

New College Durham newcollegedurham.ac.uk

New College
Durham

**2021–
2026**

STRATEGIC PLAN

New
College
Durham

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FOREWARD

New College Durham is one of the highest performing Colleges in the country both educationally and financially with strong building blocks in place for future development. We live in a time of dramatic change and recognise that the pace of that change is accelerating.

With the appointment of a new Executive Leadership Team and a new Chair of Governors in July 2020, the College entered an exciting period of change which presents many opportunities. It is not only the right time to re-imagine our future with a new strategy, but it's also crucial to take advantage of the changing environment and the new possibilities offered.

The Strategic Plan is a blueprint for the future of New College Durham for the period 2021-2026. It builds on the current outstanding financial and educational foundations and sets out priorities to realise our ambitious vision for the future of the College in the years to come. We will become the education provider of choice, the education employer of choice, the preferred partner for industry, recognised locally and nationally for excellence in our academic programmes and student experience.

We are delighted to present such an exciting and forward-looking strategy which will see New College Durham grow from strength to strength.



**ANDY
BROADBENT**

Principal and Chief Executive



**CHRISTINE
WARREN**

Chair of Governors

OUR STATEMENT OF PURPOSE

OUR VISION

New College Durham will be recognised as a leading provider of Further and Higher Education in the North East region, nationally and internationally.

OUR CONTRIBUTION

New College Durham will contribute to social, economic and environmental well-being, changing lives for the better by enabling people of all abilities to fulfil their potential in work and in the community through high quality professional, technical and general education.

OUR VALUES

Our organisation is built on a core set of values which define how we approach life. They tell us to be focused on our vision and contribution while encouraging creativity, respecting our people, and enabling them to ASPIRE and realise their potential. Our values are our DNA, what we stand for and operate as a system, reflecting and shaping our behaviours and organisational culture.

As an employer and learning organisation, we will conduct our business by following the values of 'ASPIRE':

Accountability: We accept responsibility for our actions, decisions and policies and their impact on staff, stakeholders and the environment.

Safeguarding: We maintain a safe and inclusive environment in which students can learn, achieve and progress.

Partnerships: We work in partnership with those who share our vision and values.

Inclusion: We foster an environment that ensures equality of opportunity enabling all to reach their full potential.

Respect: We treat everyone with respect, fostering trust, openness and honesty.

Excellence: We achieve and maintain high standards in everything that we do.

A **ACCOUNTABILITY**

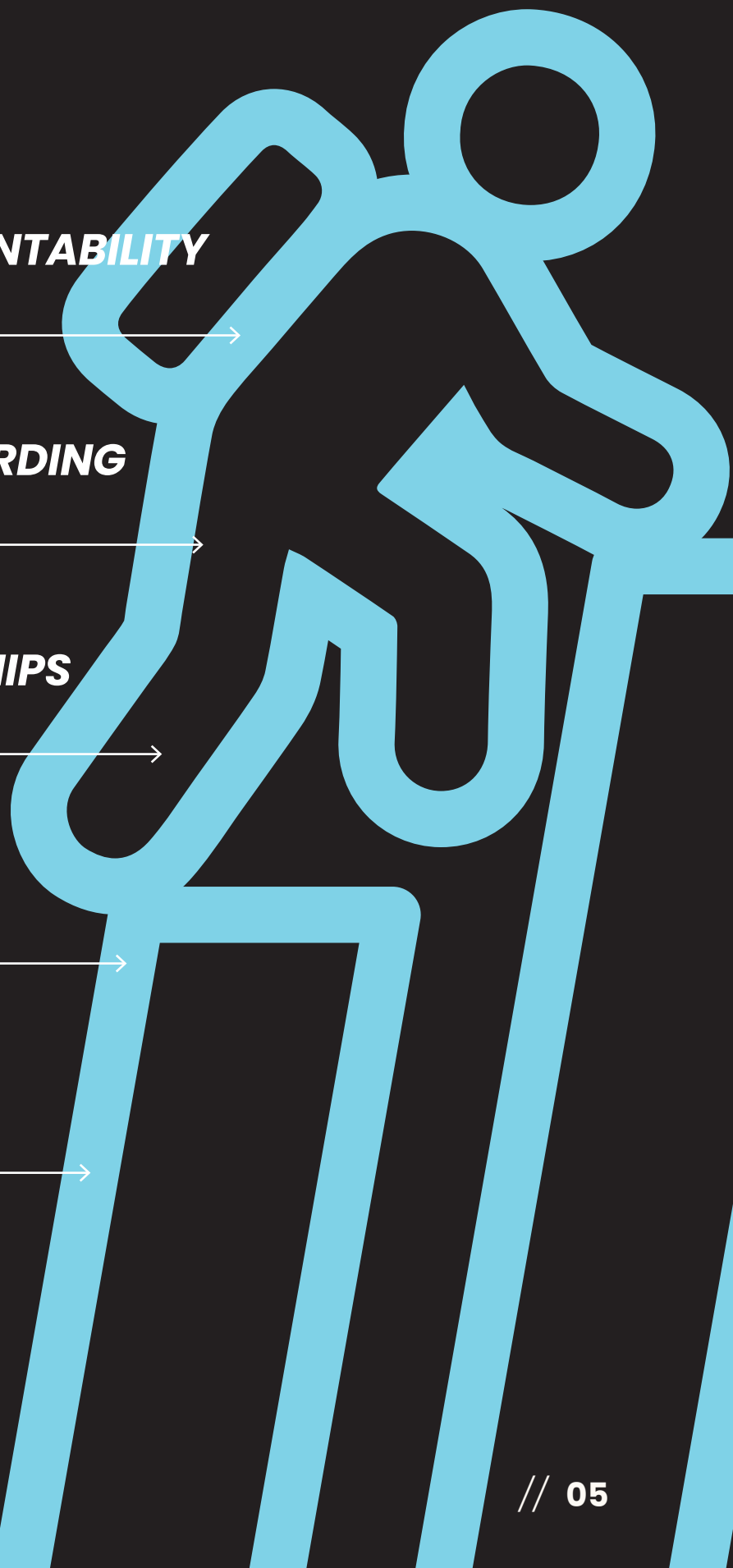
S **SAFEGUARDING**

P **PARTNERSHIPS**

I **INCLUSION**

R **RESPECT**

E **EXCELLENCE**



BACKGROUND

New College Durham has achieved consistently high standards in both its academic results, student recruitment and progression and its financial performance. The College was assessed as “Outstanding” by Ofsted at its last inspection in academic year 2008/2009 and has maintained the same financial assessment for an equivalent period.

Like all other colleges of Further Education, New College Durham faces a series of potentially fundamental changes to its curriculum, funding and regulatory regime. The detail behind some of these changes was unknown when these Objectives and Aims were reviewed, however, the College is confident that its direction of travel will remain as set out here and that it approaches a potentially volatile period in a strong position.

There are a number of challenges that face us and the sector as a whole. These include meeting high student expectations in an increasingly competitive environment, funding constraints, increasing costs in salaries and pensions, and increasing demands in regulatory compliance. Brexit continues to bring a lot of uncertainty and pressure on student and staff mobility. Over the last 17 years government funding for further education has reduced in real terms which has put great financial strain on the sector. We also expect funding to be increasingly

targeted towards government priorities, for example those described in the Government’s Further Education (FE) White Paper. Public policy also requires ever greater demonstration of best value in use of public funding. All these factors put significant pressures on our learning and teaching, and on our resources overall. Therefore, we must focus on important areas of strength and develop strategic alliances and partnerships where necessary, working collaboratively across the sector to best make use of the opportunities we have.

During the years to 2021 the skills economy has changed immensely as the macro-climate in which the college operates has evolved, and this has been further shaped by the impact and recovery from COVID-19. The role of further education in meeting those challenges has increasingly been acknowledged by government as critical.

The recently announced Further Education White Paper aims to strengthen the links between employers and further education providers by placing employers at the heart of defining the local skills need. As we deal with the impact of the coronavirus pandemic, meet our commitment for net-zero emissions by 2050, and embracing the new opportunities that exiting the European Union brings, improving the skills of people across the country will be critical to our future success. The ability to deliver a skills agenda that sustains the UK economy, by training a workforce with the right kind of high demand skills, has never been more acute.



-NCD

New College
Durham

main reception



STRATEGIC AIMS

Our ambition is to be recognised as a leading provider of Further and Higher Education in the North East region, nationally and internationally.

New College Durham will have achieved its ambitions when we have become:

- A recognised leader in further and higher education and a destination of choice for learning in the North East nationally and internationally.
- A preferred partner for government, business, industry and other colleges and universities in creating technological solutions, digital transformation and policy innovation.
- An education employer of choice, recognised as a rewarding place to work and for delivering a supportive culture.
- A financially astute and sustainable institution with diverse funding support and with operational excellence and continuous improvement in process efficiency and effectiveness.
- An engaged and connected college with businesses, funders and the local community.

To achieve our ambitions, we need to have adequate and sustainable resources (facilities and personnel). We need to sustain and grow



where appropriate the size of the College in terms of student numbers and revenue, as well as our engagement with communities and businesses. Growth will not only provide economies of scale and more resources, but also better facilities and services to students. Growth and recognised success will help attract talented people to study and work here, improving the learning offer. Our future growth will depend on opportunities for funding through government initiatives and from strengthening our curriculum offer with new and relevant provision.

Our strategic aims will be delivered through interlinked strategic priorities covering every aspect of the College's business recognising and building on the 'One Team' approach.

STRATEGIC PRIORITIES

This section sets out a summary of the key strategic priorities and direction for the College over the five-year period identified covering all aspects of the College's business.

It should be borne in mind that a number of potential developments are uncertain at the time of writing. These include the introduction of reforms to the vocational education system; post 18 education and fees review; the FE White Paper and the impact of Brexit.

The aims given below should be seen as "headlines" of the key priorities we intend to pursue. More detailed plans will cascade from the business planning process and the supporting strategy documents listed below which will be reviewed on a rolling annual basis.

Curriculum Strategy

Supported by:

TEACHING AND LEARNING STRATEGY

STUDENT ENGAGEMENT STRATEGY

EMPLOYER ENGAGEMENT STRATEGY

16-19 STRATEGY

ADULT EDUCATION STRATEGY

HIGHER EDUCATION STRATEGY

APPRENTICESHIP STRATEGY

INTERNATIONAL STRATEGY

SUB-CONTRACTING STRATEGY

TECHNOLOGY ENHANCED LEARNING (TEL) STRATEGY

QUALITY STRATEGY

Corporate Services Strategy

Supported by:

HUMAN RESOURCES STRATEGY

FINANCE AND PROCUREMENT AND CURRICULUM INFORMATION SERVICES (CIS) STRATEGY

ESTATES AND FACILITIES STRATEGY

IT, SYSTEMS DEVELOPMENT AND REPORTING STRATEGY

MARKETING STRATEGY

01

The Curriculum. Teaching and Learning.



Recent changes to the Ofsted framework, in addition to upcoming curriculum reforms, have provided a sharp focus on the need for a more industry-based curriculum with high-quality digital content across all learning platforms. The digital capabilities of teaching staff will become major learner and employer satisfaction indicators.

Aligning with the government's industrial and digital strategies will be a key teaching and

learning focus across all provision. All stakeholders will expect that teaching and learning at New College Durham, including technology and resources, are equal to, or exceed, industry standard.

National teaching and learning trends continue to see the increased development of highly creative and innovative e-learning, including staff and learners who are increasingly immersed within a flexible, blended approach to learning.

WHAT WE WILL DO

- Improve the levels of quality to achieve and maintain Ofsted 'Outstanding' status, identifying areas where these high expectations are challenging and improving standards by collaborative working across the College and with external partners.
- Maintain, and where necessary improve upon, access to our courses and support individuals to make informed choices which enhance transitions to positive destinations and continued education.
- Ensure that our courses underpin the development of a skilled and highly qualified workforce, with opportunities for up-skilling and re-skilling as informed by economic need.
- Utilise and enhance our engagement with businesses for the benefit of students through curriculum design, the development of apprenticeships, the exchange of knowledge and opportunities for life-long learning.
- Use our resources effectively when planning the curriculum to balance niche, specialist, and regional provision.
- Deliver innovative and flexible teaching, learning and assessment making best use of technology and blended learning.
- Provide a high quality, relevant curriculum which promotes skills for life, learning and work for a proficient and adaptable workforce in regional general and niche specialisms.
- Ensure our students gain career management and employability skills that are sought after by employers and that they have the skills to be successful in their career choices.
- Work effectively and efficiently to ensure the college thrives and prospers in environmentally, socially, and financially sustainable ways.
- 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 learners and groups who are at risk and guarantee they are safeguarded.

02

Student Engagement.



The outstanding education and overall experience we provide to our students, staff and partners is supported by our high-quality facilities and a safe and supportive environment in which everyone can thrive. This environment helps people engage with us and provides opportunities for practice-based learning and extra-curricular activities to develop students' confidence and transferable skills. We aim to be an organisation in which student involvement is embedded throughout the organisational culture.

We have an ambitious ongoing programme to develop existing and new physical spaces.

This includes technical infrastructure, recreational facilities and services, and is driven from our curriculum strategy and supported by our Estates, TEL and IT strategies.

As part of our digital strategy, our Virtual Learning Environment (VLE) will continue to be developed to support innovative approaches to teaching and support for individual students. We will also continue to develop other innovative online offerings, such as the 'immersive classroom', that enrich our on-campus experience among both existing and prospective students.

WHAT WE WILL DO

Building our recruitment and admissions processes around the needs of our students

- Implement an infrastructure that can effectively manage, co-ordinate and deliver Careers Education, Information, Advice and Guidance (CEIAG) across the College.
- Ensure the curriculum offer and the process of pre-enrolment CEIAG is efficient, robust and enables students to be placed on the most appropriate study programme.
- Ensure CEIAG delivery can cater for all students at all levels through sessions delivered by CEIAG services.
- Implement effective communication, curriculum liaison and quality monitoring to support effective delivery and coordination of CEIAG activity and outcomes.

Ensure that the student voice mechanisms are student led and fully integrated to ultimately improve student performance

- Ensure that student engagement is embedded in the culture, practices, processes, and procedures of the College.
- Allow opportunities for students to engage with learning, teaching and assessment processes and quality improvement activities.
- Ensure opportunities for students to engage with the wider College environment.
- Ensure opportunities for students to engage through the College's formal committees.



03

Employer Engagement.

Building relationships supports our core activities of teaching, learning and innovation, and provides opportunities for us to work together with our various stakeholder communities. We have built a strong and credible reputation for sustained engagement and partnership, as detailed in our Employer Engagement strategy. We will improve our reputation further over the next five years and grow our influence locally and nationally by developing a rich network of strategic partners, and by actively nurturing our stakeholders.

Through the Employer Engagement Strategy, we will ensure that all staff, whatever their role or curriculum area, understand what it means to prepare students for employment (either directly or via further and/or higher education). Levels of engagement between students, employers and the College will be appropriate to ensure that that students can make a smooth transition from education to employment. To do this, we will assess the needs of business and employers and ensure the curriculum offer and content is relevant, appropriate, and aligned with Labour Market Intelligence (LMI).

WHAT WE WILL DO

- Develop a culture and infrastructure to support effective employer engagement.
- Develop an employer relationship business model to enable a coherent approach to employer engagement.
- Develop clear targets for employer engagement which are specific, measurable, achievable, realistic and timely.
- Provide clear routes for employers to engage with the College and influence the curriculum offer.
- Ensure the curriculum offer is aligned to deliver appropriate skills for the workforce of the future.

04

16–19 Further Education (FE).

Study programmes for full time students aged 16–18 remain at the centre of the College’s education offer. The number of school leavers aged 16 years is expected to rise over the course of

this plan after a number of years of demographic decline. In addition to the proportionate increase in enrolments that might naturally occur, the College will seek to increase its market share.

WHAT WE WILL DO

- Sustain and promote high quality education which ensures the highest levels of achievement of students
- Maintain a broad curriculum offer, subject to demand, for students of all abilities and aspirations, including academic and other work-based routes.
- Continue to innovate and lead curriculum developments as the opportunity arises, including supporting the development and introduction of “T” levels (technical based qualifications), the “Transition year” and other initiatives as appropriate.
- Ensure our students play an active part in assessing and enhancing the quality of the student experience
- Deliver innovative and flexible teaching, learning and assessment, making best use of technology and blended learning.

T-LEVELS
THE NEXT LEVEL QUALIFICATION



Where we are now 2020/21



Our Aim for 2025/26

OFSTED GRADE



ALPS GRADE



NO OF 16-19 STUDENTS

2,517

3,186

ACHIEVEMENT RATE



87%



94%

ATTENDANCE



85%



92%

05

Adult Education.



Where we are
now 2020/21



Our Aim for
2025/26

**ADULT EDUCATION
BUDGET (AEB)
ON-SITE ADULTS**

654

924

ACHIEVEMENT RATE

JIN 91%

JIN 94%

ATTENDANCE



85%



92%

INTERNAL AEB %



64%



85%

The College is and will continue to be externally focused; it is known for this core strength which is critical to its ability to deliver a curriculum that drives economic prosperity. Its role is to influence as well as respond to the regional skills agenda and the specific needs of its local community, preparing people for employment

and working with partners to create employment opportunities. There are others who wish either to update their skills and knowledge or learn new skills to enhance their careers. The College will continue to provide for these individuals either as dedicated “adult” provision or via opportunities to infill to Study Programmes.

WHAT WE WILL DO

- Provide opportunities for adults to acquire the skills they need for employment, including vital areas such as literacy, numeracy and information technology and updating old skills or acquiring new ones as the skills landscape evolves.
- Work with employers to ensure that their employees have the skills they need as the economy develops.
- Widen participation in learning through locally delivered informal and accredited programmes, serving the needs of the diverse communities across County Durham, serving the needs of the diverse communities across County Durham.
- Contribute to a wide range of outcomes for individuals and the wider community including personal and social, educational attainment, economic regeneration, and improved health and well-being.
- Continue to deliver successful European Social Fund (ESF) programmes across the geographical areas within the North East Local Enterprise Partnership (NELEP) and Tees Valley Combined Authority (TVCA) areas
- Work with local partners to deliver programmes of high-quality learning, which clearly contributes to the priorities of the College, County Durham and North East Local Enterprise Partnership.

06

Higher Education (HE).



Where we are
now 2020/21



Our Aim for
2025/26

**NO OF ON-SITE
STUDENTS**

695

1,037

**NO OF OFF-SITE
STUDENTS**

1,200

1,200

RETENTION RATE



90%



92%

ACHIEVEMENT RATE



90%



92%

**OVERALL STUDENT
SATISFACTION**



↑ 11%

The College plays a key role in delivering a wide range of higher level technical and professional qualifications to individuals and employers across the region. The College already has the power to award its own Foundation Degrees and has used this to design qualifications to meet the needs of

employers. Increased competition and the impact of the demographic decline mentioned elsewhere in this plan will continue to make any significant growth in Higher Education difficult to achieve. Higher Education will continue to be an important part of the College offer.

WHAT WE WILL DO

- Ensure programme development is innovative and offers the flexibility to meet the needs of prospective students; aligned to the demands of the higher-level skills required of industry and employers.
- Ensure teaching, learning and assessment strategies monitor and support students to enable them to succeed and progress into employment and further study.
- Provide Higher Education which values students as co-contributors to enhancing the student experience.
- Ensure staff are provided with the opportunity to continually develop their knowledge and skills, which will enable them to make a positive contribution to the future academic direction of their discipline.
- Continue to enhance our work in partnership with employers to identify higher technical skills gaps, through curriculum design and the development of programmes which support life-long learning.
- Ensure the development of partnerships which align to the vision and values of the College whilst offering the opportunity to enhance and develop our Higher Education offer.
- Use our resources and accommodation effectively to support a high-quality student experience.

07

Apprenticeships.

Apprenticeships are a crucial factor in growing our local and regional economy. Our local community has many individuals across all age groups that require an apprenticeship as a pathway to sustained employment. Our business community supports this by continuing to invest in apprenticeships to help individual business and

sector growth across the North East of England. Apprenticeships present great opportunities to acquire new skills and knowledge and build a career. The College will continue to develop its Apprenticeship provision for new entrants to the labour market and for those already in employment in need of new or updated skills.

WHAT WE WILL DO

Ensure every apprenticeship available is a high-quality opportunity that delivers knowledge, skills and behaviours that employers are looking for.

Ensure apprenticeships provide individuals with substantive technical or professional training, transferrable skills and competency in English, maths and digital skills.

Ensure apprenticeships are an offer that young people and adults aspire to enrol onto, as a high quality and prestigious path to a successful career.

Ensure apprenticeships are widely recognised and respected by employers as a highly effective means for their businesses to build a pipeline of skilled future staff within the region.

Be proactive in rising to the challenge of delivering Standards, changing our business model and delivering growth.

NORTH EAST										
I	N	S	T	I	T	U	T	E	O	F
T	E	C	H	N	O	L	O	G	Y	



Where we are
now 2020/21



Our Aim for
2025/26

**NO. OF
IN PROGRAMME
STUDENTS**

884

1,248

**ACHIEVEMENT
RATE**



**OVERALL EMPLOYER
SATISFACTION**



↑ 4%

08

International.



New College Durham recognises the importance of offering students and staff an international dimension to their studies and work. This Strategy supports this intent with international student recruitment, international commercial opportunities, international partnerships, and staff / student exchanges. Our aims go beyond commercial considerations, by providing an international flavour to the College, seeking to prepare our students to work in a global economy and expanding their potential future job opportunities.

Many of our students are from backgrounds lacking in cultural diversity and awareness of the opportunities outside of the North East and

the UK. It is therefore vital that we provide an understanding and awareness of the world outside. Studying alongside a young person of a similar age from another country, speaking another language, can convey a powerful message about potential experiences and achievements.

International students represent an invaluable resource in themselves. Encouraging them to celebrate religious and cultural events in the College and to involve their fellow students can help to break down barriers and give a glimpse of how other people lead their lives. It can also help international students to make friends and learn more about life in the UK.



WHAT WE WILL DO

- Provide international experience opportunities for our students and staff.
- Maintain and grow partnerships with international education institutions in a focused number of countries.
- Attract motivated international students to internationalise the College campus and create income for the College.
- Develop and promote new programmes to attract international students including remote and online learning, which is innovative, inspiring, and attractive to the international market.
- Collaborate both with curriculum teams at New College Durham and internationally, to map and align further and higher education curriculum programmes; providing students who wish to study abroad the ability to access “top ups” or transfer modules/credits.
- Provide a network of Homestay providers to ensure a safe and secure residential experience for inbound international students and to generate income.

09

Sub-Contracting and Partnerships.



Where we are
now 2020/21



Our Aim for
2025/26

ACHIEVEMENT RATE



CONTRACT/ SUB-CONTRACT INCOME

£4.1M

£5.7M

SUB-CONTRACT DELIVERY OF MAIN AEB



The College works with an extensive range of partner organisations reaching out to people and communities who might not otherwise benefit from the College's work. We will continue to do this by collaborating with our existing partners and developing new partnerships in accordance with the College Statement of Purpose.

The College has a successful track record in procuring funds from a range of sources to address particular challenges such as low literacy and numeracy levels in the workforce and dealing with the consequences of redundancy. We will continue to respond

to the needs of individuals and employers across the region.

All sub-contracted delivery will enable adults to lead fulfilling lives in their communities, promote social cohesion and social diversity in the region's workplace. Skills programmes delivered through sub-contracts will support learners; develop new knowledge and skills; instigate career change plans through new learning or building on existing knowledge and skills to facilitate career progression; and/or support learners to develop the skills valued by employers and to improve the mental health and emotional resilience of adults to enable them to enter and sustain employment.

WHAT WE WILL DO

- Reduce the volume of sub-contracted provision from 2021-22 by increasing the options for internally delivered provision.
- Continue to develop working relationships with key groups in the North East in order to develop a range of provision which matches the aspirations of all client groups.
- Secure future funded provision by engaging closely with key local, regional, and national stakeholders including Local Authorities, North East Local Enterprise Partnership (NELEP) and Tees Valley Combined Authority (TVCA), Department for Work and Pensions (DWP) in the development in the North East of the Shared Prosperity Fund (SPF).
- Increase the overall value of Adult Education Budget (AEB) provision in the devolved areas through continued high quality and successful delivery of existing programmes.

10

Technology Enhanced Learning (TEL).

Digital technology is changing the way we communicate, obtain services, and consume entertainment. Immersive technologies such as mixed and virtual reality are increasingly being deployed in medical training, and the lasting impact of the COVID-19 pandemic will be seen in the evolution in the use of Technology Enhanced Learning (TEL) and its impact within teaching, learning and assessment. March 2020, when schools and colleges in the UK closed their doors, saw the rapid transition from in-person teaching to online delivery. Colleges across the country were forced to deploy emergency IT infrastructure and software, to enable their workforces and students

to learn away from college sites and outside of classroom environments. Software was brought in at a pace alongside the fast-track digital upskilling of staff and students.

The College recognises the potential that remote and online learning can offer, and the benefits of building it into everyday teaching, learning and assessment to further enhance and extend the excellent teaching, learning and assessment that the College already has. The College fully embraces making the fundamental shift towards transforming digital learning, teaching and assessment.

WHAT WE WILL DO

- Embrace Digital Pedagogy as a key element of teaching learning and assessment.
- Enhance the digital student experience including student wellbeing and online safety.
- Enhance staff confidence and capability in the use of technology.
- Promote Digital Innovation.
- Collaborate with Corporate Services to monitor and review the availability and utilisation of existing digital infrastructure and jointly develop requests for new investment.

TEACHING, E-LEARNING AND DIGITAL FACILITIES

New and redeveloped teaching spaces will be adaptable, accessible and technologically well equipped. Supported by staff training, they will make possible new interactive approaches to learning, group work and collaboration. Further refurbishment of the e-Learning centre and creation of a 'Digital Hub' and the opening up of learning spaces across the campus will take place, brought about by improving technical infrastructure.



Where we are
now 2020/21



Our Aim for
2025/26

**% OF STUDENTS WHO RATE
THE QUALITY OF DIGITAL
PROVISION AS GOOD OR
BETTER**



75%



95%

**% OF STUDENTS CONFIDENT
IN DIGITAL SKILLS**



72%



95%

**% OF STAFF WHO RATE
THE QUALITY OF DIGITAL
PROVISION AS GOOD OR
BETTER**



54%



80%

**% OF STAFF CONFIDENT
IN DIGITAL SKILLS**



70%



95%

11

Quality.

The Quality Strategy outlines the whole-college approach to quality enhancement and Teaching and Learning which encourages the active involvement of staff, learners, employers and others.

Achieving our vision means that we put our students, employers and stakeholders at the heart of everything we do. It means providing students with a high-quality learning experience throughout their journey with the College that enables them to progress beyond. This experience covers all elements of their time within the College and extends from within the classroom into all areas of the College. It means that we will consistently enable them to achieve the outcomes that matter to these students and support them to achieve the aspirations they set for themselves.

Our students, employers and other stakeholders have the right to expect from us the highest standards of service in meeting their education and training needs. We must aim to meet their expectations and wherever possible, exceed them.

The College has high expectations of all its students and staff and expects all lessons to be

good or outstanding. The College will focus on a positive approach to the enhancement of teaching, learning and assessment practice (to include a blended learning model), highlighting and disseminating best practice and supporting areas requiring it through staff development.

The College's personal development offer for students will continue to ensure consistently high expectations and the achievement of student-specific targets, within the context of the local issues facing young people and adults.

The outcomes of our students and the quality of education offered by the College is determined by the standards of teaching, learning and assessment that occur daily. The combined effects of this culminate in the quality judgements made of the College. The delivery of this strategy ensures staff can embrace exceptional and innovative teaching, feel the support from leaders and managers and be free to take calculated risks. The output of this is that staff are empowered to deliver inspirational teaching that ultimately enables all students to achieve their aspirations.



WHAT WE WILL DO

Develop and deliver consistent outstanding, teaching, learning and assessment and enable our staff to explore, develop and acquire pedagogic and technical skills to enhance students learning experience.

Ensure highly effective monitoring, support and quality assurance systems which further enhance teaching, learning and assessment.

Ensure our students play an active part in assessing and enhancing the quality of the student experience.

12

Human Resources (HR).

We recognise and value our staff as our most important asset in achieving the College's Strategic Objectives. A committed, well qualified and innovative workforce lies at the heart of the College's success. The delivery of high quality professional and technical education and training requires people who are aware of the

latest developments in their profession. Those involved directly in teaching and learning must have the enthusiasm and ability to inspire students to learn and achieve. Those in corporate and support functions must have the most up to date skills to deliver cost effective and efficient services.



Where we are
now 2020/21



Our Aim for
2025/26

STAFF COSTS AS % OF INCOME



63%



60%

STAFF TURNOVER



11.7%



9.5%

STAFF SICKNESS



2.34%



<3%

WHAT WE WILL DO

Recruitment and retention – Only recruit people who show the right values, skills, knowledge, experience, and motivation to help the College achieve its ambitions.

Attract, develop, and retain high-performing talent across all areas of the College's work.

Leadership – Develop and support the growth of transformational leadership and management.

Development – Enable the development of a high-performance culture in which staff performance can be supported, rewarded, enhanced, and managed effectively.

Respond to key organisational priorities with effective staff development strategies.

Support our teaching staff to develop engaging, innovative, and inclusive teaching practices which are strongly informed by up-to-date educational research. Our staff will have access to specialist training, continuing professional development, and high-quality physical and technological infrastructure and support.

Create opportunities for our staff to gain a better understanding of the impact of international issues on their teaching and professional activity.

Culture and wellbeing – Foster a culture focused on diversity, inclusivity, well-being, and positive engagement.

Providing a culture and environment in which staff can take greater personal responsibility for their own health, safety, and wellbeing.

Champion our values by creating a culture where inappropriate behaviours are challenged, and changes are made.

Workforce Planning – Ensure that we have a people planning process in place to mitigate any organisational vulnerability in succession management and to ensure we effectively identify talent.

Performance and rewards – Maintain overall expenditure on staffing in line with prevailing sector norms ensuring that our incentives and rewards fit with our institutional priorities and are fair, affordable, and effective.

Professionalism and compliance – Provide excellent core HR, Professional Development and Health and Safety Services across all business areas to enable the effective operation of the organisation.

13

Finance, Procurement and Curriculum Information Services (CIS).

Finance, Procurement and the Curriculum Information Service provide strategic advice and support to the College to ensure that resources are effectively applied towards the achievement of the College's agreed priorities and objectives, as set out in the College Strategic Plan 2021 to 2026. These areas provide a range of technical, professional and advisory services essential to the

achievement of the College's priorities.

Key to the success of this Strategy will be the establishment of a model which supports the College to deliver an ambitious curriculum that is demanded by current and future generations, which raises the College's profile and ensures the College's presence as the provider of choice for education and training in County Durham.

WHAT WE WILL DO

Enable the College to plan for the future and to align its resources with its overall objectives, maintaining a clear and robust approach toward financial planning, decision making and the allocation of resource.

Provide a reliable account of the income we receive and the money we spend, ensuring high standards of financial probity and accountability.

Achieve Value for Money: Economy, Efficiency and Effectiveness in how our funds are used.

Identify, evaluate and manage risks associated with ongoing activities and ensure new opportunities are communicated and managed appropriately.

Ensure a smooth enrolment and customer experience for our students.



Where we are now 2020/21



Our Aim for 2025/26

ESFA ASSESSMENT OF FINANCIAL HEALTH

**OUT-
STAND-
ING.**

**OUT-
STAND-
ING.**

EARNINGS BEFORE INTEREST, TAXATION, DEPRECIATION AND AMORTISATION



LEVEL OF FREE RESERVES (% OF TURNOVER)



14

Estates and Facilities.

SOCIAL SUSTAINABILITY
AND SOFTER SPACES
NORTH EAST PODIATRY
INSTITUTE OF DEVELOPMENT
S TECHNOLOGY T LEVEL
DEVELOPMENTS SUSTAIN
IN DIGITAL, EDUCATION
CHILDCARE, HEALTH AND
SCIENCE SPORT AND SOC
FITNESS DEVELOPMENTS

The Estate and its facilities must continue to meet current, and plan to meet future needs of the organisation. We must focus on the provision of a modern, appropriate and inspiring working environment for all our staff and students.

The College has consolidated its estate at three locations namely the Framwellgate Moor site (main campus – owned), Low Carrs Podiatry Clinic (leased) and Bishop Auckland Podiatry Clinic (owned).

Over the past 5 years, the College has invested over £12 million in the development of Advanced

Manufacturing, Creative Digital Media, Higher Education and more recently the new North East Institute of Technology (NEIoT). However, there are further opportunities to develop our estate further to provide even better facilities and resources for the delivery of our priority provision.

During the life of this plan we will complete feasibility studies focusing on options to increase learner social spaces and support services in areas such as Sports, Digital and Health and Life Sciences. Focus on these areas is aligned with NELEP and Government priorities and the County Durham Plan.

WHAT WE WILL DO

- Develop a comprehensive and strategic estate master plan which organises our long-term maintenance and capital investment in a way that supports our planned growth.
- Ensure accommodation is fit for purpose and being used efficiently.
- Maximise the use of the college site allowing for flexible re-purposing of space and working with other areas around the College to respond to changing teaching, learning and experience needs of students and staff within a 'digital campus'.
- Provide the right level of skills within the team to undertake as many duties as reasonable and attract, retain and develop an excellent multiskilled workforce.
- Respond proactively to environmental and sustainability challenges.
- Ensure the health, safety and wellbeing of all staff and students as the primary consideration for all avenues of work.
- Coordinate, review and update the automated building management system to optimise effectiveness for benefit of building users.

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ICT, Systems Development and Reporting.



New College Durham faces significant challenges and decisions over the next 3–5 years as the landscape of Information and Communications Technology (ICT) changes both from a technical and teaching perspectives. The College and the ICT department need to be open to new ways of thinking and become more digitally intelligent to maintain an outstanding status.

The College recognise that the adoption of new technologies and new ways of working and studying continue to gather pace. It is evident as we move towards meeting the challenges of Fourth Industrial Revolution that there will be considered changes to the education sector for staff and students. The College will continue to offer a

broader blended learning model that is supported through the use of innovative technologies.

This Strategy recognises that we will need to adapt and reflect on emerging curriculum priorities over the next five-year period and beyond and to effectively respond to these curriculum challenges, we need to optimise our responses to the:

- Financial Climate
- Environmental Awareness
- Changing Technologies
- Data and Intelligence
- Availability of skills
- Security and Cyber Threats
- Risk Assessment



WHAT WE WILL DO

- Manage ICT security through continuous monitoring of threats, vulnerabilities and take protective action to implement preventative measures to mitigated security risks.
- Provide a robust ICT Infrastructure that provides information and communications technology including software, hardware, firmware, networks and websites for students/staff to carry out their studies/duties in the most cost-effective way.
- Deliver a Business Intelligence Strategy that provides business information through analytics and modelling to support key business decisions, and the delivery of the College strategic aims.
- Provide quality and efficient digital technologies and solutions through software development, asset management and implementation of cloud technology to increase ICT efficiencies and sustainability.
- Provide a responsive, flexible, and innovative service to respond to digital change, support the shaping of our digital future and provides technologies that enhance digital skills teaching and learning.

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Marketing.



This Strategy recognises that we will need to adapt to and reflect emerging curriculum priorities over the next five-year period and beyond. It understands the need to respond effectively to these curriculum challenges and ensure that the College has sufficient flexibility to accommodate changes in the wider landscape within which the College operates. Government continues to reform academic and vocational education and within the lifetime of this Strategy, the College marketing service will be developed to effectively respond to this ambitious Government agenda, notably in terms of

educational reforms and employer offers, whilst creating a seamless and optimised student journey from awareness to enrolment and progression.

The College aims to expand awareness of, and engagement with the diverse and evolving college education provision. The focus is to deliver a proactive and seamless external and internal recruitment process and student journey which ensures students have the opportunity to enrol on the right programme for them to succeed and to progress onto either employment or further study.

WHAT WE WILL DO

- Enhance awareness of and effectively promote the full college offer via publicity materials and informed placement of marketing advertising, ensuring brand identity is embodied throughout internal and external activity.
- Create an annual Labour Market Intelligence report to support curriculum planning to ensure the programmes we offer align with the local market needs and employment opportunities.
- Maintain and develop relationships to ensure students have the opportunity to participate in relevant apprenticeships, work placements, industry placements and live briefs; to support them in being successfully employed in their chosen industry.
- Provide a seamless application journey where students are encouraged to move onto the next stage with a process that is easy for them to follow and enhances our reputation.
- Deliver a variety of high quality and safe recruitment events aimed at different audiences including existing students and new potential students.
- Deliver a new website and ensure optimisation after delivery through ongoing continuous review and improvement.
- Actively promote new initiatives to support innovation and the strategic objectives at the College.

DELIVERY OF THE STRATEGY AND MEASUREMENT OF SUCCESS

How we deliver our strategy will be affected by the ways in which we operate as well as by changing external conditions. We will need to be flexible and adapt as external conditions change, and as new opportunities and challenges emerge.

We will continue to prioritise and deploy resources appropriately to achieve our immediate and long-term objectives through our annual planning cycle.

In addition, we will continue to develop a detailed monitoring framework to measure progress against our strategy, aligning performance measures with the strategic objectives in each area. More specific sets of key performance indicators will also be developed and used to measure success in each priority area.





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