

Annual Accountability Statement

Colchester Institute

May 2023

Contents:

1. College Mission and Purpose	02
2. Context and Place – The Communities We Serve	04
3. Economic and Social Characteristics (Braintree, Colchester, Tendring)	07
4. Approach to Developing the Annual Accountability Statement	08
5. Response to Local, Regional and National Priorities	09
5.1 Response to the LSIP Priorities and National Skills Priorities	11
6. Corporation Statement	18
7. Supporting Documentation	18

[Link to view](#)

Annual Accountability Statement

1. College Mission and Purpose

Colchester Institute's mission is to deliver first-class education, professional development and technical skills training to develop careers and strengthen the local economy. Our Strategic Plan 2021-2024 'Better Careers Begin Here' sets out our purpose, mission and values.



WHY ARE WE HERE?

Education transforms and enriches lives. Colchester Institute's purpose is to develop students' academic, technical and professional skills, and the knowledge and behaviours to succeed in life, work, and to support the local economy.

OUR VISION

By 2024 Colchester Institute will be celebrated as an outstanding provider of education and training in the Eastern region, recognised for its significant contribution to the social and economic recovery of individuals and organisations following the events of 2020.

The infographic features three photographs: a female teacher in a red shirt pointing at a whiteboard, a male surveyor in a high-visibility vest using a surveying instrument, and a female student in a blue uniform using a tool in a workshop. The layout is decorated with colorful geometric shapes and lines in shades of teal, pink, and blue.

Our Values. It matters to us that we're...

- **Student-focused** with students at the heart of our decision, choices and priorities
- **Ambitious** for our students, our staff and for our College's future
- **Inclusive** – welcoming staff and students from all walks of life on programmes from entry to degree level
- **Collaborative** – working in partnership with others to achieve our goals
- **Open and honest** – acting with responsibility and integrity in all that we do
- **An employer** that recognises, values and develops our staff

Our Goals. Over the period of the strategic plan, we will produce an annual programme of activity that will enable us to

1. Provide an outstanding experience which enables students to succeed in their qualification goals, progress to the highest levels of learning and move on to destinations that fully reflect their achievements at Colchester Institute.
2. Create a teaching and learning environment that encourages reflection on learners and learning, methods and approaches, and allows us to challenge and change the way we do things whether in a classroom, workshop or virtual environment
3. Offer a curriculum that not only provides the skills needed for successful careers, but also supports and develops the whole person towards being an active, effective and valued member of their community.
4. Seek new ways to promote equality, diversity and inclusivity in all our operations, ensuring they are fully embedded into the curriculum for all students, and aspiring to parity of recruitment, achievement and opportunity for both students and staff.
5. Become a provider of choice for more employers to meet their training and workforce requirements, and other business-development needs.
6. Fulfil our social and environmental responsibility through our actions as an organisation and through our privileged position as an influencer of young people and adults, including contributing to the drive towards net zero carbon.
7. Become an employer of choice, which recognises, trusts, empowers and develops its workforce; and takes positive steps to ensure that the workforce is truly representative of the communities we serve.
8. Maximise the recent re-development of the Braintree Campus, through increased stakeholder engagement and a curriculum, across all provision types, that fully reflects the District's needs.
9. Further develop the digital and physical resources that support the ambitions of this plan; delivering sector-leading advances through ongoing strategic digital transformation and ensuring that physical resources reflect modern and future work environments.

10. Secure the future of our organisation through strategic investment; sound financial planning and control; careful risk management and appropriate commercial decision-making.

These goals are framed by three-year success indicators with progress against 1 year action plans reviewed termly by the Corporation Board.

2. Context and Place - The Communities We Serve

Colchester Institute (the College) provides professional and technical education and training for the largely rural and coastal populations of the Colchester City and the districts of Braintree and Tendring in North Essex. The College operates from two main delivery sites (Colchester and Braintree) and three outreach centres, all of which are found in Tendring. The College's annual turnover is c£37m.

The **Tendring** District has a considerably lower job density ratio (total jobs to population) than the East of England and UK averages, higher than average numbers of benefit claimants, and considerably lower than average numbers of residents qualified at levels 3 or above and 4 or above. Earnings are also lower than the UK and East of England average.



These data underline the importance of the College's offer in Tendring, which is successful in supporting adults into (or back into) work, or to gain higher paid, better skilled work than the seasonal and casual work that many young people and adults resort to, in this coastal district. The College's offer is based around both general and subject specific employability skills – literacy, numeracy and digital skills, with specialist offers in Healthcare, Construction and Engineering.

The College's **Braintree** Campus (the former Braintree College, pre 2010) is the place of learning for 400 16-18 year old full time students, with a particular focus on the skills needs of the District; with a majority of the learners on programmes in the areas of Construction, Engineering and Digital Media. The District has a particularly low level of residents holding Level 4 qualifications and above, and the growing availability of Applied General Qualifications at Level 3 provides an entry point to university for many younger residents not wishing to study A Levels. The campus is newly built and offers some of the very best vocational training resources in the Eastern region.

Colchester is one of the UK's newest cities and celebrates its City status in 2023. The College supports the City Council, in promoting the City as a great place to live, work, study and establish or grow a business. The very large majority of the College's programme delivery takes place at or from the Colchester Campus.

The data in the table below underlines the critical importance of a broad vocational offer for adults and young people across the three local authority areas the College mainly serves. Data is drawn from Nomis, based on 2021 census data and 2022/3 labour market statistics.

	Colchester	Braintree	Tendring	East of England	United Kingdom
Qualifications at Level 3 and above	55.3%	47.3%	44.8%	58.2%	61.5%
Qualifications at Level 4 and above	37.7%	25.2%	29.7%	39.6%	43.5%
Claimant count – out of work benefits	3.6%	2.5%	4.1%	3.1%	3.9%
Jobs Density (total jobs per population)	0.77	0.69	0.66	0.84	0.85
Earnings by place of work (gross weekly)	£642	£575	£604	£632	£640



Colchester Institute Provision

There is a clear divide in Colchester's post-16 offer, with the opportunity for 16-year olds to pursue either a largely A Level route (at The Sixth Form College, or at one of four school sixth forms); or to take up professional and technical education and training - either classroom based or work-based - at Colchester Institute. In 2022/23 almost 4,000 young people chose this route and are engaged in professional, technical and applied general Study Programmes, with a further 450 16-18-year-olds on Apprenticeships.

In meeting local need, the College's balance of adults to young people is atypical against the national profile of General Further Education Colleges. Adults make up 44% of enrolments nationally, but only 28% of enrolments in Colchester Institute. Alternative providers, such as Essex County Council deliver a very large Adult and Community Learning offer across all parts of the county. Where the curriculum intent for Adults is most focussed, is through its close partnership with the Department for Work and Pensions and the National Careers Service to support adults to pursue a range of qualifications aimed to secure meaningful destinations including work and further study.

The College has a large apprenticeship offer (from Level 2 to Level 6) and works in partnership with over one thousand employers across a variety of sectors both locally and regionally. In order to meet specific needs the College has established a number of programmes to meet employer requests such as a bespoke Apprenticeship programme developed for the Port of Felixstowe, and a top-up Honours degree (B Eng) in Engineering, developed in conjunction with local employers, validated by the University of East Anglia (the College's main Higher Education validation partner) and now available for all those progressing from Level 5 Higher National Diplomas and Apprenticeships in Engineering.

The College meets the skills development needs of around 9,000 students each year. Programmes (which can be full or part time, classroom or work-based) range from Entry Level to Masters, some are very short in duration and others are completed overall several years. The breakdown by provision type is as follows.

Full Time 16-19 FE Students	3,800	Higher Education Students (full and part time)	500	Adults (full and part time)	2,200
Apprentices	1,500	Full Cost delegates (mainly short courses)	1,000	TOTAL	9,000

Use of local plans, such as the Colchester Economic Strategy, Essex Skills Plan and the SE LEP Skills Strategy in combination with LMI (such as that from Nomis (above) and Lightcast (below) ensures a well-designed curriculum which provides high quality and relevant education for a large cross section of learners.

To add to these data sources, a Local Skills Improvement Plan (LSIP) for Essex is under development. The priorities have been identified and the College's response to these can be found later in this report.

3. Economic and Social Characteristics (Braintree, Colchester, Tendring)

Participation in Strategic Development Fund projects has entitled the College to a subscription to Lightcast (formerly EMSI) data, of which it has made extensive use in planning, and will continue to do so.

The following data are of particular relevance to the College's planning process, and are based on the combined data related to the three local authority areas that Colchester Institute chiefly serves: Braintree, Colchester and Tendring.

- The population (502,062 in 2021) has grown by nearly 20,000 in the last five years and will grow by a further 17,500 in the next five years. There will be strong and steady growth in the number of school leavers from now to 2029.
- Jobs grew by 504 in the last 5 years and are projected to grow by 2,900 over the next 5 years
- Regional average wages per job are £3,100 below the national average (at £27,300 vs £30,400)
- Educational attainment at higher levels is concerning; 25.3% of residents hold a degree level qualification (8.35 below national average)
- The top three industries for jobs are **Health, Retail** and **Education**. Not only are these the sectors in which the most people are employed, but in all three cases, these sectors employ more people than an area with the same population nationally.
- Although only the sixth largest industry in the combined area, the numbers of jobs in **Construction** is considerably higher than the national average for an area of this population size.
- **Human Health and Social work** and **Construction** are the most rapidly growing industries.
- The combined area has below average numbers of millennials (those aged 25-39) but an above average number of people approaching retirement (199,500 vs 182,000 nationally for an area of this size).
- Racial diversity is especially low with 29,400 racially diverse people compared with the national average of 73,780 for an area this size.

The above data supports recent choices that the College has made in making significant capital investments in Construction, Health and Social Care and Early Years programmes. The forecast growth in the number of young people over the coming six years supports the College's plans to find suitable vocational and technical alternatives to the current Level 3 programmes that will be defunded under current government plans. This will include a broadening of the apprenticeship offer as well as embarking on carefully selected T Level programmes, where there will be industry demand and work placement availability. The College's recent diversification around the Adult offer (embracing programmes such as Multiply and introducing Sector-Based Work Academy Programmes (SWAPS) to help combat skills shortages in particular areas) will assist in addressing the imminent reduction in working-age adults, as so many approach retirement.

4. Approach to developing the Annual Accountability Statement

College leaders are in constant dialogue with a range of local, regional and national stakeholders to identify key priorities and target outcomes articulated in this statement. First and foremost, we always seek new ways to ensure a robust and relevant curriculum offer. This is informed mostly through dialogue with employers across all curriculum areas (Curriculum Advisory Boards), which ensures we can provide our students with the best possible platform to develop their skill sets and create opportunities for future employment in current and emerging industries. As part of the Federation of Essex Colleges (FEDEC), the College plays an active role in collaborating with other FE Institutions to ensure that national and regional opportunities are exploited. An example of close collaboration includes the Strategic Development Fund workstreams that are currently in the delivery phase, and various Essex County Council funded short-life projects. The College has a very close working relationship with the Future Skills Team at Essex County Council, over many years working in partnership to ensure skills delivery in North Essex is relevant to local needs. A current example is the work underway to support the Essex Green Skills Infrastructure Plan.

More locally the College is represented by the Principal and Chief Executive at the Colchester Ambassadors network and at the Haven Gateway Partnership. It also acts as an 'anchor institution', meeting local community skills needs and enabling other organisations to meet their objectives. The College aims to further build on its stakeholder engagement to be to be system leaders and has a growing role supporting young people to gain appropriate support through relevant local partners.

Essex County Council, Colchester City Council, Braintree District Council and Tendring District Council are our key stakeholders with whom we have consulted in developing our plans. All four councils have growth plans, and we will work with them to ensure our priorities in this document align with the targets they have set out. These are further supported by the findings within the Local Skills Improvement Plan (as set out in section 2 above), led by The Essex Chambers of Commerce, as an Employer Representative Body. The guiding principles within the Essex Skills Plan have also informed our plan.

Other key external stakeholders informing our work includes the Department for Work and Pensions and our work with the unemployed through our Adult Skills Centres and Sector Work Academy Programmes. Our key stakeholder strategy includes harnessing the opportunities with the largest employers, and the most significant employer-led projects including East Suffolk and North Essex Foundation Trust, Hutchison Ports, Tendring Colchester Borders Garden Community, Freeport East, Sizewell C.

We engage with a range of other training providers in the local area to develop and deliver a relevant curriculum and achieve our priorities. We continue to work in partnership with local Essex Colleges, as a collective as well as individually, other colleges in Suffolk and Norfolk including Suffolk New College and East Coast College, ASHE (the Association of Secondary Head Teachers in Essex), all local schools, and other local independent training providers via the Essex Provider Network and through direct collaboration arrangements such as Essex Fire and Rescue Service. The College has direct delivery contract arrangements with University of Essex and University of East Anglia. More widely the College has partnership agreements in place with a raft of other training providers to ensure that local skills needs are met and this includes Learning Curve Group, the Skills Network and a wide range of apprenticeship delivery partners.

5. Contribution to national, regional and local priorities

Target Aims and Objectives (Strategic Goals)	One year success indicators	Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>1. Provide an outstanding experience which enables students to succeed in their qualification goals, progress to the highest levels of learning and move on to destinations that fully reflect their achievements at Colchester Institute.</p>	<ul style="list-style-type: none"> • To achieve annual 'academic targets' as confirmed with governors: <ul style="list-style-type: none"> • Achievement rate for FE students (All Ages) of 87%. • Achievement rates for Apprentices of 70%. • Positive Destinations to be above 93% for leavers for whom a destination is recorded. • Good degree achievement rate to be 72% or higher. • HE Continuation rate (Year 1 to Year 2) to be at 80% or higher. 	<p>Enable our students to succeed in their chosen technical and vocational programme and contribute to meeting the skills needs - primarily of North Essex, but also regionally and nationally.</p>
<p>2. Offer a curriculum that not only provides the skills needed for successful careers, but also supports and develops the whole person towards being an active, effective and valued member of their community.</p>	<ul style="list-style-type: none"> • All students will have access to learning which develops their broader understanding, either through a centralised tutorial programme or tailored activities. • All students will have access to good quality careers information. • There is a clear curriculum offer for adults to support social and economic growth, and the 'building back better' agenda, including adults who are disadvantaged and least likely to participate in education and training. • There is evidence that the central enrichment programme is contributing positively to the student experience at College including apprentices and adult learners. 	<p>A broad curriculum offer ensures a diverse range of skilled individuals to support local employment opportunities. Adults will gain the skills they need to improve their job prospects and succeed in priority sectors whilst supporting the local economy.</p> <p>College leavers of all ages have the wider skills to contribute to their workplaces, including appropriate literacy, numeracy and digital skills as well as 'soft' skills such as problem-solving, decision making, team-work and team leadership.</p> <p>Ensure learning opportunities are accessible to all, with appropriate support in place to allow students from all backgrounds and with SEND needs to achieve to their full potential.</p>
<p>3. Become a provider of choice for more employers to meet their training and workforce requirements, and other business-development needs.</p>	<ul style="list-style-type: none"> • Full-cost programmes established in line with current demand including growth in renewables, management and other priority areas. • 2022-23 Apprenticeship Achievement Rates at 70% by end of 22/23 and above this by 23/24. 	<p>Supporting employers and local economic growth plans. To continue to develop curriculum specialisations to meet national, regional and local needs.</p>

	<ul style="list-style-type: none"> • Increase the use of online learning resources to extend Full-Cost and AEB offer of courses with employers and individual – to minimum of 10% for each stream. • Develop and launch Apprenticeships in Senior People (L7), Coaching, and grow current offer in Digital Marketing/Skills by a further 50% during 2023. 	Building on the excellent SDF-funded work to develop 7 new programmes in conjunction with specific employers, then deliver these into wider local businesses.
4. Fulfil our social and environmental responsibility through our actions as an organisation and through our privileged position as an influencer of young people and adults, including contributing to the drive towards net zero carbon.	<ul style="list-style-type: none"> • To continue to reduce the College's Carbon Footprint – making positive progress towards the target of a 50% reduction by 2030. • To have enacted AOC's Climate Emergency Policy for year 1 and year 2. • Roll out carbon literacy programmes to all L3 students. 	Ensuring our students have a high awareness of the importance of carbon impact, that they can take forward in their careers in priority regional and local industries. This is through embedding of subject specific carbon literacy and sustainability awareness into all programmes but also through the delivery of stand-alone programmes,
5. Maximise the recent re-development of the Braintree Campus, through increased stakeholder engagement and a curriculum, across all provision types, that fully reflects the District's needs.	<ul style="list-style-type: none"> • Positive Destinations to be above 91% for leavers for whom a destination is recorded. • Leavers' progression to work in sector related to their study exceeds 65%. • Campus enrolments increase by 11% at least 25% of which to be adults or apprenticeships. 	To ensure specifically that local economic growth plans for Braintree District can be supported by an appropriate workforce with skill sets aligned to local priority sectors and to provide a broader offer for local adults from the Braintree campus.
6. Implement enabling activities for delivery of T Levels from September 2023 and ensure an appropriate programme for students in areas where current Level 3 Technical or Applied General qualifications are defunded from 2024/5/6 to progress to.	<ul style="list-style-type: none"> • Successful roll out of Early Years T Level to up to 100 students from September 2023. • Planning in place to ensure other subjects can follow-on from the pathfinder provision. These include Construction and Built Environment and Onsite Construction (Carpentry and Joinery) from 2024. 	To continue to develop curriculum specialisations to meet national, regional and local needs. To ensure that as current courses are defunded an appropriate offer remains for those wishing to pursue careers in skills priority areas.

<p>7. Deliver a new programme of Green Skills via a planned Renewables Centre facility.</p>	<ul style="list-style-type: none"> • Successful completion of new domestic renewables training workshop facilities with appropriate technologies. • Roll out of new course content including Full cost commercial offer and apprenticeship modules by December 2023. 	<p>To continue to develop 'Green Skills' curriculum specialisations to meet national, regional and local needs.</p>
<p>8. Implement raft of new health related employment and training programmes across Essex and Suffolk aimed at developing the future workforce for NHS Trusts and Primary Care.</p>	<ul style="list-style-type: none"> • Successful roll out of follow-on Community Diagnostic Training Academy Programmes in Colchester, Ipswich and potentially West Suffolk. 	<p>To continue to develop curriculum specialisations to support additional trained workers meeting national, regional and local needs.</p>

5.1 Response to the Local Skills Improvement Plan

A Local Skills Improvement Plan (LSIP) for Essex is under development. The priorities have been identified and issued in late March 2023. The tables show the College's current provision and future plans in support of these priorities.

Essex LSIP – Cross-Cutting Skills Priorities

LSIP Priority (March 2023)	Existing Provision	Future Opportunities
<p>Soft Skills and Behaviours including Leadership and Management Skills</p>	<ul style="list-style-type: none"> • Developed in young students through enrichment in form of enterprises, collaborative projects, and tutorial content. • Specific in-person and online courses in wide range of Leadership, management and other cross-cutting skills are offered to local employers and individuals through CI Business Solutions. Bespoke programmes offered to larger employers. 	<ul style="list-style-type: none"> • Continue to offer broad tutorial enrichment topics appropriate to age and level of full time learners. • Explore <i>Skills Builder</i> as a tool for supporting the development of skills for employability and life in young people. • Continue to seek innovative ways to embed wider enrichment into adult and apprenticeship programmes.
<p>Basic maths, English and ESOL</p>	<ul style="list-style-type: none"> • Pursuit of an appropriate English or maths qualification for all 16-18 year old students and apprentices without a Level 2 pass. A range of maths, English and ESOL programmes offered to adults at the College's main campuses and at outreach centres in Harwich and Clacton. Developing students' vocational literacy in all subject areas is a key priority for 2022/23. • Numeracy programmes offered to adults via Multiply Programme (pilot) in early 2023. 	<ul style="list-style-type: none"> • Currently exploring opportunities to deliver maths, English and ESOL programmes through employers. Discussions underway with ESNEFT in relation to applicants or employees, whose English, numeracy or literacy do not meet required criteria for roles, or promoted roles. Plans to extend these to other employers where there is interest. • Further Multiply activity expected when programme is fully rolled out from Summer 2023, providing college and community-based maths development activities.

Digital Skills and 'Digitech'	<ul style="list-style-type: none"> • Digital Media courses at levels 3-6, including Game Design and Film and Digital Media. • Computing courses at levels 2-3. • Generic Digital skills taught cross all subject areas, including use of Microsoft Office package and of Apps. Focus on being safe on-line. 	<ul style="list-style-type: none"> • Development of apprenticeships in Digital & Creative Media. • Integration of AI applications (e.g., Co-Pilot) into syllabus and into business operations. Bespoke programmed developed and delivered in partnership with businesses. • Digital Marketing Corporate course to be delivered as part of SDF Employer Engagement project.
Green Skills	<ul style="list-style-type: none"> • Carbon literacy tutorial content provided to all study programme students. • Sustainability, Carbon Literacy and how to plan for net zero (120 hours blended delivery) for employers developed and rolled out. • Half day programme in Carbon literacy awareness for staff in all role. • Work commencing to deliver programmes to employers on Electric Vehicles 	<ul style="list-style-type: none"> • Continue to develop programmes based on employer need, in carbon literacy. • Extend Electric Vehicle training programmes, in line with employer demand and as additionality for full-time students and apprentices. • Develop understanding of Retrofit Skills and renewable technologies as part of Plumbing and Electrical delivery – work with Awarding Organisations to ensure that these become an integral part of common qualifications. • Continue to explore opportunities as part of the Essex Retrofit programme.
Leadership and Management Skills	<ul style="list-style-type: none"> • Level 4-6 Higher Education course in Business & Management • L4 Management Apprenticeship and L7 Senior Leader Apprenticeship • Younger students gain leadership experience through group project activities on many programmes, including Business, Public Services, Digital Media. • Range of short and longer full-cost management programmes, delivered bespoke for employers or as open courses on campus. 	<ul style="list-style-type: none"> • Research Skills Builder as a possible way to introduce leadership skills to younger students. • Continue to respond to employer demand for skills in leadership and management through both bespoke and open courses. • College leaders and managers to 'guest' in relevant sessions with students.

Essex LSIP - Priority Sectors and Technical Skills and National Skills Priorities

The table below shows each of the Essex LSIP Priority Sectors and maps the College's existing provision and future plans against each of these.

In addition to the LSIP Sector priorities, the Department for Education have identified seven National Skills Priorities. These have been agreed across Government as areas with high (and increasing) volumes of vacancies. They are areas that are important in providing employment opportunities in key growth areas such as green jobs, creative industries and science and technology.

These are:

Construction	Manufacturing	Digital and Technology	Health and Social Care
Haulage and Logistics	Engineering	Science and Mathematics	

The colour coding in the table above cross-references to the LSIP Priorities below. With the exception of Science and Mathematics, all of the national priorities reflect an Essex LSIP priority area. Boxes in white are LSIP Priorities only. Science and Mathematics is a National Priority only and has been added as an additional priority to the table below.

Essex LSIP Priority (March 2023)	Existing Colchester Institute Provision	Future Opportunities
<p>Advanced Manufacturing, Engineering and Aviation</p> <p>ALSO A NATIONAL PRIORITY</p>	<ul style="list-style-type: none"> • Full range of full time Engineering and Built Environment programmes offered from Levels 1– 3 to younger students and (largely) part time and apprenticeship programmes offered from levels 4 – 6 for Higher Education adult students. • Sector Based Work Academy Programmes in Engineering (Braintree). • Engineering for Industry programmes (Harwich). • Engineering Heroes programme, providing Engineering skills to Armed Forces leavers (Harwich). • Recent College membership of the Women's Engineering Society (WES) to promote careers STEM (and in particular, Engineering) to women and girls. 	<ul style="list-style-type: none"> • Recently secured national contract for large retailer to provide Engineering, Wood Occupations and Electrical Installations programmes to the workforce. • Many opportunities to support local and regional major infrastructure projects with a wide range of skills at all levels, including Tendring/ Colchester Borders Garden Community Settlement; Sizewell C and Freeport East. • Further work with Engineering Employers group in Braintree (currently awaiting outcome of bid to develop this further through UK Shared Prosperity Fund (UKSPF) entitled 'Engineering the Workforce'). • Work underway to scope growth at the Energy Skills Centre in Harwich to support planned large manufacturing and energy generation businesses at Freeport East. • Through WES membership activities to increase female participation in Engineering (and other STEM) programmes.

Agritech and Food Tech	<ul style="list-style-type: none"> • Professional Chefs programmes at Level 1-3 • Skills enhancement programmes for adults employed in the Hospitality sector • Engineering students progress to maintenance and service roles in food processing, packing and bottling operations. 	<ul style="list-style-type: none"> • Students gain transferrable skills in a number of study programme areas, eg Digital Media, Business, Computing. Forge further links with local employers in these sectors to provide work experience and employment opportunities.
Community and Voluntary	<ul style="list-style-type: none"> • Health and Social Care Programmes at Levels 1 – 3 with industry placement and career opportunities in a range of Care settings. • Level 4 and 5 Apprenticeships in Adult Care. • Counselling programmes offered from Levels 3 – 6. • Students in many Study Programme areas engage in a range of College and community-based projects to raise funds for Charity. The College has a Charity of the Year and participates in national initiatives such as (in 2023) the BRIT Challenge. • Students in the Foundation and Supported Learning area engage in voluntary activity, including through community-based social enterprises. • Multiply programme offered via Community 360 (Community and Voluntary Services) and Reed in Partnership (to support long-term unemployed). 	<ul style="list-style-type: none"> • Continue to seek and identify placements for Care students (including Health and Social Care and Early Years) in a range of care and community settings • Extend relationship with Community 360 to identify further volunteering opportunities – as part of GAP (work-related activity) hours. • Research viability of MA programme in Counselling.
Construction and the Built Environment ALSO A NATIONAL PRIORITY	<ul style="list-style-type: none"> • Full range of Study Programmes and apprenticeships from Levels 1-3, including in Brickwork, Carpentry, Electrical Installations, Plumbing, Painting and Decorating, and Multi-Skills. • Level 4-6 courses and apprenticeships in Construction Management, and Engineering. • Sector Based Work Academy Programmes (SWAPs) in Construction - Colchester • Building Heroes programme, providing Construction and maintenance skills to Armed Forces service leavers. • Construction Innovation Network established via a successful UKSPF bid, to support local construction businesses to make greater use of Digital opportunities and build workforce digital skills.** 	<ul style="list-style-type: none"> • Awaiting outcome of a second UKSPF bid to Braintree District Council for a Construction Innovation Network, to mirror the Colchester Group and provide support to embrace digital working practices. • Develop further Apprenticeship opportunities at Higher levels in Construction, as alternative to Part Time programmes. • Take forward opportunities through large national retailer to offer basic programmes in Electrical and Carpentry to maintenance staff.

Creative and Cultural	<ul style="list-style-type: none"> • Range of study programmes at Levels 2-3 in Art & Design (including Graphics and Animation) and in Music, Dance, Acting, Production Arts and Musical Theatre. • Strong relationship with local theatre (Mercury) to provide work experience, and theatre visits to relevant students. • College is connected with the city's Leisure Recovery Board and promotes job and career opportunities to relevant students via the Careers team. 	<ul style="list-style-type: none"> • Developing an apprenticeship relationship with local theatre (Mercury Theatre) initially in front of house service areas. Seek out interest from wider arts organisations, regarding demand for a wider production arts apprenticeship • Continued membership of 'Creative Colchester' as way of maintaining and growing opportunities to support skills needs of this busy sector locally.
Digitech ALSO A NATIONAL PRIORITY	<ul style="list-style-type: none"> • Digital Media courses at levels 3-6, including Game Design and Film and Digital Media. • Computing courses at levels 2-3. • L3 Digital Marketer Apprenticeship. • Generic Digital skills taught cross all subject areas, including use of Microsoft Office package and of Apps. Focus on being safe on-line. • Construction Innovation Network as above ** 	<ul style="list-style-type: none"> • Build on work started through SDF Employer Engagement strand to provide Digital programmes to specific employers and industries. Current programmes: ESNEFT Digital Communication and Customer Engagement; Digital Marketing Corporate course for local marketing organisation • Seek support for Construction Innovation Network in Braintree via UKSPF, or other funding sources as they become available. • Embedding understanding of use of AI as it applies to, and will be used in, specific industries, on all Study Programmes.
Education	<ul style="list-style-type: none"> • Early Years study programmes and apprenticeships at Levels 1-3. • Part time adult courses for Teaching Assistants. • Courses for PGCE and Cert Ed. • MA in Education. 	<ul style="list-style-type: none"> • Development of a full on-line programme to train teaching/learning assistants based on a successful pilot in Spring-Summer 2023.
Health, Social Care and Med Tech ALSO A NATIONAL PRIORITY	<ul style="list-style-type: none"> • Health & Social Care study programmes and apprenticeships at Levels 1-3. • 'Career Start' and P3 (Preparation, Placement and Progression) programmes delivered as additionality to full time Health and Social Care students in conjunction with local NHS Trust (ESNEFT). • Level 4 and 5 Apprenticeships in Adult Care. • Apprenticeships in Dental Nursing. • Successful 'Pathways to Diagnostics Trailblazer (P2DT) programme just concluded, delivering 97 new job opportunities (largely in the NHS) to participants. 	<ul style="list-style-type: none"> • Online Access programme to widen participation in programmes that provide entry to degrees in nursing, health sciences and other health disciplines. • Building on P2DT, further partnership work with local hospitals' trust and other ICB organisations to assist in recruitment and training of workforce. To include roles in Primary Care, Elective Orthopaedics and Medical Diagnostics.

Professional Services	<ul style="list-style-type: none"> • Study Programmes in Business and Accounting at Levels 2-3. • Career Ready programme for selected Business students. • Part time courses (including blended learning options and apprenticeships) in Accounting at Levels 2 – 4. • Apprenticeships in Associate Project Manager (L4); Commercial Supply and Procurement (L4); Professional Accounting/Tax Technician (L4); HR Consultant/Partner (L5); Operations/ Dept Manager (L5). • BA Hons course in Business and Management and Chartered Manager Degree Apprenticeship. 	<ul style="list-style-type: none"> • Continue to respond to employer demand for programmes in professional areas • Seek industry and work placement opportunities in range of professional service organisations to introduce students to the wide range of sectors, including using apprenticeship employers as possible hosts.
Transport and Logistics ALSO A NATIONAL PRIORITY	<ul style="list-style-type: none"> • L1 – 3 Study programmes in Automotive Engineering. • L1 – L3 Study Programmes in Vehicle Accident Repair and Paint. • MoT Testing C&G L2 Award (classes 4 and 7) - short adult courses. • Apprenticeships (Autocare Technician (L2), Service and Maintenance Tech (L3); Vehicle Damage Paint Tech (L3). • College leavers with qualifications and skills in Professional Services, Engineering, Construction and Digital Skills will provide a future workforce for the wider transport and logistics sector. 	<ul style="list-style-type: none"> • Electric vehicle service and repair as part of study programmes and apprenticeships, and as standalone programmes for employers, building on recent development of full-cost programmes.

DfE National Skills Priority	Existing Colchester Institute Provision	Future Opportunities
Science and Mathematics – NATIONAL PRIORITY	<ul style="list-style-type: none"> • L3 Study Programmes in Forensic Science and Applied Science. • Access to Higher Education programmes – Science and Health Science pathways. • Science and maths to Level 3 and above, taught as part of Engineering programmes from Levels 3 – 6. • Maths GCSE delivered to c1,000 16-18 year old students each year. • Maths GCSE available to adults, both through Access and as a standalone enrolment. • Over 100 engagements through the Multiply programme in Spring 2023. • Entry level to Level 2 Functional Skills and Basic Skills programmes offered to Apprentices and Adult learners through the four Adults Skills Centres. 	<ul style="list-style-type: none"> • Access programme to include a Health Science pathway will be offered online, to increase participation in this programme. • Further activity through Multiply.

Essex Skills System Priorities

The LSIP also contains a list of Skills System Priorities, which need to be addressed to enable full delivery of the above priorities. These are:

- Lack of Flexibility in the System
- Careers Information, Advice and Guidance
- Tutor Shortages and Capacity of providers to respond
- Inclusive employment
- Barriers to engagement
- Skills Planning system for Essex

In respect of the above, Colchester Institute will continue to work collaboratively and positively with Tier 1 and Tier 2 local authorities, and with other training and education providers, including schools, other colleges and universities. The College is an active member of the Federation of Essex Colleges (FEDEC) and will continue to participate in and support county-wide and regional projects aimed at addressing the barriers and opportunities listed above. College leaders are aware of their responsibilities as ‘System Leaders’ and on matters of importance, including a number of issues which can positively impact the above, they will continue to engage with local Members of Parliament, relevant ministers and senior DfE and Treasury decision-makers.

6. Corporation Statement

On behalf of the Colchester Institute Corporation, it is hereby confirmed that the plan as set out above reflects and agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 26 April 2023.

The plan will be published on the College website within three months of the start of the new academic year.



Signed:

Chair of Governors



Principal and Chief Executive

Date:

26 April 2023

26 April 2023

7. Supporting Documentation

Other relevant and supporting documents can be found below.

[Colchester Institute Strategic Plan](#)

[Essex Skills Plan 2022–2023](#)

[SE LEP Skills Report and Evidence Base](#)

[SE LEP Skills Strategy](#)

[Essex Sector Development Strategy](#)

[College led local Strategic Development Fund overview](#)

[Economic Strategy – Colchester City Council](#)

[Local Skills Improvement Plan \(LSIP\)](#)