will do

We will develop and implement a vertically integrated curriculum to ensure **all students benefit** from the institute's impressive resources.

We will ensure students have open access to **specialist resources** including industry standard photography, fashion, dance, music, and print equipment.

Our students will work collaboratively across disciplines and levels **on employer set 'live briefs'** and towards celebration events.

We will develop the **digital capabilities** of our students using industry specific digital technologies including Adobe Audition, Premier Pro, Logic Pro X, Pro Tools, Ableton, Reaper and Tractor.

We will ensure our staff are supported by frequent and effective **staff development** with an emphasis on the sector's use of new technologies.

We will increase the use of **flipped learning** and independent study to allow students to be more dynamic in their learning approach and to become more self-sufficient.

For students entering the industry with lower GCSE grades we will introduce new level 1 programmes in **music and media production** and a level 2 routeway in **production arts**.

To support progression opportunities to advanced skills we will introduce a level 3 **extended diploma in creative practice, art, design and communication** (including specialist pathways in photography, fine art, fashion, 3d design, illustration) and a level 3 extended diploma in **dance**.

For our higher skills students we will assess the feasibility of offering new **foundation degrees in 3d design**, sound for media and digital media production.

We understand that it is essential that students are 'multi skilled' with both **knowledge and behaviours** to ensure they enjoy successful careers in this sector.

We will ensure there is a strong emphasis on developing **confidence, entrepreneurial and life skills** across all the institute's provision.



5 b Living in the Future: Institute of Advanced Vehicle Technologies

The institute will provide skills training to help to meet the advancements in vehicle technology in the Yorkshire and Humber region.



Context

The institute currently offers programmes up to level 4 to prepare students for careers in automotive maintenance, light vehicle repair, vehicle accident repair, advanced vehicle management and diagnostics, hybrid electric vehicle repair, industrial electric vehicle charging equipment installation and motorcycle maintenance.

The institute works with employers across the automotive sector. Many are either SMEs or micro-SMEs, such as Mats Garage, David Johnson Motor Engineering Limited, CCHL and Omega Motor Co Ltd. Others are larger employers, such as Stoneacre and JCT600, an organisation with over 50 locations throughout Yorkshire, Lincolnshire, Derbyshire and the northeast.

Future career pathways identified by the region's employers for this sector include:

- auto care technician.
- automotive glazing technician.
- battery application engineer.
- electric vehicle charge point engineer.
- embedded electronic systems design and development.
- engineer.
- vehicle service and maintenance technician.
- vehicle technician.

What we will do

The institute will provide **skills training** to help to meet the **advancements in vehicle technology** in the Yorkshire and Humber region.

The institute recognises **opportunities arising from new regulations** which state that by the year 2030 all vehicles manufactured will need to use alternative energies and by the year 2035 all vehicles must be fully zero emission at the tail pipe.

The institute has been successful in securing **capital investment** from the Strategic Development Fund (SDF).

Using SDF funds we will create a new facility at our Canon Street Centre for **electric and hybrid vehicle maintenance training**.

We will introduce a new level 3 award in **hybrid electric vehicle repair and replacement**.

A significant feature of the institute's future development will be the introduction of new **apprenticeship routeways**.

At level 3, we will introduce new apprenticeships in **motor vehicle service and maintenance** and **motor vehicle damage panel technician**.

At level 4, we will introduce new apprenticeships in **vehicle damage panel technician** and in **vehicle damage assessor**.

We will build on the legacy of our Sector Skills for the Workforce project by providing employers with **responsive, flexible skills training** to enable them to succeed in a fast-changing sector.

Our students will have the opportunity to work collaboratively with employers on industry specific **work-related projects**.

Our delivery methodologies will encompass a **blended approach of practical and theory** sessions utilising naturally occurring opportunities to extend subject discussion or demonstration into advanced areas.

We will increase the use of **flipped learning** and independent study to allow students to be more dynamic in their learning approach and to become more self-sufficient

We will ensure students can **move seamlessly** between further education, higher education, and new apprenticeship routes.

Our students will have access to **specialist resources** including augmented reality and virtual reality software, advanced driver assistance systems, 3D printing and modelling, welding, motorcycle and vehicle refinishing facilities, F-Gas facilities, hybrid and electric vehicles.

We will ensure our staff are supported by frequent and effective **staff development** with an emphasis on the sector's use of new technologies.







5 c Living in the Future: Institute of Digital & Advanced Manufacturing

We will equip students with the knowledge and skills to move seamlessly between further education, higher education, and employment.



Context

The institute currently offers programmes, up to level 6, to support careers in electrical installations, engineering, welding and fabrication for renewable industries.

Apprenticeships are provided for young people and adults employed as metal fabricators, welders and engineering technicians.

The institute works with engineering and manufacturing organisations from micro-SMEs to large employers, including GW Power, Eco Engineering, Platinum Engineering, Advanced Plastics and Composites Ltd and AK Sheet Metal. The institute also engages with manufacturing and food manufacturing organisations, such as Cranswick Country Foods, Willerby Limited and phoenix building systems.

Future career pathways identified by the region's employers for this sector include:

- compressed air and vacuum technician.
- electrician.
- engineering fitter.
- engineering surveyor.
- fenestration fabricator.
- food and drink maintenance engineer.
- lean manufacturing operative.
- lift truck and power access engineering technician.
- material cutter.
- metal fabricator.
- pipe welder.
- plate welder.
- project controls technician.
- renewable energy technician.

What we will do

We will ensure our delivery methodologies encompass a **blended approach** of practical and theory sessions utilising naturally occurring opportunities to extend subject discussion or demonstration into advanced skills areas.

Students will have the opportunity to work **collaboratively with employers** on several industry specific work-related projects.

We will equip students with the knowledge and skills to **move seamlessly** between further education, higher education, and employment through apprenticeship routes.

We will ensure students have access to **specialist resources** for mechatronics, electronics, robotics, hydraulics, pneumatics, CNC, control systems, CAD, building information modelling, electrical installations and 3D printing.

We will introduce a new level 2 diploma in **engineering electrical and electronics technology**.

At level 3, we will introduce **T level** in electrical and electronic equipment engineering and T level electrotechnical engineering, alongside **level 3 diplomas in electronic engineering, mechanical engineering and building information modelling**.

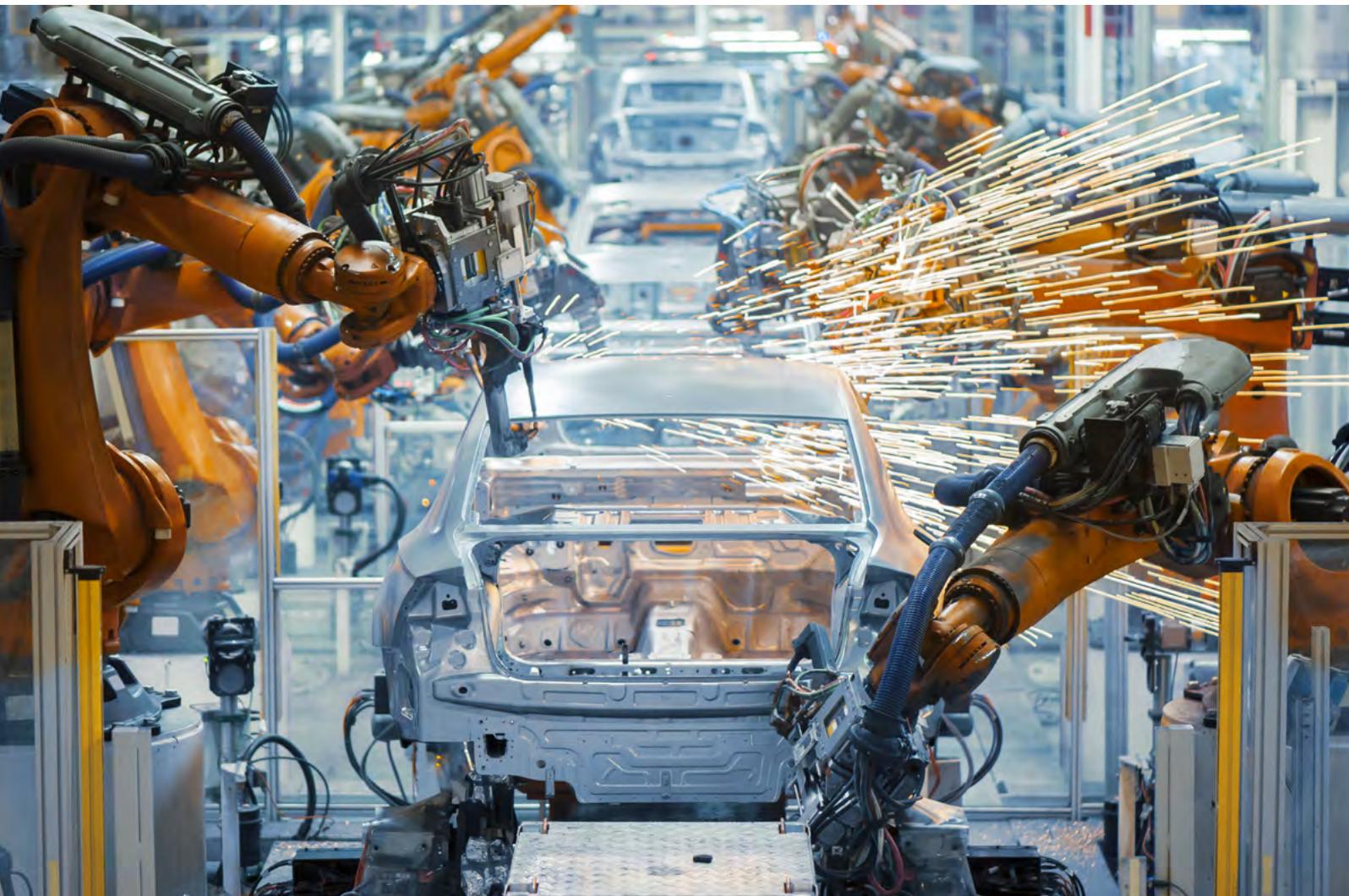
For our apprentices we will introduce a **level 4** progression opportunity in **electrical installation**.

The use of flipped learning and independent study across **digital platforms** will enable our students to become more self-sufficient in their approach to learning.

Over the course this plan, our **delivery methodologies** will adapt to a more efficient and collaborative approach, with greater opportunities for students to work seamlessly across classroom and work-based modes of study.

Our efficient modes of delivery will enable a **multifunctional approach** allowing us to take the classroom into the workshop.

We will use **technologies to enhance delivery**, for example incorporating virtual and augmented reality across the digital platform and theory sessions.



5 d Living Successfully: Institute of Professional Studies

We will harness the use of digital technologies to enhance learning opportunities and ensure students are well equipped for employment.



Context

The institute currently offers programmes, up to level 6, to support careers in: accounting, business and administration, human resources, and leadership and management; digital analyst, IT technician and software developer; and probation officer, social work and in teaching and education.

Apprenticeships are provided for young people and adults employed as business administrators, supervisors, team leaders, assessors, coaches, and teaching assistants.

The institute has extensive engagement with employers. Our supporters included SGS, The One Point, Ashcourt, Humber All Nations and Double Tree Hilton. Apprenticeships in Commercial Services are delivered to employers within workplaces across the Humber Region and many of these relationships are time-served.

Job roles identified as both a current and future requirement by employers in these sectors include:

- accountant.
- cyber security technician.
- digital technician.
- financial services adviser.
- human resources partner.
- improvement technician.
- investment operations technician.
- insurance practitioner.
- learning and development practitioner.
- library, information, and archive services assistant.
- mortgage adviser.
- paralegal secretary.
- payroll administrator
- public service operational delivery officer.
- recruitment consultant.
- software developer.

What we will do

We recognise that **enterprise and entrepreneurship** are recurring themes as employers look to grow and diversify their businesses. We will ensure these skills are embedded across the institute's provision.

We will develop skills-based training in **online and e-commerce** and embed these skills in relevant programmes.

Over the course the plan, we will adapt to a more dynamic curriculum which challenges students to think **critically** and view theory and practice through an evaluative lens.

We will harness the use of **digital technologies** to enhance learning opportunities and ensure students are well equipped for employment.

We recognise there are significant opportunities to develop and implement a more **blended learning model** particularly in degree studies, management, education, and criminology.

We will identify and implement opportunities to infill between **classroom and apprenticeship delivery**.

A significant feature of the institute's future development will be the introduction of new **apprenticeship routeways**.

We will introduce

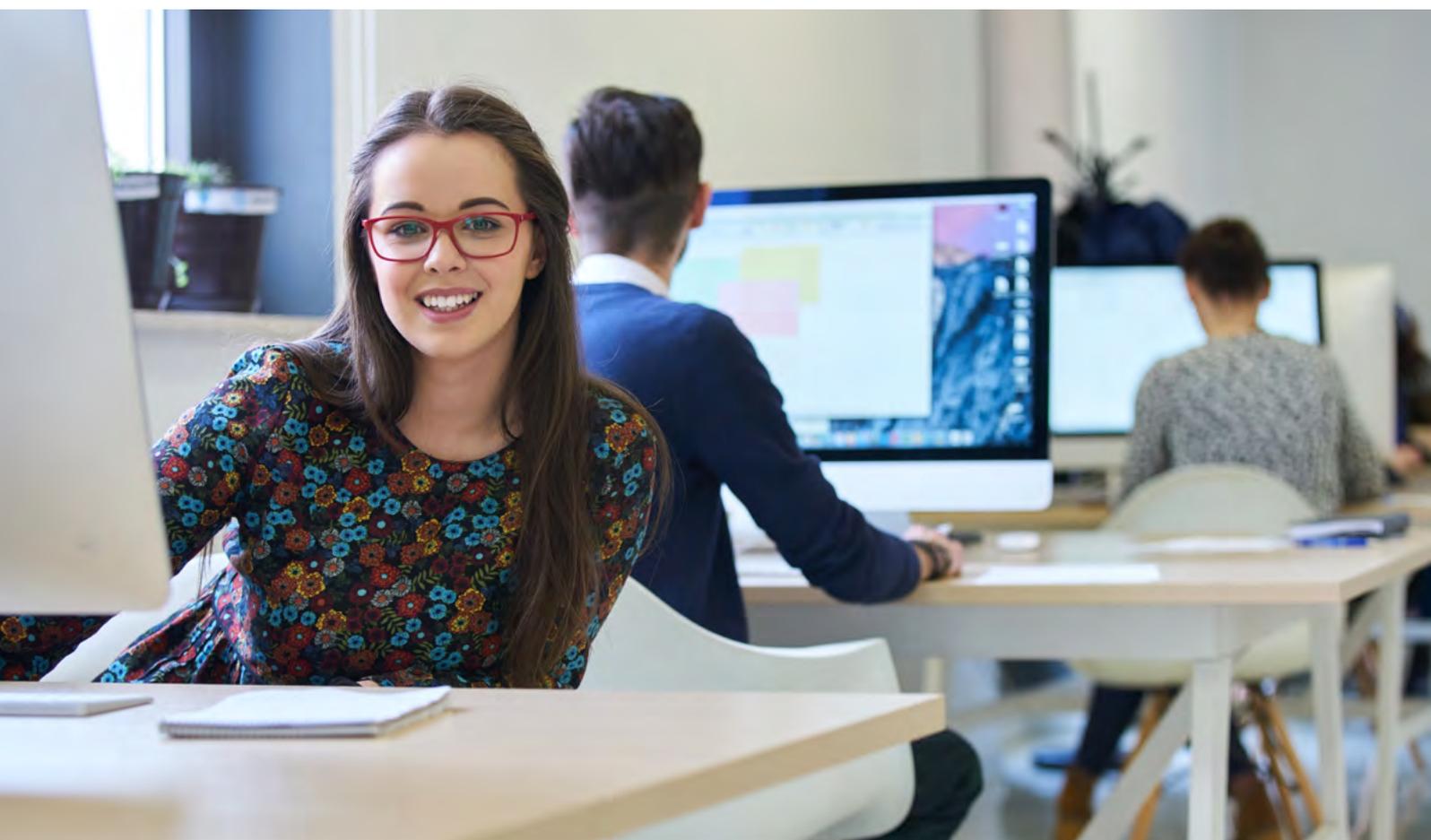
- a level 2 apprenticeships in **business administration and accounting assistant** and a level 3 apprenticeship in **human resources support**.
- a level 3 apprenticeship in **ICT support technician**.
- and a level 3 apprenticeship in **learning mentor** and a level 4 apprenticeship in **assessor coach**.
- level 5 apprenticeships in **operations/departamental management**.

We also recognise the need to develop advanced and higher skills pathways. Over the life of this plan, we will introduce:

- **T level** in digital, design, production, and development.
- Levels 4 and 5 in **cyber security**.
- HND in **computing**.
- level 3 and 5 programmes in **management and leadership**.
- level 4 professional diploma in **accounting**.
- levels 3 and 5 programmes in **personnel and development**.
- a foundation degree in **digital marketing**.
- level 6 chartered **manager degree apprenticeship**.

We will develop our institute to be diverse and dynamic, equipping students with **fundamental skills** to be successful in their chosen career paths.

With strong employer engagement, we will become the Hull's **preferred provider** for professional qualifications.



5 e Living Sustainably: Institute of Building Technologies

We will focus on developing careers not qualifications to support the creation of a robust, skills and knowledge-rich workforce.



Context

The institute currently offers programmes from level 1 to level 6 for careers in brickwork, plastering, carpentry and joinery, bench joinery, site joinery, painting and decorating, plastering, plumbing, professional construction and civil engineering.

Apprenticeships are provided for young people and adults employed as bricklayers, carpenters and joiners, painters and decorators, plasterers, plumbers, and domestic heating engineers.

The institute works with a wide range of employers within the construction and built environment sector. Apprenticeship clients, such as Airkool use the institute to recruit and train apprentices, whilst SGS have used the apprenticeship programme to grow their business.

Representatives from Arco Ltd, Pagabo, Alan Wood and Partners and KWL contribute to the institute's employer

reference group. Employers including Hobson and Porter, Persimmon Homes and Beal Developments support the institute's on-going development.

Within the Humber construction sector, there is continuing demand for:

- building services engineers and service and maintenance engineers.
- construction plant operatives.
- construction site managers.
- digital engineering technicians.
- electricians, plumbers, heating and ventilation engineers.
- facilities managers.
- facilities service operatives.
- floor layers.
- smart home technicians.

What we will do

We will focus on developing **careers not qualifications** to support the creation of a robust, skills and knowledge-rich workforce.

We will ensure we deliver a **coherently planned and sequenced curriculum**, predominantly practical based, which allows for students to integrate new knowledge into larger concepts and to apply skills fluently and independently.

We will introduce an efficient **integrated curriculum model** to allow for all students, regardless of their mode of study, to seamlessly transition between programmes, for example from a full-time course to an apprenticeship.

We will introduce new programmes in **modern methods of construction** including apprenticeships in **construction assembly and installing operative** and **permanent modular buildings**.

We will ensure we provide progression **routes to level 3 skills** in brickwork, plastering, painting and decorating, and in installing, service and maintenance of environmental technology systems.

We will also introduce **T level** in construction design, surveying and planning.

We will provide **upskilling programmes** to progress workers to level 3 skills, through flexible, competency-based programmes.

We will expand our offer to support **re-fit and retro-fit** projects to support the Hull's ambitious carbon-neutral programme.

We will undertake a feasibility study into the creation of a **groundworks training centre** in partnership with employers.

We will use **live projects** and community work to allow students to develop, hone and showcase their practical skills.

The introduction of a **pop-up eco house** at Queens Gardens will enable students to work in collaboration towards a common goal whilst providing a 'real life' working experience.

We will introduce a level 1 certificate programme to act as a **foundation year** for those who do not meet the entry requirements for full level 1 or 2 studies.

We will introduce strategies to encourage **more females into** key roles and to increase **BAME** recruitment across the industry and to ensure irrespective of their starting point, where possible, every student is able to access industry opportunities.

We will invest in and **upskill our staff**, for example in AutoCAD and building information modelling.

We will harness the power of **digital learning technologies** increasing our use of virtual reality resources, Clevertouch screens, blended learning, YouTube and Canvas.

Over the life of this plan, we will seek to consolidate most of the institute's **provision to Queen's Gardens** with a view to creating industry standard learning spaces reflective of the industries the institute serves.

Through **continued engagement** with our employers and stakeholders in the city, we will work collaboratively with other providers to anticipate and support curriculum opportunities for our students.



5 f Living Well: Institute of Health & Life Sciences

We will ensure the institute develops high aspirations and relevant skills in our students to ensure they are well placed to follow careers in the sector.



Context

The institute currently offers programmes from foundation to level 6 for careers in health and social care, early years settings, the life sciences industry, the health and fitness industry and protective services.

The institute engages with health and social care employers across the Humber region from SMEs to large health care trusts and private sector care providers including Hull University Teaching Hospital NHS Trust, Goodwin Trust, Hull City Council and the Health and Social Care Workforce Consortium.

Across the Humber region there is a pressing and future demand for skills for the health and life science sector. Promoting health and life sciences as a career of choice, particularly for males, is important in attracting and retaining people to the sector.

Current and future career pathways identified by the region's employers for this sector include:

Health and life sciences:

- clinical coder.
- health care support worker.
- health care cleaning operative.
- laboratory technician.
- midwife
- nurse.
- paramedic.

- pharmacy technician.
- physiotherapist.

Social care:

- nursing home manager.
- senior care assistant.
- social care assessor.
- social services officer.
- social worker.

Early years:

- childminder.
- early years practitioner.
- play specialist.
- special educational needs coordinator (SENCO).

Sports and fitness:

- gym instructor.
- nutritionist.
- personal trainer.
- sports development officer.
- sports coach.

Protective services:

- armed forces officer.
- coastguard officer.
- fire fighter.
- police officer.
- prison officer.

What we will do

Over the life of this plan, we recognise the need for a **significant development** in the institute's capacity to support the skills needs of the region's health and life sciences sector.

We will invest in **upskilling our existing staff** and will implement practices to attract skilled individuals from industry to join the institute's delivery team.

We will invest in our physical resources with a view to **creating new facilities** in the Tower Block including a simulated hospital ward, wet lab, maternity suite, mock-up ambulance, memory room and dedicated nursery room.

Our **delivery methodologies will adapt** to a more blended approach of theory and increased practical delivery with the introduction of new specialist facilities.

We will use **flipped learning and independent study** to encourage students to take responsibility for their own learning.

We will introduce **virtual and immersive learning technologies** to inspire our students' creativity and imaginations.

Over the life of the plan and beyond, we envisage the introduction of **new programmes** to equip young people and adults for future careers.

In health and life sciences we will introduce:

Level 2 apprenticeship for **health care support worker** and level 4 apprenticeship for **dental practice manager**.

Progression routes to level 3 through **T level in health, extended diploma in health and social care, access to HE in medicine**.

Foundation degrees in **organisational development** within the health sector and in **counselling**.

In social care we will introduce new programmes in:

Level 4 apprenticeship in **lead practitioner in adult care** and level 5 apprenticeship in **leader in adult care**.

Progression routes to level 3 in **health and social care** and **adult care (for adults)**.

Higher skills routes through level 4 diploma in **adult care (for adults)** and **foundation degrees in social and community work practice**.

In early years we will introduce level 5 apprenticeship in **early years lead practitioner** and progression routes to level 3 through **T Level in early years educator**.

In sport and fitness, we will introduce higher routes through **foundation degree in health, exercise and lifestyle**.

In protective services we will introduce **level 4 apprenticeship in police community support officer**.

We will ensure the institute develops **high aspirations and relevant skills** in our students to ensure they are well placed to follow careers in the sector.



5 g Living Well: Institute of Hospitality & Lifestyle

A significant feature of the institute's future development will be the introduction of new apprenticeship pathways and the opportunity for apprentices to infill into full time study programmes.

Context

The institute currently offers programmes from foundation to level 3 for careers in hairdressing, barbering, beauty and spa, nail enhancements, makeup artistry, theatrical special effects and media, makeup artistry, culinary arts, professional patisserie, professional cookery, cabin crew, and the wider travel and tourism industry. The Institute also offers a Foundation degree in Advanced Beauty Therapy & Aesthetics.

Employers engage with the institute from across the sector including Double Tree Hilton, Hull University Teaching Hospital NHS Trust, Alternative Hair and Beauty and The Village Retreat, and the Freedom Festival. There are also regular links with BA Training Centre, Oneworld Travel Agency and Ever After Holidays.

Future career pathways identified by the region's employers for this sector include:

- beauty and make up consultants.
- beauty therapists.
- hair professionals.
- nail services technicians.
- wellbeing and holistic therapists.
- baker.
- chef de partie.
- culinary chef.
- hospitality manager.
- hospitality supervisor.
- hospitality team member.
- production chef.
- cabin crew.
- travel consultant.

What we will do

Over the life of this plan, we will develop delivery methodologies which are efficient and practical, ensuring **employability skills** are at the fore.

We will use our specialist facilities to provide a **realistic working environment** with professional standards and 'real life' scenarios embedded throughout the delivery.

We will **develop our facilities and resources** to include preparation area for prosthetics, barbering chairs, and a roof top garden.

We will update our **aircraft cabin, beauty salons** and refurbish our **commercial restaurant HU1**.

We will explore and implement, where practical, the **integration of college catering services with the work of the institute**. In doing we aim to create new work placement and apprenticeship opportunities.

We will enhance our students' experience with the use of **augmented reality and virtual reality**.

A significant feature of the institute's future development will be the introduction of new **apprenticeship pathways** and the opportunity for apprentices to infill into full time study programmes.

In hair and beauty, we will introduce **level 2 apprenticeships in beauty therapy and hair professional** and **level 3 apprenticeships in advanced beauty therapy, nail services technician, wellbeing and holistic therapy and hair professional**.

In hospitality and catering, we will introduce a **level 2 apprenticeship in commis chef** and **levels 2 - 4 apprenticeships in hospitality team member**.

To ensure progression pathways we will consider introducing **T levels** in beauty therapy.



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•CHILD DONNING BY CREW INSTRUCTION*
• A METTRE SUR L'ENFANT D'APRES
LES INSTRUCTIONS DE L'EQUIPAGE
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Section 6. Our Inclusive Programmes

Context

Review of levels of deprivation and the educational attainment of young people and adults in Hull makes for depressing reading.

The national Index of Multiple Deprivation (IMD) 2019 shows that of Hull's lower super output areas (LSOAs) 45.2% are ranked in decile 1, the most deprived 10% of LSOAs in England.

13,664 (26.4%) of children in Hull live in families with absolute low income and 15,880 (30.7%) live in families with relative low income. This compares to national rates of 15.3% and 18.4%.⁵

Simply put nearly half of the city's communities are the most deprived in England and more than a half of our children live in families with absolute or relatively low income.

At age 19, the number of young people achieving a level 3 qualification lags 12.6% behind national rates and 8.2% behind the rate for Yorkshire and Humberside. At level 2 young people fall 5.6% behind national rates and 2.9% behind Yorkshire and Humberside. In these measures, Hull is ranked 146 out of 150 local authorities in England for level 3 attainment and 131 out of 150 for level 2.⁶

⁵ https://data.hull.gov.uk/deprivation/#/view-report/b41787867bad4ebb830f3a24faa36991/___iaFirstFeature

⁶ Education, Learning and Skills Statement, Kingston upon Hull, 2019-20, Hull City Council

Inevitably, the attainment of adults at higher levels, level 4 and above, is weak. Currently only 33% of Hull & East Riding residents hold a qualification at Level 4 and above compared with 43% nationally. The proportion is particularly low in Hull at 23%.⁷

The HEY LEP Economic Growth and Well Being. Strategy 2021-2026 predicts that 46% of jobs in the wider Humber region will require Level 4 and higher qualifications by 2030.

And data shows attainment levels for adults and young people in Hull are falling further behind, not narrowing.

Covid hasn't helped. Hull City Council report:

"By May 2020, the impacts of the pandemic had immediately been seen in the labour market ... Young people, women, and those from black and minority ethnic communities have all seen greater impacts in the number of job losses, unemployment claimants, and those furloughed. These challenges confirmed the structural issues that existed before the pandemic, and which still require addressing."⁸

⁷ HEY LEP Economic Growth & Workforce Well Being Strategy 2021-2026 Consultation page 22

⁸ Hull's Economic Strategy 2021-2026 page 4



We are facing a significant challenge. A mismatch between the skills level of a significant number of young people and adults and the skills required for jobs in the future, threatens to exclude them from employment.

Our young people and adults are facing significant levels of deprivation, with all the attendant challenge this brings. Young people, women and black and ethnic minority communities are particularly at risk.

And we should do well to remember that “the inequalities within regions, and within cities, can be larger than the inequalities between regions.”⁹

Postcode analysis of enrolment at Hull College shows very significant levels of participation by young people and adults from our most deprived communities and from those with low, or very low, prior attainment.

It could be argued that a disproportionate number of these students attend the college. Clearly the burden and responsibility placed on the college is high.

Hull College has a pivotal role to play in re-engaging those young people and adults at risk of becoming

distanced and excluded from employment and wider society. And to do so effectively, we must embrace this challenge and further develop our skills and expertise in meeting the diverse needs of these students.

In section 6, we set out how our technical institutes will focus on priority sectors, apprenticeships and progression routes to advanced, higher technical and degree level programmes.

Of equal importance is our provision dedicated to the inclusion and engagement of the most vulnerable individuals in our community.

In this section we set out of the vision for our four inclusive institutes:

14-16 College.

Living Independently: Institute for Skills and Living.

Living and Working: Institute of Employability.

Living and Learning: Institute for Adult Foundation Skills.

We also set out our plans to introduce pre technical provision.

⁹<https://www.mottmac.com/views/levelling-up-is-about-equality-not-geography>

6 a 14-16 College

The 14-16 College will continue to provide an outstanding learning experience for all pupils.



Context

The 14-16 College offers a broad and balanced key stage 4 national curriculum, replacing a school EBAC curriculum with option pathways in history, digital media and business and enterprise. Pupils within the 14-16 College select vocational pathways in years 10 and 11 which support them in making informed decisions and preparation for successful progression.

The Hull City region is a diverse and challenging social environment with a higher-than-average number of the young people not in education employment or training, higher than average levels of deprivation (being the fourth highest in the country) and a high percentage of children with inconsistent home experiences. We experience these factors very directly in the 14-16 College.

The 14-16 College plays a pivotal role in Hull in meeting the needs of our most challenging children.

71% of the pupils within the 14-16 College are from the most deprived areas of the city. 45% of pupils are eligible for free school meals (compared with the local authority average of 26.6%). Approximately half of the school's pupils have a learning difficulty or disability, 57% are considered vulnerable. And 50% of our year 11 pupils are defined by the local authority as presenting high-risk NEET indicators.

The 14-16 College's wider curriculum offer develops learning and thinking skills, providing pupils with personal and professional development which helps them to progress in life and further study. Working alongside our partners, the 14-16 College delivers a life skills curriculum. The life skills curriculum provides meaningful pastoral care enabling young people to build

self-esteem, make positive decisions and take positive next steps.

The 14-16 College is supported by excellent partnerships. These include close working with counselling and safeguarding teams, sexual education and employer support workers, Headstart, NHS nurses, secondary head teachers, Hull City Council's working groups, Barnardo's, PCSOs, Mind, First Story and SMASH Support Project.

Future pathways for pupils progressing from the 14-16 College include;

- technical level programmes.
- A levels.
- apprenticeships.
- other further education.

What we will do

The 14-16 College will continue to provide an **outstanding learning experience** for all pupils.

We will ensure that our pupils' needs are continually met through the **development of future curriculum**, both subject specific and in our wider pastoral offer.

We will explore the opportunities available to develop a **unique and innovative key stage 4 provision** which seeks to deliver a hybrid model of online and inhouse practical learning for elected home educated pupils.

We will investigate how we might grow, by **exploring free school and academization** opportunities. In doing so we will work closely with our partners at Hull City Council.

Through the life of the plan we will review our delivery model to ensure we are **highly efficient**.

6 b Pre-technical provision

Over this plan we will consider the development of 'pre-technical' provision for young people who are at continued risk of disengagement.



Context

We recognise the need to develop programmes which support all young people with an interest in joining Hull College.

The college currently supports students from the most deprived areas of the city. The average GCSE score at Hull College is 3.6 which is significantly below the national average. Not all young people applying to the college are ready to join one of the college's technical institutes.

What we will do

Recognising this challenge, over this plan we will consider the development of '**pre-technical provision**' for young people who are at continued risk of disengagement from education and not yet ready to join technical programmes.

We will complete a detailed **review of our current support services and provision types** in order to inform how we might extend and enhance our offer.

In doing so we will seek to develop a **new 'pre-technical' offer** which draws upon the principles of inclusion and professional development, along with technical learning, for school leavers who are not yet ready for a technical study programme.

We will ensure that development of the 'pre-technical' provision seeks to draw upon the **excellent inclusive practices within the 14-16 College**.

We will collaborate closely with the college's technical institutes in the development of a new '**pre-technical pathway**'.

We will ensure our future approaches are principled by the **needs of Hull's young people**.

6 c Living Independently: Institute for Skills and Living

We will work closely with Hull City Council and other key stakeholders in developing new and extended pathways for SEND adults.



Context

In January 2019, 14.3% of pupils in Hull schools were on special educational needs (SEN) support, and 3.2% had an educational healthcare plan (EHCP) or statement of SEN. This is above the national average both for pupils with an EHCP and on SEN support.

The needs of Hull's children differ significantly to the national picture. Within Hull's special schools 44.7% of pupils have a severe learning difficulty as their primary need, contrasting with the national figure of 21.6%.

In early spring 2021, the college consulted with local special schools on needs for the future.

Schools identified the need to review resources such as visual timetables to support the transition and engagement with young people. Work with parents and carers is also needed to provide reassurance on the transition processes to college.

Planning post 16 provision should be collaborative with processes to the engage parents and the feeder schools.

Provision needs to provide young people with the opportunity to prepare for both adulthood and independence.

Alongside this, stakeholders highlighted the importance of the young people themselves in making informed choices.

Stakeholders noted the importance of public perception and effective public relations and communication in respect of SEND provision. Strategic communication processes are needed to build a positive reputation and relationships with schools and the local authority.

The environment in which young people learn is an important consideration in the development of the SEND offer.

Stakeholders identify supported internships as a significant opportunity for the city to work together collaboratively.

Stakeholders acknowledged that there are currently gaps in post-19 SEND provision and there is a need to develop and promote new provision.

Finally, stakeholders noted the need for a consistent staff team with the skills to build positive relations with young people in a way which offers a smooth transition from school to college.

What we will do

We will significantly extend our **engagement with our feeder schools**, young people and parents of those young people wishing to transition to college.

We will host regular, carefully presented **open events** to showcase our work and to offer early engagement opportunities for parents and young people.

We will carefully **consult with students and their parents** on how we develop our teaching and learning facilities.

We will also consult and **act on advice from parents and young people** on how we present information on the programmes we offer.

We will **remodel of our curriculum** for young people progressing to college as follows:

Step Up to Vocational Studies

- Entry 3 and level 1 extended certificate in employability skills with vocational options in sport, hospitality, hairdressing, and beauty therapy, painting and decorating, motor vehicle.

Step Up to Employment

- Entry 3 and level 1 extended certificate in employability skills.
- Pre-supported and supported internship model (EHCP only) with 35 weeks of skills building and placement with a host employer.
- Placement to Employment (non EHCP) with 35 weeks of skills building and placement with an employer.
- Traineeship Level 2 Apprenticeship, as an extension of the internship practice model. This will either be a bespoke identified apprenticeship standard suiting most students or the regular existing standards with a personalised support model.

Step Up to Independent Living

- Entry 2 and entry 3 extended certificate in skills for independent living.
- Level 1 extended certificate in preparation for life.

We will work closely with Hull City Council and other key stakeholders in developing new and extended pathways for SEND adults.

We will provide regular and effective staff development for all our staff engaging with experts from within the region and beyond.



6 d Living and Learning: Institute for Adult Foundation Skills

We will ensure a strong emphasis in developing confidence in life skills.



Context

The institute offers programmes in English for Speakers of Other Language (ESOL) from entry 1 through to Level 2, along with English and mathematics programmes for adults ranging from entry 1 through to GCSE.

Adults completing these programmes are able to progress into further education programmes at the college.

The institute offers a range of different delivery models including short programmes with various entry dates throughout the academic year, rolling programmes which provide multiple learning opportunities throughout the year, daytime and evening delivery along with online learning options for adult GCSE programmes.

ESOL programmes provide adults with the opportunity to prepare for living within communities by providing

access into academic progression opportunities and employment.

The adult English and mathematics programmes provide upskilling opportunities meaning that adults are able to re-enter into the education and employment market. This supports increased equality of opportunity for adults in Hull and East Riding.

The institute endeavours to work across college. It currently provides GCSE options for adults completing learning programmes in other areas of the college.

We foster an environment which builds confidence, self-esteem and personal skills enabling adults to engage in the diverse community which surrounds them. This enables adults to access progression routes within the college's technical institutes.

What we will do

We recognise the extensive opportunity to significantly **build the adult provision** through community engagement, including local charities, local authorities and employers.

We will pro-actively develop a **coherent ESOL offer** which is aligned with all college provision types with clear progression into further and higher education and future employment opportunities.

We will work closely with the Institute of Employability to **maximise personal and social developmental opportunities** for adults within our Institute.

We will build an **outreach ESOL foundation** provision with refugee charities, running short courses in communities both locally and nationally.

We will maximise the opportunity to be the **main provider of ESOL provision** across the Hull City Region.

We will **re-design the onboarding process** including pre and on course activity to offer a streamlined, informative and accessible process.

We will maximise opportunities for income growth in **online adult GCSE provision** through leveraging our 'first choice' position and working with our partners at Hull City Council and the Yorkshire and Humber LEP.

We will ensure a strong emphasis on developing **confidence and life skills** across through the development of an adult study programme offer including signposting to the Institute of Employability.

Future education and career development pathways for adults in the Institute of Adult Foundation Skills include:

- further education and training.
- higher level study.
- apprenticeships and adult technical programmes.
- professional and technical employment.



6 e Living and Working: Institute of Employability

We will be responsive to the needs of the city's unemployed.



Context

The institute currently offers a range of programmes for unemployed adults funded through the adult education budget and the Skills Support for the Unemployed (SSU) project. The programmes on offer are designed to prepare adults for employment and enhance their skill set to support progression.

The programme portfolio includes English language and writing skills for those who speak English as a second language, employability, personal and social development programmes along with digital skills ranging from entry level to level 3. The duration of these programmes ranging from 2 days to 10 weeks determined by the adult's level of attainment.

Sector work academy programmes (SWAPs) are pre-employment training including work experience along with a guaranteed interview. Duration of SWAP's range from a 3-day course to up to 6 weeks. Adults completing a SWAP achieve a qualification which is relevant to their starting point.

The institute works closely with the Department of Work and Pensions (DWP). Through regular engagement with DWP across the Yorkshire and Humber region the

Institute is able to understand the local employer need, business expansion context, and refugee settlement which informs and shapes the provision offer, ultimately addressing skills gaps and supporting adults out of unemployment and into jobs.

Delivery of the SSU project is driven through partnership arrangements with the Hull and East Yorkshire LEP. This partnership provides opportunity for the Institute to respond to the business expansion and regional employer need.

The institute has extensive engagement with employers across the Humber region. Our supporters include Humber Bridge, Turner Price, Wellington Care, Hughes Mushrooms and Rocal Insulation. Employers are actively involved in the development of programmes to meet commercial needs, whilst also supporting adults and employers affected by redundancy.

Following successful placement into employment the Institute provides ongoing guidance from a Careers Advisor for a period of 12 weeks in order to support sustained employment and provide any additional training needs.

What we will do

We will further develop our **SWAPs** to include a range of employers so that we are able to provide a wider range of opportunities support progression into higher paid jobs.

In doing so we will **work collaboratively with technical institutes** to provide greater insight and experience into specific sectors.

We will collaborate with our technical Institute colleagues to develop a coherent offer with **clear progression pathways for the unemployed into adult technical programmes**, apprenticeships and onto higher paid technical jobs.

We wish to further support income growth for the college by expanding our work with local businesses utilising the **Low-Income Adult Education Budget**.

We will continue to deliver the required outcomes of the **Skills Support for the Workforce (SSW)** programme to completion of the project in March 2023.

We will provide **upskilling programmes** through an employer responsive curriculum that addresses local skills gaps and align us with the Humber and East Yorkshire LEP regional growth opportunities.

We will be responsive to the needs of the city's unemployed cohort by exploring delivery opportunities across outside of the college and in **hard-to-reach communities**.

We will actively seek opportunities for growth with the **UK Shared Prosperity Fund (UKSPF)**, to continue our work in supporting adults to gain skills for jobs and progress into employment.

We will endeavour to secure funding through the UKSPF for delivery of the new adult **numeracy programme 'Multiply'**.

We will establish and embed a **work experience model** working in partnership with our employers.

Our ESOL students will benefit from an **enrichment offer** which supports development of English skills, confidence building and integration into city life through external trips, visits and guest lecture events.

We will pro-actively prepare the college and Institute for development and delivery of **traineeship programmes** by maximising the necessary funding opportunities.

We will explore the possibilities surrounding **blended and bespoke learning opportunities** across the range of programmes offered within the Institute.

We will drive **aspirational career** paths in sectors including

- digital skills and business administration.
- customer service and hospitality.
- health and social care.
- education and training.
- green energy.
- ports and logistics.
- higher level study – apprenticeships and adult technical programmes.





Section 7. Our Digital Strategy

Context

We recognise that digital literacy is the set of skills, knowledge and attitudes that enable confident, creative and critical use of technologies and systems.

Digital literacy skills are important to everyone, from work to home life. These skills help us live, learn and work in a society that is increasing digital.

We learner many lessons during the Covid pandemic, particularly in respect of enhancing our capacity to deliver online learning and remote service delivery. Over the life of this plan we can build on this. In doing so, we recognise the significant levels of digital poverty faced by our students.

We love digital and we have embraced the digital challenge.

Over the past 4 years, we have upgraded our entire ICT infrastructure.

Our data centre was migrated and split across two diverse high-speed dark-fibre connected sites, along with diverse internet links.

The new server and storage infrastructure are highly resilient, with DR, failover capacity and with a long lifecycle in mind. The new network infrastructure and Wi-Fi are best of breed products. These are the core

foundations that have allowed us to build on for other college technological requirements such as our Canvas VLE.

We introduced a new student record system with a system that is fit for purpose ProSuite, which offers a suite of education packages.

We moved to mobile devices/laptops for staff and students.

A key focus has been improvement in IT security, with ICT security best practice, ICT audits and CE accreditation.

We have installed Clevertouch multi-touch enabled screens in classrooms for collaborative teaching and learning.

Use of Teams for teaching and learning, collaborative working and communication is strong.

We have recently introduced a college wide project management system, Monday.com, for collaboration project planning and reporting.

What we will do

We have come a long way. However, we acknowledge there is **more to do**.

We will use the **JISC Digital Discovery** tool to audit staff and students' digital skills.

We will evaluate each **institution's digital capacity and needs** from their curriculum plans and from the outcomes of 'deep dives'.

In response we will develop a **digital innovations strategy** which drives digital innovation in teaching learning and assessment at the college.

We will design and deliver a learning programme for staff specifically to **enhance digital literacy** across the college.

We will provide opportunities for staff to engage in the **digital skills networking** across the sector and in specialisms.

We will develop and implement a **digital skills measure** as part of the self-assessment process ensuring that digital development remains a priority within development plans for all living institutes and college services.

We will ensure digital **equipment is used effectively** in delivering engaging and challenging face to face lessons.

We will continue to develop **online and blended learning opportunities** which make best use of the college's digital platform.

We will consider how best to reconfigure learning spaces and accelerate the use of **augmented and virtual reality**.

We will **review our infrastructure lifecycle**. In doing so we will maintain a robust infrastructure.

We will review and plan a **new robust backup strategy** in response to risks around cyber security and attacks on

the education sector.

We will continue to follow **best practice for ICT security** and maintain a secure environment. For example, we will migrate all ICT system servers to multi-factor authentication (MFA).

We will continue to provide and encourage the use of training for **Cyber Security Awareness**.

We will explore securing green grants to help reduce our carbon footprint, for example through **passive data centre cooling**.

We will **improve system integration**. Some of our systems are complex and don't work well together.

We will consider implementing a **college document management** system to save on space, paper use, time and money and a **cashless catering system**.

We will continue the use and develop Power BI, Vector, Pro Engage and other **data intelligence tools** to provide effective insights into college operations.

We will evaluate the the use of **AI/Bots** for common student queries including wayfinding and timetables.

We will improve our single sign-on systems to provide a **seamless real single sign-on**.

We will to migrate to the **latest version** of Windows, Mac OS and Office and other software packages.

We will continue to evaluate and expand the use of **Office 365** software packages.

We will implement an **inventory to track, monitor and improve the use of software** tools across the college.

We will carefully monitor the **satisfaction levels of students, staff and employers** with the digital support provided by the college and act on areas of concern.



Section 8. Our College Services

Context

College services play a vital role in supporting our students. From the earliest interest would-be students show in the college, through application and enrolment and their subsequent journey as a student, college services have a profound influence on their chances of success. College services also provide the platform for teaching and leadership staff to do their jobs well. In recent years, too little support has been provided to our college services. Over the life of this plan we will place a significant focus on supporting and developing our college services.

What we will do

We recognise the need to carefully evaluate student and staff **perception of college services**.

For each college service area, we will agree **key performance indicators**, so we are able to monitor the performance of the service area objectively and systematically.

We will introduce an **evaluative self-assessment** process for all college services. The process will engage students and service users and will lead to a **kite marked assessment** of each service area.

We will agree **detailed development plans** for all college services and carefully monitor their implementation.

We will ensure the college wide **professional development and leadership** programme is fully inclusive and supportive of college services.

Of particular focus, we will work closely with our students in assessing the effectiveness of **learning support and pastoral services**.

We will ensure we develop an impactful tutorial, and enrichment offer which ensure students are well **prepared for citizenship** in a changing world.

We will establish and support a student led **equality, diversity and inclusion committee** and act on the committee's recommendations.

Over the life of the plan, we will aim to achieve **Stonewall Champion** status.

We will continue to work proactively to ensure we fully meet our statutory responsibility in relation to **safeguarding**. At the heart of this are effective arrangements to ensure staff can quickly identify students and groups who are at risk and guarantee they are safeguarded.

We recognise the urgent need to **better communicate the curriculum offer** provided by our technical and inclusive institutes, to potential students, schools, parents, partners, and wider stakeholders.

We will **refocus our marketing and communication strategies** promoting the **'life of careers'** offered by the college.

A particular emphasis will be to **improve and streamline the application and enrolment process**. In doing so we will seek to significantly increase the conversion rate of applications to enrolments.

We will undertake a **major revamp** of the college's website, social media presence, open events, and pre-enrolment engagement activities.

We will significantly increase the **'voice of our students'** in all of our communication channels and will relentlessly celebrate the **achievement of our students**.

In addition to our higher education graduation ceremonies, we will introduce an **annual high-profile event** to celebrate the success of students in our technical and inclusive institutes.

Very early in the life of this plan we will hold a **prestigious event**, for regional and national stakeholders, inviting them to share in the college's vision for the future.

We will review and amend our current arrangements in respect of **employer engagement**. Specifically, we will create new and enhanced systems which ensure timely and effective dialogue with employers to encompass the range of our technical and inclusive provision.



HULL COLLEGE

HULL COLLEGE

HULL COLLEGE

- RECEPTION ↑
- CUSTOMER SERVICES ↑
- LEARNING RESOURCE CENTRE ↑
- TOWER BLOCK & WORKSHOP BLOCK ↑



Section 9. Our People

Context

We recognise that our people are the college's most important asset. Over recent years we have, to some extent, lost the confidence of our workforce. Unclear strategic direction, inconsistent leadership and worsening terms and conditions of employment have eroded morale. Our human resource practices have not been impactful or sufficiently supportive.

Despite these difficulties our staff regularly display their passion for the college through the unwavering support they provide for our students. Better lead and better supported they are well placed to deliver the vision articulated in this strategic plan.

What we will do

Over the life of this strategic plan, we will review the college's **pay rates** and ensure they are **aligned to regional norms**.

Subject to improving financial health, we will commit to **pay awards** in line with the Association of College's national recommendation.

Articulated in a new **pay policy** we will review job roles, pay banding and progression opportunities to ensure fair, appropriate, and consistent pay for our staff.

We will continue to carefully monitor and **work to reduce any gender pay gap** and ensure effective arrangements for parental leave are in place.

We will ensure our staff recruitment, progression and development opportunities promote and demonstrate our commitment to removing barriers to **equality, diversity and inclusion** in our workforce.

At the earliest opportunity we will act to ensure all college services staff have **parity in their terms and conditions of employment**.

We will **remove zero hours contracts** from the college's employment framework and commit to be a 'living wage' employer.

Recognising the need to better support our staff we will implement a **meaningful and comprehensive staff development programme**, supportive of the challenges our staff face and the communities we serve.

We will place a much greater focus on continuing professional development with a particular emphasis on **teaching and learning, digital skills** and understanding and **managing challenging behaviour**.



We recognise the need for effective and consistent leadership, at Board and senior level across all institutes and college services. At the earliest opportunity we will introduce a **college wide leadership and management development programme** extending to all senior and middle managers.

We will ensure senior and middle managers have access to effective, external **mentor support**.

We understand that to deliver a technical curriculum fit for the future we need to attract **skilled individuals from industry**. We will introduce innovative and flexible approaches to engage industry experts in the design and delivery of our technical programmes.

We will relaunch an inclusive **performance development scheme** which sets reasonable objectives for all staff, monitors, and supports staff in achieving their objectives and recognises their success.

We will introduce a formal **talent recognition and succession planning** scheme to ensure we recognise and retain talented staff.

We will redevelop and introduce an enhanced **staff**

induction process and ensure this is carefully implemented. We will also implement a structured programme of **exit interviews** and act on any adverse findings.

We will carefully monitor levels of **staff satisfaction** and act on any issues of concern. A staff led working party will design, implement, and refine tools to regularly assess levels of staff satisfaction.

We recognise that we have a responsibility to create an environment that promotes **staff well-being and positive mental health**. We will implement the recommendations of the Association of College's mental health and well-being charter and **increase resources dedicated to staff well-being**. In doing so, we will remain mindful that all staff need achievable workloads.

Achieving and maintaining high staff morale will remain a priority for the life of this plan. We will relentlessly operate in a culture of **openness, honesty and transparency** which recognises and values the achievements of our staff.

We will unashamedly set for ourselves **high expectations** in everything we do at college.



Section 10. Our Estates Strategy

Context

In recent years the college has operated a dispersed estate, with campuses outside of Hull, in Goole and Harrogate. Our recent approach has been to centralise operations, as far as possible, in Hull, and to deliver our inclusive and technical programmes from our city centre campus at Queen's Gardens.

As we publish this strategic plan, in addition to Queen's Gardens, the college operates from Cannon Street, for motor vehicle, the Steve Prescott Sports Centre, for sports, Nursery Grove in East Hull, for construction apprenticeships, and The Freedom Centre in East Hull, for hairdressing.

We recognise that our operations in Queen's Gardens are integral to the success of the city itself. Queen's Gardens is well served by public transport and road. Our students and staff bring life and vibrancy to the city centre and are important, economically, to the city centre's on-going viability. Our Queen's Gardens site also occupies an important location with its proximity to the historic dockyard and its connection to the Queen's Gardens redevelopment project and college square.

The facilities on the site are mixed. Our well recognised 1960s Fredrick Gibberd designed Tower Block is condition rated category C & D (poor) and is carbon and space inefficient. It is not best suited for the delivery of the technical programmes we aspire to and is not easily repurposed. Significant opportunities for students in the Institute of Hospitality & Lifestyle to engage in public facing operations are missed.

Like the Tower Block, the 1970s built Wilberforce Building, housing our 14-16 College and the Institute of Employability, is of poor condition and is inefficient, as are the workshops to the rear of the campus.

The peripheral buildings at Queen's Gardens, housing the Institute of Arts, Institute of Building Technologies, Institute of Digital & Advanced Manufacturing, and Institute for Skills and Living, are of high quality and better fit for purpose.

Significant opportunities exist to redevelop the campus at Queen's Gardens. In doing so the college could resolve space and carbon inefficiencies, centralise the remaining dispersed curriculum areas and impact positively on developments in Hull city centre.

What we will do

We recognise the need to be well prepared to access skills capital funding, as and when it is available.

We will develop a detailed **prospectus for the future development of Queen's Gardens.**

In doing so, we will develop a **phased approach**, to minimise disruption to our students and staff, which supports applications for capital funding for the redevelopment of the site over several phased projects, **by incrementally removing poor quality buildings**, particularly the workshops to the rear of the Tower Block, replacing with space and carbon efficient facilities before the eventual removal of the Tower Block itself.



We will continue to work in very close **partnership with Hull City Council** and other stakeholders on plans for the redevelopment of Queen's Gardens to ensure close integration with the wider spatial strategy for the city centre.

Through partnership working we envisage the creation of a **'city learning quarter'** in the surrounds of Queen's Gardens supported by the college, Hull City Council and other learning delivery partners.

We will carefully articulate the wider benefits of redeveloping the Queen's Gardens estate with a view to **attracting investment** from sources other than the Department for Education's capital skills fund.

Recognising that the redevelopment of Queen's Gardens is an aspirational long-term project, we will proactively work with our staff and students to ensure we **make best use of our current estate**.

Within the confines of our estate, we recognise the importance of **equality of access** for staff and students and where possible, we will work towards creating vibrant and inclusive spaces accessible for all.

Integral to our long-term estates plans is the need to learn to use our current estate much more efficiently. Early in this plan we will implement a detailed **space utilisation survey**. Working closely with our technical and inclusive institutes we will ensure our timetabling and delivery structures support a much more **efficient use of our estate**.

In doing so we will work towards **relocating provision** currently delivered off main site back to Queen's Gardens. Foremost in this is the return of apprentices from Nursery Grove and sport students from the Steve Prescott Centre to Queen's Gardens.

We will continue to invest in our facilities and resources prioritising **capital investment in equipment** to support and anticipate the delivery of new technical programmes.

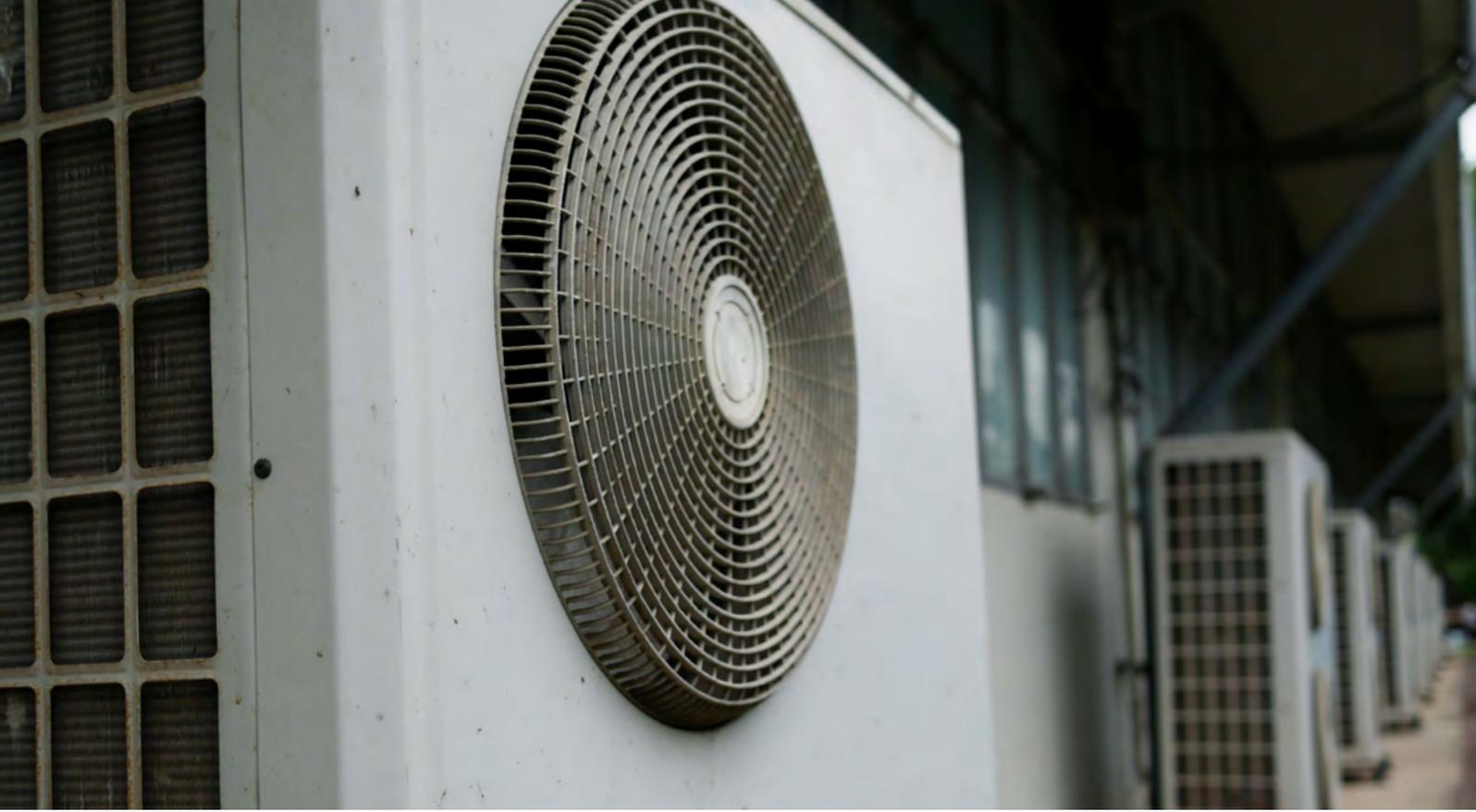
Whilst constrained to some extent, we recognise significant opportunities to **reconfigure the Tower Block** particularly for new technical programmes in the Institute of Health & Lifesciences.

We also recognise the opportunity to create new learning spaces which support **digital and distributed** learning and the need, as far as is possible, to create better and more inclusive **social spaces** for students and staff.

We will ensure the **identity of our technical and inclusive institutes** is communicated strongly internally and externally in all our buildings.

We will prepare a rolling three-year estates **capital and maintenance plan** and ensure we maintain our estate's functionality in the absence of major capital investment.

We will continue to seek best value for the college and the Education and Skills Funding Agency in the careful disposal of college owned land at **Hornbeam Park** in Harrogate and we will work collaboratively with East Riding of Yorkshire Council in agreeing plans for the disposal of college owned land in **Goole**.



Section 11. Towards Net Zero

Context

As a college we recognise the key role we must play in promoting and delivering a sustainable future for the communities we serve. We share Hull City Council's ambition to deliver "a creative, innovative, digital, net zero city, where everyone is able to play their part and achieve economic prosperity".¹⁰

Over recent years we have not focused sufficiently on how we, as a college, can contribute to a net zero future. We now enthusiastically embrace the FE Climate Action Roadmap and the significant challenge this sets up.

What we will do

Working with key stakeholders in Hull, including our students, we will develop a **long-term strategy for carbon reduction** and improving environmental sustainability. The strategy will include a timetable, long-term targets, milestones, and key performance indicators.

We recognise the need to ensure that there are **sufficient resources** in place to manage delivery of the strategy.

We will ensure that senior management and the

Board can access **training and support** to enable the development of sufficient skills and up-to-date knowledge of environmental sustainability to set and deliver our ambitious environmental strategy.

Our carbon reduction strategy will take due regard to the **FE Climate Action Roadmap** and established national and international national standards (such Streamlined Energy and Carbon Reporting (SECR) requirements and the United Nation's Sustainable Development Goals).

At the outset of this strategic plan, we will carefully assess the college's **current carbon footprint**.

We will set **clear and ambitious carbon reduction targets** and will introduce measures to reduce the carbon footprint of our day-to-day activities.

We will carefully **monitor and review** the delivery of the college's carbon reduction strategy.

We will annually produce an **environmental sustainability report** for consideration at Board and by our stakeholders, including our students, and publish this on the college website.

¹⁰ Hull's Economic Strategy 2021-2026, Foreword page 3

We will ensure that designing **carbon efficient buildings** is a key consideration in the prospectus for the development of the Queen's Gardens.

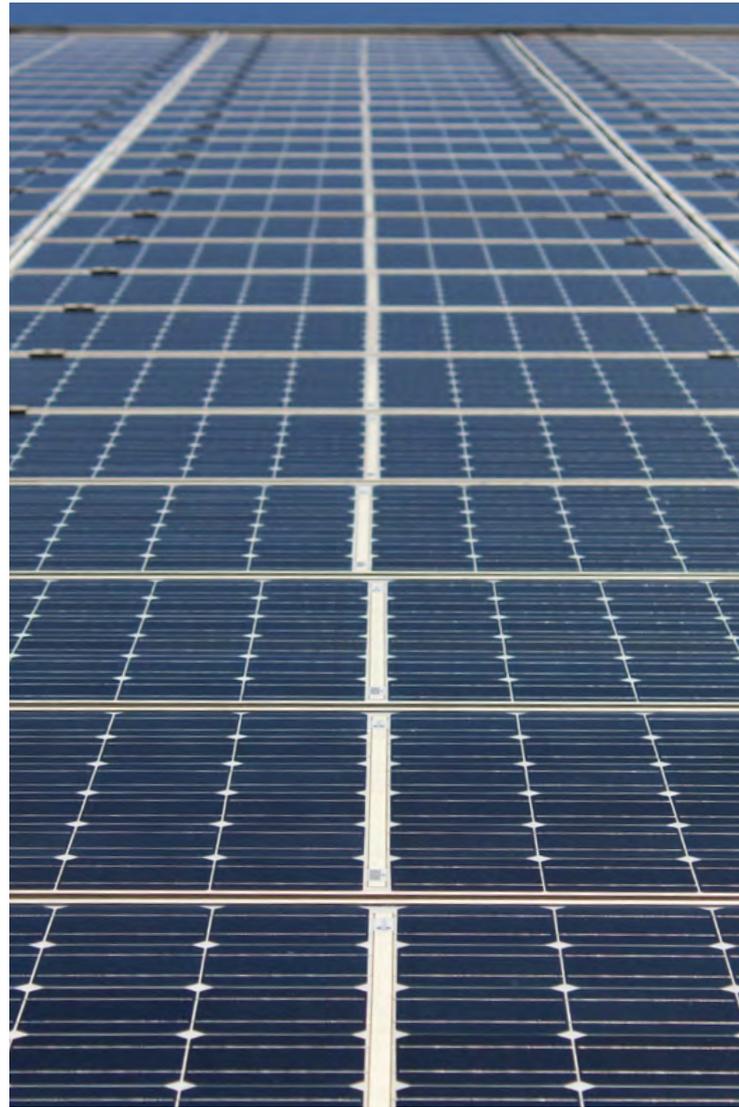
We will engage students in both strategic and operational plans to improve our impact on the environment. For example, we will work with students and staff on routine matters such as **recycling and reducing the use of plastic** in day-to-day college operations.

We will explore, and implement where feasible, opportunities to **'green' the campus** through initiatives such as green roofs, living walls and the use of renewable energy technologies. In doing so, we will work collaboratively with **local companies** innovating green technologies.

We will explore opportunities to develop an **energy centre** on the Queen's Gardens site in partnership with Hull City Council as part of the district heating initiative.

Through Living Sustainably: Institute of Building Technologies, we will design and deliver programmes which support young people and adults to progress to **careers in the green economy**.

Through our technical and inclusive curriculum and our college wide tutorial programme, we will embed opportunities to **raise awareness of environmental issues** in all our students.



Section 12. Our Financial Strategy

Context

The college's historic financial performance has been problematic, resulting in the need for support funding from government. A helpful injection of funds into the college in 2018 ensured the college's liquidity and on-going operation and removed all borrowings.

However, the operating position has remained weak, year on year, with either negative or negligible earnings before interest, tax, depreciation, and amortisation (EBITDA). Prior financial forecasts have been typified by a reliance on income growth which has not been realised.

Poor financial performance has hampered investment in the college's resource base. This is particularly true of investment into staff, where pay and conditions of employment have slipped behind regional norms. Under investment in staff development and frequent efficiency rounds have adversely affected morale.

At the time of writing, the college's financial position has stabilised. The college is confidently forecasting an EBITDA of 5% for the 2021/22 academic year, with the pay cost to turnover ratio dropping from 74% to 68%. This returns the college's financial health rating to 'good'.

Forward forecasts, based largely on a flat income profile, indicate further upturns in the college's financial health, although delivering this performance will not be without challenge.

The college's stabilised financial position provides a platform to deliver the ambitions detailed in this plan.

What we will do

For the life of this plan, we will adopt a prudent and **low risk approach** to the college's financial health.

We will be careful **not to budget based on growth** for our future financial health. This does not mean that we will not set and work towards stretching growth targets, particularly in apprenticeships, study programmes and adult programmes.

Mindful of our liquidity, we will ensure we always maintain a minimum of **35 cash days**.

We will carefully **invest funds surplus to our cash reserve level** in resources to support the strategic development of our technical and inclusive institutes.

Over the life of the plan, we will migrate towards a **more efficient and better paid workforce**.

Whilst recognising the need to attract, retain and reward our staff, we will ensure **our pay to turnover ratio is at 68%** or below.

We will implement in full the findings of the **Curriculum Efficiency and Financial Sustainability (CEFS)** report from September 2021.

We will design and implement a **revised plan for 16-18 study programmes** which promotes both improved efficiency and an improved student experience.

We will review our **English and mathematics** delivery model to that of comparative colleges to ensure a **balance of efficiency and quality** is achieved.

Recognising the significant skills needs in Hull, we will work towards directly delivering our adult education allocation in full, **reducing our reliance on subcontracted provision**.

Recognising the strategic importance of our provision for students aged 14-16 years, we will review the **overall funding model and costs for our 14-16 College** and consider opportunities to ensure our younger students are funded at rates equivalent to those in school.

We will collaborate with higher education institutions and employers in developing a **viable, coherent higher-level skill offer** aligned to the college's technical expertise.

Our flagship Sector Skills for the Workforce project is due to finish in 2023. We will carefully ensure the **project runs compliantly** until this point, noting that on completion our underlying financial health improves.

We will identify and exploit opportunities to achieve **viable group sizes**, for example through the co-delivery of apprentice and study programmes.

We will review **administrations pay costs** and benchmark our costs to sector norms.

By relocating much of our provision to Queens Gardens we will **reduce expenditure on costly leases**.

We will review areas with **exceptionally high non-pay costs** and act accordingly.

Section 12. Our Financial Strategy (cont.)

We will enhance the use of **data to inform the performance management** of all college provision types. In doing so, we will provide **timely, accurate and transparent** financial information to enable us to take advantage of opportunities and reduce risks.

We will maintain our effective financial control framework.

Through our senior and middle leadership programme, we will **develop the financial expertise** of our leaders.

We will provide external **mentoring on strategic financial management** for our new executive team.

Through careful selection and recruitment, we will ensure our Board, and in particular our finance committee, is supported by **skilled and knowledgeable governors**.

Financial Performance Indicators	2021/22	2022/23	2023/24
 EBITDA	£1.6M (previous year £150k)	£1.7M (previous year £1.57M)	£1.9M (previous year £1.67M)
 EBITDA as % of income	4.9% (previous year 0.53%)	5.4% (previous year 4.93%)	6.6% (previous year 5.42%)
 Staff cost as % of income	68.3% (previous year 73.30%)	67.5% (previous year 68.30%)	65.6% (previous year 67.45%)
 Cash days at year end subject to investment	62 (previous 112)	68 (previous 62)	81 (previous 68)
 Cash balance excluding additional investment	£5.1M (previous £9.1M)	£5.3M (previous £5.1M)	£5.9M (previous £5.3M)
 ESFA financial health	Good (previous RI)	Good (previous Good)	Outstanding (previous Good)
 Subcontract provision as % of income	15.8% (previous year 14.70%)	11.7% (previous year 15.83%)	3.3% (previous year 11.71%)



Section 13. Key Risks

Using our collaborative software Monday.com, we have developed a rigorous, comprehensive, real time and distributed approach to **risk management**. Our live risk register currently contains some 40 strategic and operational risks which are regularly reviewed.

Over the life of this plan we will carefully monitor risk and ensure we have mitigation strategies in place to diminish the impact of risks as they arise. In doing so we will work transparently with our internal and external audit partners and will regularly review and enhance our own audit committee.

For the realisation of this strategic plan, we have identified ten key risks as follows:

1. We lack the **leadership capacity** to deliver the vision this strategy sets out.
2. We fail to **engage our key stakeholders** in meaningful partnerships to support the delivery of this strategy.
3. We fail to **develop the skills and knowledge** of our staff.
4. We are **unable to attract industry experts** from regional priority sectors to share in the development and delivery of our technical curriculum.
5. We are **unable to attract investment** from national government to support the development of our facilities and resources.
6. We are unable to properly **harness digital technology** in developing our teaching and business operations.
7. We fail to safeguard the college's IT systems from **cyber-attack**.
8. We fail to set and monitor income and expenditure targets which ensure the college's **on-going financial stability**.
9. We do not quickly enough **improve the quality of our provision** and restore the college's reputation as a trusted provider.
10. We are unable to deliver **commitments to our staff** adversely affecting their morale.



Section 14. Our Impact 2025

By the academic year 2024/2025, we expect our strategic impacts to be as follows:

Participation

- 1,715 students aged 16-18 years on full time study programmes.
- 2,100 young people and adults following apprenticeships.
- 4,900 adults on skills programmes.
- 440 adults on higher skills and degree programmes.

Skills for priority sectors

- 10% increase in participation on engineering, manufacturing and construction sector specific programmes.
- 30% increase in participation on health and social care sector specific programmes.
- 100% increase in participation on tourism and culture sector specific programmes.
- 20% increase in participation on digital related programmes.

Inclusion

- We will increase the opportunity for Black, Asian minority ethnic students to participate in apprenticeships: 12% BAME participation in apprenticeship programmes.
- More students with high needs and or education health care plans achieve their qualifications: 90% of students considered high needs and or hold an EHCP achieve their qualifications.
- More students residing from the city's highest areas of deprivation achieve their qualifications: 89% achievement rate disadvantaged students.
- Increase the participation of females in STEM related programmes: 160 (or 10%) female students participate in STEM related technical learning programmes.

Student destinations

- 90% onto a positive destination.
- 40% progression from level 3 to level 4 or higher study.
- 75% progression from level 2 to level 3.