STRATEGIC PLAN
2023 - 26

PRESTON
COLLEGE

The College's previous Strategic Plan, covering the period August 2018 to July 2023, has now come to an end. The aims and objectives of that plan were broadly achieved, despite the potentially derailing impact of a global pandemic.

Major successes of the previous plan included:

- Achieving (and retaining) Ofsted Good, including Strong contribution to local skills and demonstrable improvement in our Apprenticeship provision;

- Significant growth in learner numbers, particularly for 16 to 18 year old study programme learners, in part resulting from reputational improvements;

- Improving financial stability;

- Improvements in staff engagement, combined with better rates of pay; and

- Better and stronger relationships with a range of external partners.

A number of consultation events and activities held throughout the 2022/23 academic year with both staff and learners, were designed to gather ideas and feedback on new statements of vision, mission and values for the College, as well as suggestions for strategic priorities to guide the next three years. This Strategic Plan, approved by the Board in July 2023, represents the outcome of this work.

This new plan is designed to build on the many successes of the 2018/23 plan, and move the College forwards in our quest to be excellent in all that we do, covering all College activity from classroom experience to back office functions.

Vision and Mission

The College's Vision statement is:

To transform lives through education

This reflects our longer term ambition for the College, and encompasses more than just helping people to achieve qualifications. We want to be a place that people choose to come to in order to change their lives in a positive way, whether through improved job prospects or learning new life skills.

The College's Mission statement is:

To inspire, educate and support our diverse community to reach its potential

This reflects what we aim to do every day. We pride ourselves on our community focus, with a diverse mix of learners and staff, and plan our curriculum and other activities to give everyone the chance to truly achieve what they are capable of. We believe that we are inspirational in what we do, and that the support we offer to both our learners and our staff is second to none.

Values

Our values statements are:

- **Welcoming and inclusive**
  We believe in making sure that all learners, staff and visitors to the College feel welcomed and valued at all times

- **Supportive and compassionate**
  We believe in the importance of being reassuring, encouraging and caring towards our College community

- **Aspirational for our learners, ourselves and each other**
  We believe in being ambitious in the way we work and promoting this with our learners

- **Act with integrity and transparency**
  We believe in acting honestly at all times, and having open and transparent communications

- **Be accountable**
  We believe in the importance of taking ownership of our actions, and expect others to act similarly

These values, together with the vision and mission statements, provide stretching aspirations underpinned by a strong College culture. The detailed strategic priorities for Curriculum, Quality and Resources, with associated deliverables, are contained in the following tables. The College budget for 2023/24 and three year financial plan 2023/26 describe the financial impact of implementing the College Strategic Plan.

College Objectives

The College's overarching objectives are to:

- Deliver high quality teaching, learning and support to promote high levels of attendance, achievement and positive outcomes for learners

- Provide a high quality technical and vocational curriculum, aligned to regional and local business and community needs

- Value our diverse college community, and provide aspirational progression pathways for all learners and staff

- Improve financial surplus and cash generation to provide future investment capacity

- Fully embed a culture in which all staff deliver outstanding performance that contributes effectively to the learner experience

- Nurture effective partnerships that benefit learners, staff, the City of Preston and the wider region.

Actions to achieve these objectives has guided the formulation of the Strategic Priorities outlined below, together with the deliverables tables that follow.

Strategic Priorities

Guiding principles for the strategic priorities are:

- Continuous quality improvement in teaching and learning, building on the successes of Ofsted inspection whilst also recognising that further improvements can be made. Detail is already included in the Quality Improvement Plan, and includes improving attendance, pace and high grades achievement in some areas (including Maths and English, but also more generally as appropriate).

- Improving attendance is significant enough to list separately, and three year improvement targets (with associated actions) will be included.

- Implement Curriculum Strategy, approved by the Board in July 2023.

- Incremental improvement in the quality of Apprenticeship delivery in line with the expectations of the Accountability Framework

- Targeted growth in learner numbers where market conditions allow, particularly for 16-18 study programme, all age apprenticeships, and Higher Education.

- Continue extensive employer engagement activities to ensure that the College meets local skills needs in line with the new statutory responsibilities.

- Share best practice across the whole College community, including through discussions with other colleges/ organisations as appropriate.

- To meet or exceed benchmark targets for achievement rates across all cohorts.

- Implementation, and monitoring, of skills accountability framework measures.

- Effective curriculum planning, including refined viability modelling.

- Collaborative opportunities, including options for shared services and/or closer partnership working.

- Three year target to continue the improvement in general pay/conditions and reduce Agency use.

- Develop and implement comprehensive HR Strategy, to include pay framework, staff engagement, workforce development, and succession planning.

- Programme of industry ("back to the floor") visits for all staff as part of updating skills and knowledge.

- Three year target to improve surplus and cash generation to support future investment capacity.

- Three year investment in ILCT to improve the resources available to staff and learners.

- Three year plan to continue incremental estate improvements, with full implementation of Estates Strategy if funding sources can be secured.

- Process engineering to enhance the efficiency of core College systems and build on some of the quick improvements made as a result of covid lockdowns; examples will include exams, apprenticeship on-boarding/contracting, HR workflows, digital forms.

- Enhance the hybrid working options available to staff, with potential benefits in staff recruitment and general health/ wellbeing.

- Develop and implement a range of sustainability projects, including learner engagement, to contribute towards carbon reduction and minimise energy consumption. Alongside this, to develop a longer term plan to contribute to UK ambition to be net zero by 2050.

DELIVERABLES	ACTIONS TO BE TAKEN	MILESTONES JULY 2024	MILESTONES JULY 2025	MILESTONES JULY 2026	BASELINE	TARGETS/KPIs (2025/26)	IMPACT MEASURES
• Maintain strong and stable finances, with clear plan to move back to ESFA rating of 'Good', by 2024/25.	• Deliver College budget: • Adjusted Current ratio >1.2 • EBITDA>5.9% • Borrowing<14% income Maximise income and growth opportunities • Reducing operational costs • Procurement strategy • Continued year on year growth of 16-18 learner numbers and Apprenticeship income • Improved efficiency • Improve Surplus • Investment Capacity.	• Procurement Strategy agreed by Board • Surplus minimum 1% of income • 35 cash days in hand • Staff costs percentage <70% of income • Adjusted current ratio </= 1.2 • EBITDA >/= 4% • Borrowing ratio < 17% • Achieve ESFA financial rating of 'Good'.	• Procurement Strategy implemented and training provided to budget holders • Surplus minimum 3% of income • 35 cash days in hand • Staff costs percentage </= 65% of income • EBITDA > 5.9% • Borrowing ratio < 14% • Achieve ESFA financial rating of 'Good'.	• Procurement Strategy reviewed and impact assessed • Surplus minimum 4% of income • 35 cash days in hand • Staff costs percentage </= 65% of income • EBITDA > 6% • Borrowing ratio < 12% • Achieve strong ESFA financial rating of 'Good'.	• 2022/23 Budget • Surplus minimum £150k (0.54% of income excl ROCG's & Sub-contracted income) • 18 cash days in hand • Staff costs percentage </= 69.21% of income • EBITDA > 4.58% • Borrowing ratio < 25%.	• Cash 35 days • Surplus minimum 4% long term target for 2026 • Staff costs </= 65% • EBITDA > 6.0% • Borrowing ratio < 12% • Continued growth of at least 1% per year in 16-18 Learner numbers, culminating in 2,331 learners in 2025 • Achieve strong ESFA financial rating of 'Good'.	• Cash funds available to support future required investment in capital to enable both infrastructure and curriculum developments to be achieved • Confidence maintained and strengthened with ESFA/FEC/bankers • Funds available for pay awards/structure to attract and retain staff, and remain competitive in challenging market place • Grow income to enable on-going investment in staff training, student support including scholarships and curriculum areas to continue/grow • Strengthen Balance Sheet to build financial resilience and remain solvent.
• Understand and implement required changes resulting from reclassification of FE to Public Sector, to including statutory regulation changes.	• Changes to Policies and procedures • Changes to practices and monitoring and reporting requirements.	• Changes to Policies and procedures where require and changes known • Training accessed by ELT/CMT members to understand implications and changes.	• Changes to Policies and procedures where require and changes known • Impact assessment and review of changes implemented.	• Changes to Policies and procedures where require and changes known • Impact assessment and review of changes implemented.	• 2023 MPM Return.		• The reclassification of Further Education to the Public Sector will undoubtable have numerous impacts on the College and its stakeholders, most of which are unknown. Below are some potential impact measures that may arise from reclassification. • Potential changes to Governance structures and accountability mechanisms to adhere to public sector regulations and policies. • Increased oversight resulting in an impact on sources of and ability to borrow. • Potential increase in financial support from the government, allowing for improved facilities, infrastructure, and teaching resources • Increased influence from Government resulting in closer alignment to public sector priorities, regulations and policies. • Increased collaboration between the College and other public sector entities, which could lead to joint initiatives, shared resources and opportunities for knowledge exchange. • Potential impact on the working conditions, remuneration and employment benefits of staff, if alignment to public sector employment frameworks, national pay negotiations and other employment policies. • Public sector oversight may lead to standardised performance metrics and accountability measures.
• Implement Estates Strategy and rationalise and improve use of Estates, including the development of Environmental and Sustainability Strategy with agreed targets.	• Implement Estates Strategy • Identify partner organisations for potential shared use projects • Improve space utilisation • Continue T Level capital works • Develop and agree planned maintenance schedule and investment. • Develop funding strategy for any future grant opportunities • Review and update Health & Safety Policy • Development sustainability and net zero carbon targets.	• Update and agree Estates strategy November 2023 • Space utilisation survey November 2023 • to assess current utilisation, likely at this • stage to remain below target • Implement the following elements of the Estates Strategy: Demolition of Nursery, T-Level adaptations to PVA, relocation of Business Support functions • Agree planned maintenance schedule and allocate grant funds to support • Review Health & Safety Policy • Environmental & Sustainability strategy complied and agreed May 2024 • Establish baselines measures and KPIs to determine effectiveness of the Environmental and Sustainability strategy, setting annual targets.	• Increase Utilisation to 20% • Delivery T-Level projects for new T-Levels being introduced in September 2025 • Deliver agreed planned maintenance through the business planning process • Review Health & Safety Policy • Implementation of climate change initiatives and net zero ambitions in line with the Environmental and Sustainability Strategy.	• Increase Utilisation to 30% • Space identified and available for commercial lettings • Delivery T-Level projects for new T-Levels being introduced in September 2026 • Review Health & Safety Policy • Deliver agreed planned maintenance through the business planning process.	• 2022/23 Utilisation was 13.07% • Estates Strategy agreed by Board June 2023. • Effective use of allocated funds • Appoint Environmental &Sustainability consultant • Baseline KPIs to be agreed for Sustainability following third party assessment against recognised framework.	• Utilisation of 40% achieved (with 100% attendance) 30% with learner absence • Lower running costs/ increased lettings • income • Fully implement Estates Strategy • Fully Implemented Environmental and Sustainability Strategy.	• Improve financial performance and resource allocation • Community involvement, enhancing the College's reputation • Optimise space utilisation and ensure maximum return from estate • Maintain and improve the estate, which is conducive to a healthy and safe environment • Greater Access to grant and funding streams • Reduce the College's carbon footprint, with implementation of energy efficient technologies, promote waste reduction and recycling schemes • Position the College to become an influencer and leader in environmental and sustainability within the sector and local community.
• Agree and implement new IT Strategy for 2024 to 2026.	• Evolving improvements to cyber resilience • Continue to make improvements in Wi-Fi capabilities. • Act on feedback from Learner and Staff voice. • Ensure that appropriate safeguarding controls are installed on all devices. • Ensure IT strategy is aligned to Estates, Curriculum, Sustainability and Digital Strategies. • Continued improvement in use of digital processes for college functions. • IT investments plan and strategy.	• Conduct a comprehensive assessment of the College's current IT infrastructure, systems and processes • Conduct a security assessment to create a baseline. Identify potential vulnerabilities, threats and areas for improvement. • Engage with staff and learners to understand their needs and expectations • Establish baseline measures and KPIs to determine effectiveness of the strategy. • Increase bandwidth and connectivity through the deployment of Wifi6 across campus. • Develop a strategic roadmap outlining the key initiatives, timelines and required resources for implementing the IT Strategy. • Implement IT Strategy • Implementation of user device (desktop/laptop/tablet) refresh plan.	• Assess and evaluate against baseline measures and KPIs • Schedule of regular assurance testing of backup and recovery measures in real world scenarios: tabletop exercises, partial data recovery, full system recovery, parallel testing, spot checks and 3rd party audit • Enhance detection of early indicators of compromise • Further develop staff (and learner) awareness of cyber threats. • Evaluate and potentially migrate to cloud-base solutions to enhance scalability, flexibility and cost-efficiency • Enhance use of Microsoft Azure Cloud, provide access to digital services anytime and any device. • Review of key platforms to ensure their continued suitability and effectiveness. Those used for information systems (MIS, HR, Finance), customer experience (VLE, portals, mobile apps), data and analytics, and Internet of Things.	• Conduct regular assessments to evaluate the effectiveness of the implemented IT strategy. • Integration of emerging technologies, as landscape evolves at pace, these may not have been in original strategy • Windows 11 installed on all desktop and laptop devices. • Further develop mobile applications, platforms and/or responsive web interfaces to improve learner and staff engagement and access to college services • Monitor progress of strategy implementation and review timeline • Seek feedback and input from stakeholders to ensure the alignment of the strategy with needs and expectations.	• Baseline measures to be established as part of the development of the AI and Digital Strategy.	• KPIs to be created through the development of AI & Digital Strategy – These will be monitored against once the strategy has been implemented.	• Improved cyber resilience and ability and speed to recover from cyber-attack vastly reduced due to new DR infrastructure • Faster response times with more reliable access to equipment • Reliable and secure IT systems and services for uninterrupted business operations • Ability to make best use of technology for development of digital skills • Enhanced access to the latest technology and resources for staff and learners, improving student engagement and motivation through interactive learning experiences • Improved data management and reporting capabilities • Development of IT platforms which digital platforms and tools rely, to improve the user experience • Improved connectivity to the 'Internet of Things' • Increased attractiveness to prospective learners through a technology-enabled learning environment • Positive impact on College reputation and external assessment measures (e.g. OFSTED) through the effective use of technology in education. • Ability to adapt to emerging trends and technological advancements, positioning the College as an innovator in the FE sector.

DELIVERABLES	ACTIONS TO BE TAKEN	MILESTONES JULY 2024	MILESTONES JULY 2025	MILESTONES JULY 2026	BASELINE	TARGETS/KPIs (2025/26)	IMPACT MEASURES
• Agree and Implement AI/ Digital Strategy and Policy for 2024 to 2026.	• Establish baseline measures before developing and implementing the AI and digital strategy, to enable evaluation of the impact using indicators to gauge the effectiveness of the initiatives. • Support the development of policy around AI use at the College. • Development and integration of AI technologies. • Research how AI will enhance quality of education • AI solution to automate processes and create efficiencies • Impact on self-directed learning and real time feedback • Development of staff and learner skills to enable implementation of AI in learning and workplace • Develop competency to ensure learners are prepared for and stay competitive in job market • Support and drive the development of curriculum offer to reflect changes to jobs market resulting from adoption of AI technologies.	• Implementation of cross College strategic group. Responsible for driving the AI initiatives and ensuring the successful implementation of AI technologies across College. • Development of AI and Digital Strategy • Establish baseline measures and indicators to gauge effectiveness of the strategy and aims. • Evaluate the College's existing digital infrastructure and capabilities. • Define specific objectives and goals for implementing AI and Digital Solutions • Develop a strategic roadmap outlining the key initiatives, timelines and required resources for implementing the proposed AI and Digital strategy • Develop governance framework to consider legal, ethical, compliance, privacy, technical, decision making, verification/accuracy, AI 'peer review', etc. • Identify the challenges we have that can be addressed through AI and Digital technology. Areas of impact: TLA, student support, curriculum administration, automation.	• Implement AI and Digital Strategy • Pilot AI and digital solutions in specific areas, with a view to scaling successful solutions. • Support staff and learners to explore AI, and understand related matters. Embedded into every day tools (VLE, search, O365) Workshops • use of AI analytics to provide data models - risk, retention, outcomes • Identify use of AI in adaptive learning platforms, intelligent learning environments, automated assessment, AI-supported VR or AR experiences, chatbots and digital assistants. • Communicate the progress and benefits of AI and Digital to internal and external stakeholders. • Seek feedback and input from stakeholders to ensure the alignment of the strategy with needs and expectations.	• Evaluate the impact and outcomes of AI and digital initiatives implemented to date. Identify areas for improvement and successes, both in terms of technology and users experience • Explore opportunities for strategic partnerships with industry partners, third party tech firms and possibly other FE providers • Monitor progress of strategy implementation and review timeline.	• Baseline measures to be established as part of the development of the AI and Digital Strategy.	• KPIs to be created through the development of AI & Digital Strategy – These will be monitored against once the strategy has been implemented.	• AI & Digital strategy will provide College with strategic direction and enable it to be equipped for what will be a quickly evolving period of technological advancements and developments, with the anticipated explorations of national policies, influencing implementation of new technologies, the College needs to understand how to leverage the tools and educate and influence learners and staff. • Enhanced learner experience – AI technologies can provide a personalised learning experience, adaptive assessments and 24/7 AI tutoring systems. All these can help learners learn at their own pace, receive targeted feedback and access individualised resources. • Increase student engagement and satisfaction – these would be measured through surveys, feedback, attendance and retention rates. • Implemented properly AI should be able to provide valuable insight into student performance, identify areas of improvement and influence adaptive teaching methods. • Digital advancements, automation and AI developments should streamline business support processes, reducing manual errors, reducing paperwork and free up staff time for more valuable specialist activities. • Predictive Analytics for decision making, whist a controversial subject at times, is becoming more prevalent in education to generate actionable insights for decision making into; resource allocation, curriculum planning and student intervention strategies. Predictive analytics can be measured through costs savings and resource optimisation. • Digital platforms and AI tools will further facilitate enhanced collaboration and communication among learners, lecturers and stakeholders.
• Agree and implement new People Strategy for 2024 to 2026.	• Flexible workforce • Contribution to the staff wellbeing agenda • Recruitment retention reward • Employee engagement • Right Skilled workforce • Training Needs Analysis • Reduce reliance on Agency staff • Develop workforce for developments in AI • Submit Statutory HR data returns.	• New People Strategy agreed by Board Jul 2024 • Hybrid Working Policy agreed by Board for 2023/24 • Agreement reached on where Wellbeing sits in the College • Negotiate with Unions and agree with Board pay award for 2024/25 • Staff Voice termly meetings, pulse surveys and Annual staff surveys conducted and results reported • Analysis of HR data to understand Workforce • Succession Planning Protocols agreed • Mandatory Workforce Data submitted to the DfE.	• People Strategy implemented • Establish baseline measures and KPIs to gauge effectiveness of the strategy. • Negotiate with Unions and agree with Board pay award for 2025/26 • Staff Voice termly meetings, pulse surveys and Annual staff surveys conducted and results reported • Mandatory Workforce Data submitted to the DfE • Develop a strategic roadmap outlining the key initiatives, timelines and required resources for implementing the proposed People Strategy.	• People Strategy reviewed and impact assessed • Negotiate with Unions and agree with Board pay award for 2026/27 • Staff Voice termly meetings, pulse surveys and Annual staff surveys conducted and results reported • Monitor progress of strategy implementation and review timeline • College wide IIP assessment undertaken • Mandatory Workforce Data submitted to the DfE.	• 2022/23 Staff Survey response rate 52% • IIP Gold accreditation May 2023 • Current pay framework slightly better than AoC pay spine.	• Be accredited IIP Platinum by May 2026 • Staff costs 65% • Staff Survey response rate of 70% • Maintain pace with AoC pay spine.	• Measure the level of employee satisfaction, motivation, and commitment towards their work and the College. • Support the professional growth and development of staff members • Successful in retaining talented individuals • Foster a culture of diversity and inclusion • Leadership Development • Influence culture that promotes collaboration, innovation, continuous improvements and student-centeredness.
• Maximise income and funding opportunities.	• Maximise income and growth opportunities • Continued year on year growth of 16-18 learner numbers and Apprenticeship income • Diversify funding sources and access funding pots for infrastructure and capital developments when avaliable • Develop bid writing capacity • Understand impact of reclassification on eligibility for external pots of income • Ensure PDSAT, ILR Error/Warning and FRM queries resolved.	• Understand and evaluate impact of changes to funding regulations as a result of reclassification and impact on accessing external funding opportunities • Ensuring College is 'dig ready' for when capital and funding opportunities arise. This will involve annual review of policies required by ESFA and third-party funding providers. • Ensure College is registered and receives information about upcoming tenders and funding opportunities. • Agree income targets from External Grants (non-Government sources) for 3 years. • Agree whether College is to act as LAB function for SPF Young People fund • Review and resolve all data errors/warnings prior to submission of each ILR return • Submit all Statutory ILR and associated returns.	• Understand and evaluate impact of changes to funding regulations as a result of reclassification and impact on accessing external funding opportunities • Explore suitable AI solutions to support bid writing and access CPD to enhance bid writing capacity in College • Monitor and report 16-18 learner numbers and apprenticeship income for each ILR return, identifying growth and/or risks • Submit all Statutory ILR and associated returns • Review and resolve all data errors/ warnings prior to submission of each ILR return.	• Understand and evaluate impact of changes to funding regulations as a result of reclassification and impact on accessing external funding opportunities • Monitor and report 16-18 learner numbers and apprenticeship income for each ILR return, identifying growth and/or risks • Review and resolve all data errors/warnings prior to submission of each ILR return • Submit all Statutory ILR and associated returns.	• 22/23 16-18 learner numbers forecast to be 2,059 • 23/24 16-18 learner number target is 2,003, with a planned target of 2,100 • Error Free Data Returns • No funding returned through FRM validations.	• Continued growth of at least 1% per year in 16-18 learner numbers, culminating in 2,331 learners in 2025 • Increase percentage of income earned through non-agency streams by 0.5%.	• Maximising funding enables the College to support wider strategies and plans • Adequate income and funding can support learner and staff retention initiatives and have a positive impact on cultural security • Maximising income can support competitive salaries, professional development and recruitment of high quality staff. This, in turn, enhances the educational experience. • Funding opportunities impact the availability and quality of infrastructure and facilities • Income and funding opportunities play a crucial role in the financial position and stability allowing the College to plan for the future, invest in long-term strategies and navigate economic uncertainties without compromising educational quality. • Ensures the College operates in compliance with ESFA Funding and Audit requirements and regulations.
• Agree and review Data Protection and Retention Policy for College, to include impact assessments and DP risk register.	• Maintain Data Protection Register • Review existing Privacy Statements and notices and update appropriately • Ensure Data Sharing Agreements are reviewed and updated • Review and Update Document Retention Schedule • Undertake Impact assessments on new or changed processes or systems.	• Successful GDPR Internal Audit – February 2024 • Develop Framework for DP impact assessments • Refreshed College Information Asset Register, to include new assets, revised ownership and location • Document Retention Schedule approved Jan 2024 • Data Protection Policy reviewed and approved – Nov 2023 • Freedom of Information Policy reviewed and approved – Nov 2023 • Annual report and updates on Data Protection registers and Breaches May/Jun 24 • Review Privacy Statements in line with ESFA requirements and updates to data sharing and GDPR/ICO/legal obligations • Update Mandatory Training • Refresh of all data sharing agreements with a view to them becoming annual and not perpetual.	• Data Protection Policy reviewed and approved – Nov 2024 • Refreshed College Information Asset Register, to include new assets, revised ownership and location • Annual report on Data Protection registers and Breaches May/Jun 2025 • Review Privacy Statements in line with ESFA requirements and updates to data sharing and GDPR/ICO/legal obligations • Identify and address any data quality or privacy concerns, generated through implementation of AI solutions, ensuring compliance with regulations and appropriate data governance and security measures. • Update Mandatory Training.	• Data Protection Policy reviewed and approved – Nov 2025 • Refreshed College Information Asset Register, to include new assets, revised ownership and location • Annual report on Data Protection registers and Breaches May/Jun 2026 • Review Privacy Statements in line with ESFA requirements and updates to data sharing and GDPR/ICO/legal obligations • Update Mandatory Training.	• Existing Data Protection Policy • Existing Privacy Statements and notices • Existing Data Sharing Agreements • Existing Document Retention Schedule • Existing College Information Asset Register.	• Maintain Data Protection Register • Review existing Privacy Statements and notices and update appropriately • Ensure Data Sharing Agreements are reviewed and updated • Review and Update Document Retention Schedule.	• Compliance with Data Protection Regulations • Ensure the appropriate security measures are in place to protect personal and sensitive data of learners, staff and other stakeholders • Reduced risk of data breaches and unauthorised access, and potential legal and reputational damage associated with data mishandling. • Minimise legal and financial risks associated with data mishandling. • Improved efficiency in data management, storage and usage • Safeguards individuals' privacy rights and foster a culture of trust with stakeholders • Positive impact on reputation.

DELIVERABLES	ACTIONS TO BE TAKEN	MILESTONES JULY 2024	MILESTONES JULY 2025
• To develop and deliver a responsive curriculum portfolio which directly meets the needs of local and regional employers and LSIP priorities.	• Annual review of LMI to ensure that the college is reflective of local and regional skills need. • Formalised annual Governing Body review of all College curriculum, measuring intent and impact on the Skills agenda. • Introduction of structured Sector Advisory Groups to meet twice annually with a view to influencing college curriculum. • To maximise the impact of existing employer partners in influencing curriculum design and delivery.	• Curriculum planned and validated and 2024/25 budget agreed. • 2023/24 accountability measures reviewed and new actions agreed for 2024/25. • 93% of college learners to progress to further study or employment. • Sector Advisory Groups in place across all technical schools, to be chaired by an employer partner. • Employer encounters better recorded and celebrated in SAR and in the new 'Preston College Impact Report'. • New L4 provision in Health delivered and reviewed.	• Curriculum planned and validated and 2025/26 budget agreed. • 2024/25 accountability measures reviewed and new actions agreed for 2025/26. • Effective curriculum delivery strongly aligned to the LSIP. • 93% of college learners to progress to further study or employment. • Sector Advisory Groups active with direct impact on the 2025/26 Curriculum Plan. • Employer encounters fully recorded and celebrated in SAR and in the 'Preston College Impact Report'. • New HTQs introduced into the College Curriculum.
• To effectively transform programmes of learning in response to Technical Education reform, including the effective implementation of T-Levels and new Apprenticeship Standards.	• Continually monitor progress through the T-Level implementation group. • Review curriculum developments through the college business planning cycle. • To respond to LMI and employer input in reviewing and developing apprenticeship curriculum. • To fully engage organisations including AOC and ETF in T-Level and Transition Programme development.	• New T-Levels introduced and embed into the college curriculum including, Mental Health, Accounting, Carpentry & Joinery and Digital. • 2024/25 offer agreed with competing qualifications divested. • Apprenticeship offer reviewed and approved in readiness for 2024/25. • All T-Level and Transition staff to engage in ETF delivery training and awarding Body Engagement.	• New T-Levels introduced and embed into the college curriculum including, Creative Media and Hair & Beauty. Alternative qualifications effectively 'taught out'. • 2025/26 offer agreed with competing qualifications divested. • Apprenticeship offer reviewed and approved in readiness for 2025/26, to include new provision relating to LSIP priorities. • All T-Level and Transition staff to engage in ETF delivery training and awarding Body Engagement.
• To ensure year on year growth in 16-19 and Apprenticeship provision whilst maintaining the college position as a significant provider of Adult Skills.	• Delivery of highly impactful stakeholder activity in-line with agreed plans across all provision types. • To improve learner progression across all provision types using 'RCU Mides' information as the baseline. • Provision of outstanding CEIAG through events and targeted activity. • To build community perceptions of the college through engaging and impactful marketing and promotions activity, including the strengthening of alumni related provision.	• To have a new Preston College 'Engagement Strategy' approved by the Governing Body. • To update stakeholder plans at provision type level, ensuring a range of activity which supports growth in learner numbers. • To achieve a 1% growth in 16-19 and Apprenticeship numbers based on 2022/23 outturn position (R014). • To deliver our Adult Education budget in full. • To engage college alumni in preparing to celebrate our '50 year' anniversary.	• To deliver effectively against the approved milestones in the Engagement Strategy • To update stakeholder plans at provision type level, ensuring a range of activity which supports growth in learner numbers. • To achieve a 1% growth in 16-19 and Apprenticeship numbers based on 2023/24 outturn position (R014). • To deliver our Adult Education budget in full. • To deliver an effective alumni engagement programme, utilising positive case studies in the promotion of the college.
• As a member of the LCIOT, to develop innovative provision and grow Higher Skills Learning in key sectors including Health, Engineering & Construction.	• Effective partnership working with other providers and UCLan in developing the LCIOT and associated curriculum. • Effectively utilise capital funds to develop and promote industry standard resources. • Develop innovative programmes that reflect industry need whilst providing L3 learners with a progression pathway.	• To have achieved our Y1 delivery targets for the LCIOT • To validate new provision in-line with our LCIOT delivery plan and employer need. To embed new resources into effective delivery, supporting the retention, progression and achievement of our Higher Skills learners. • Effective leadership of the 'Curriculum Development' group on behalf of the LCIOT. • To support 100+ learners to progress from L3 to L4+ curriculum.	• To have achieved our Y2 delivery targets for the LCIOT • To review L4/L5 provision in the College and to introduce new provision appropriate to sector and learner need. • Effective leadership of the 'Curriculum Development' group on behalf of the LCIOT. • To support 120 learners to progress from L3 to L4+ curriculum.

MILESTONES JULY 2026	BASELINE	TARGETS/KPIs (2025/26)	IMPACT MEASURES
• Curriculum planned and validated and 2026/27 budget agreed. • 2025/26 accountability measures reviewed and new actions agreed for 2026/27. • Effective curriculum delivery and significant impact on the production of the LSIP. • 93% of college learners to progress to further study or employment. • Sector Advisory Groups active with direct impact on the 2026/27 Curriculum Plan. • Employer encounters fully recorded and celebrated in SAR and in the new 'Preston College Impact Report'. • New HTQs introduced into the College Curriculum.	• 93% of college learners progressed to further study or employment. • 3 T-Levels introduced and all frameworks transferred to Standards.	• All full-time learners to undertake an employer-led project to add-value to their qualification. • 94% of all learners to progress into further study, an apprenticeship or employment upon successful completion of their programme. • All T-Levels and new Apprenticeship Standards effectively introduced into the college offer and reflective of local and regional demand • New programmes developed at L4+ in Health, Engineering and Construction to support the significant skills gap in Lancashire.	• Close alignment of our technical education provision with local, regional and national priorities in supporting economic growth. • Strong community impact through the effective provision of ESOL, English and maths provision. • To maintain judgement of 'significant contribution' to skills needs through SAR/Ofsted. • To effectively develop and deliver to the Annual Accountability Statements, strengthening the college reputation in relation to Technical Education and community impact.
• All T-Levels effectively embed with positive learner outcomes celebrated. • Apprenticeship offer reviewed and approved in readiness for 2026/27, to include new provision relating to LSIP priorities. • All T-Level and Transition staff to be fully competent in delivery of the new programmes. New staff to undertake external training and development as appropriate.	• 3 T-Levels introduced and all frameworks transferred to Standards. • Transition provision initiated in Construction and Health.	• Over 15 T-Level routeways available in the college, with competing technical equivalent qualifications phased out. • Every T-Level Pathway to be complimented by a Transition Programme at Level 2. • T-Level routeways to reflect local demand, ensuring that the college curriculum is targeted to need and less generic. • New apprenticeship standards introduced based on employer need, with the least impactful Standards being divested.	• Increase in the quality, relevance, and uptake of T-Levels and apprenticeship standards by learners and employers in Lancashire, as evidenced by data including enrolment, completion, satisfaction, retention, progression, and employment rates. • Enhancement of the skills, knowledge, and competencies of learners and apprentices in meeting the current and future needs of the industry sectors in Lancashire, as verified by key stakeholders. • Promotion of the social and personal development of learners and apprentices, as well as the diversity, equity, and inclusion of the technical education provision.
• To deliver effectively against the approved milestones in the Engagement Strategy • To update stakeholder plans at provision type level, ensuring a range of activity which supports growth in learner numbers. • To achieve a 1% growth in 16-19 and Apprenticeship numbers based on 2025/25 outturn position (R014). • To deliver our Adult Education budget in full. • To deliver an effective alumni engagement programme, utilising positive case studies in the promotion of the college.	• 1891 16-19 learners against a contract target of 760. • 990 apprentices on programme • Adult contract delivered to 96.96%	• To achieve 1% growth in 16-19 recruitment year on year, culminating in 2331 learners in 2025. • To achieve 1% growth in apprenticeship recruitment year on year, culminating in 1081 learners on programme in 2025. • To effectively deliver our Adult Learning contract year on year. • Subject to funding, to grow National Skills Fund provision by 2% year on year, culminating in a financial contract of £432,000 in 2025.	• Increased access to education and training: By achieving growth in the number of 16-19 and apprentice learners, more individuals will have the opportunity to access Further Education, reinforcing our place as an important community provider. • Improved skill levels: Growing the number of learners in the college will contribute to an increase in the overall skill levels within the workforce. • Increased market responsiveness – better supporting skills needs locally and regionally. • Enhanced financial performance – increased learner numbers will enable the college to operate with greater efficiency in delivery.
• To have achieved our Y3 delivery targets for the LCIOT • To review L4/L5 provision in the College and to introduce new provision appropriate to sector and learner need. • Effective leadership of the 'Curriculum Development' group on behalf of the LCIOT. • To support 150 learners to progress from L3 to L4+ curriculum.	• 73	• New programmes developed and validated in Health, Engineering and Construction to promote FT, PT and Apprenticeship delivery. • The college to deliver in-line with / above agreed LIOT recruitment targets (127 starts in 2025). • Improved internal progression and direct recruitment to provision, supporting Higher Skills growth of 5% by 2025. • All LCIOT students to have provision underpinned by Digital Skills development reflective of future industry requirements.	• Enhance the college status as a significant provider of Higher Skills provision in Lancashire. • Improved learning resources for learners to enhance in-class and out of classroom learning. • Enhanced progression pathways for all learners, enabling higher volumes to progress from L3 to L4+ in-line with employer needs.

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• To work collaboratively with other providers and external stakeholders in promoting widening participation and effectively delivering to the Skills and Post-16 Education Act.	• Proactively engage with the LSIP, working collaboratively with the Chamber of Commerce and other providers in responding to local need. • Positively engage in LCIOT development and LSIF provision in strengthening provider collaboration in Lancashire. • Engage proactively in Regional Curriculum Development Groups, including T-Level panels. • Ensure that in Curriculum Development and Planning, conscious consideration is given to other local providers, minimising duplication and ensuring that local skills impact will be achieved.	• To have provided a coordinated response to LSIP priorities through effective planning and collaboration with other providers. • To have led curriculum development across the LCIOT network and to submit and deliver effectively to a LSIF project which responds to Lancashire priorities. • All HOS to work proactively within T-Level network groups. • To have made informed collaborative decisions on curriculum delivery with partner providers, particularly in Higher Skills and T-Levels where market forces dictate. • 2023/24 accountability measures reviewed and new actions agreed for 2024/25.	• To have provided a coordinated response to LSIP priorities through effective planning and collaboration with other providers. • To have led curriculum development across the LCIOT network and to submit and deliver effectively to a LSIF project which responds to Lancashire priorities. • All HOS to work proactively within T-Level network groups. • To have made informed collaborative decisions on curriculum delivery with partner providers, particularly in Higher Skills and T-Levels where market forces dictate. • 2024/25 accountability measures reviewed and new actions agreed for 2025/26.	• To have provided a coordinated response to LSIP priorities through effective planning and collaboration with other providers. • To have led curriculum development across the LCIOT network and to submit and deliver effectively to a LSIF project which responds to Lancashire priorities. • All HOS to work proactively within T-Level network groups. • To have made informed collaborative decisions on curriculum delivery with partner providers, particularly in Higher Skills and T-Levels where market forces dictate. • 2025/26 accountability measures reviewed and new actions agreed for 2026/27.	• IOT proposal submitted.	• The Lancashire and Cumbria IOT to be fully operational, with Preston College achieving its curriculum development and learner recruitment targets. • The college curriculum to reviewed in-line with LSIP priorities and Local Skills Impact, with ambitious progression KPIs agreed and implemented within our accountability framework. • T-Level provision to be fully embed into the college curriculum, with 100% learners able to access a full Industry Placement.	• Improvement in the partnerships and collaborations between the education providers and employers in Lancashire, as evidenced by the level of employer engagement, co-design, and co-delivery of education programmes. • Enhanced learner satisfaction reflecting the improved learning opportunities facilitated by increased collaboration. • Improved reputation locally and nationally based upon our positive and proactive engagement with others.
• To embed sector specific Digital Skills into every programme of study, ensuring that all learners have access to Digital Technologies that are reflective of key employment sectors.	• To contribute to the development of the College Digital / ICT Strategy, ensuring that curriculum and planned infrastructure development are aligned. • To proactively and positively engage with innovation including AI for example, ensuring that learning is enhanced through effective use of new technologies. • To respond to market needs in relation to training and skills, enhancing provision in key areas including Cyber Security for example. • To continually engage and empower our staff to embrace technological advancement, providing training and resource as appropriate.	• Curriculum and learner requirements to be central considerations in the 2024/26 college ICT Strategy. • Pilot AI activities to be delivered across the college curriculum. • New curriculum developed and delivered in response to employer need. • All substantive adult learning programmes to have a Digital Skills qualification embed to support employability. • All curriculum staff to have received training and development in relation to the positive impact of AI and its use.	• To deliver effectively against the approved milestones in the Digital / ICT Strategy. • AI and other immersive technologies to be featured in curriculum delivery and embed into the college VLE. • Responsive curriculum embed into the college offer and continually reviewed in response to technological advancement. • All substantive learning programmes to have Digital Skills fully embed to support employability. • All curriculum staff to positively embed AI into SfL.	• To deliver effectively against the approved milestones in the Digital / ICT Strategy. • AI and other immersive technologies to be featured in curriculum delivery and embed into the college VLE. • Responsive curriculum embed into the college offer and continually reviewed in response to technological advancement. • All learning programmes to have Digital Skills fully embed to support employability. • All curriculum staff to positively embed AI into SfL.	• Not measured • Canvas in development.	• 100% of college programmes to have specialist digital skills embed into the delivery plan. • To have a 'best practice' VLE which supports current and prospective learners in enhancing their digital skills for employment. • To have an enhanced digital offer for individuals and employers which supports critical areas of training and development. • Increased access to new and 'different' technology including AI, AR/VR, cloud services, assistive technology and software rich digital classrooms across all college programmes.	• Enhanced employability: In today's digital age, employers across various sectors prioritise candidates with strong digital skills. By acquiring sector-specific digital skills, learners become more attractive to potential employers and increase their employability. • Industry relevance: Sector-specific digital skills will ensure that learners are equipped with the knowledge and competencies required in their chosen field. • Competitive advantage: Having sector-specific digital skills sets learners apart from their peers and gives them a competitive edge. • Increased productivity: Sector-specific digital skills will enable learners to leverage technology effectively to streamline processes, automate tasks, and improve productivity. • Future-proofing careers: Technology continues to reshape industries at a rapid pace. This future-proofing ensures that learners are well-prepared for the evolving job market, where digital skills are becoming increasingly essential across all sectors.
• To expose every learner to employer-related experience whilst promoting an outstanding Careers and Industry Placement programme accessible to all.	• To plan employer encounters into every college programme, ensuring strong employer influence in planning and delivery. • Further develop an Industry Placement Team who are able to coordinate and facilitate a broad and diverse offer. • Take influence from our Sector Advisory Groups in ensuring that our Placement programme is reflective of Industry need. • Ensure that all relevant staff, including CMT, Employer Engagement and Work-based Tutors, are proactive in facilitating IP opportunities.	• All full-time college programmes to have employer encounters mapped into the Scheme for Learning. • Full Industry Placement team in place and 100% T-Level learners engaged in appropriate placement. • Effective monitoring of technical and personal skills development through the individual placement programme for every learner. • Evidence of learner IP opportunities being sourced by staff from across the college.	• All full-time college programmes to have employer encounters mapped into the Scheme for Learning. • 100% T-Level learners engaged in Industry Placement and all L3 learners to engage in meaningful Work Experience. • Effective monitoring of technical and personal skills development through the individual placement programme for every learner. • Evidence of learner IP opportunities being sourced by staff from across the college.	• All full-time college programmes to have employer encounters mapped into the Scheme for Learning. • 100% 16-19 Study Programme learners to undertake Industry Tasters or Industry Placement. • Effective monitoring of technical and personal skills development through the individual placement programme for every learner. • Evidence of learner IP opportunities being sourced by staff from across the college.	• Not measured • Not measured • 93% of college learners progressed to further study or employment.	• 100% of college full-time programmes to have employer encounters built into the delivery plan. • 100% 16-19 Study Programme learners to undertake Industry Tasters or Industry Placement. • All learners to benefit from individual Careers support, guidance and planning, regardless of programme or provision type. • 94% of all learners to progress into further study, an apprenticeship or employment upon successful completion of their programme.	• Real-world relevance: Employer encounters provide learners with valuable insights into the world of work. They can understand how their education relates to actual job roles, industry practices, and the skills demanded by employers. • Career awareness and exploration: Interactions with employers expose learners to various career options and pathways. They can explore different industries, job roles, and the skills required for specific careers. • Industry insights and trends: Employer encounters allow learners to gain first-hand knowledge about the current state of industries and emerging trends. They can learn about technological advancements, changing market demands, and skill requirements. • Work-based learning opportunities: Some employer encounters may include work placements, internships, or apprenticeships. • Increased motivation and engagement: Exposing learners to employer encounters can spark their motivation and enthusiasm by connecting their education with real-world contexts.
• To promote sustainability in every programme, ensuring that all learners understand and contribute to the ten point plan for a green industrial revolution.	• To undertake a full review of the college curriculum, identifying strengths and areas for development in relation to promoting sustainability. • To work proactively with other providers in developing and sharing good practice. • To develop college-wide sustainability objectives linked to the 4 C's (Curriculum, Campus, Culture, Community) • To contribute to a college-wide working group in developing and delivering to the sustainability agenda, leading on the curriculum components.	• Curriculum review completed, culminating in a two-year action plan. • The plan to incorporate 'best practice' input from partner colleges and other providers. • To contribute to the development of a whole College Sustainability Strategy. • 100% college full-time learners to have experienced sustainability themed curriculum embed within their college curriculum.	• To deliver effectively against the agreed action plan. • The plan to incorporate 'best practice' input from partner colleges and other providers. • To deliver effectively against the approved milestones in the Sustainability Strategy. • 100% college learners to have experienced sustainability themed curriculum embed within their college curriculum.	• To deliver effectively against the agreed action plan.. • The plan to incorporate 'best practice' input from partner colleges and other providers. • To deliver effectively against the approved milestones in the Sustainability Strategy. • 100% college learners to have experienced sustainability themed curriculum embed within their college curriculum.	• NA	• All learners to have sustainability built into their programme of study and for all learners to have access to innovative resources contained on the college VLE. • For the college to implement sustainability objectives, and to deliver proactively against agreed KPIs. • The college will have invested in resource to support technical areas of specialism, including Building Services Engineering and Automotive Technologies.	• Increase in the awareness, engagement, and action of learners and staff in promoting sustainable and green practices. • Integration of sustainable and green themes across the curriculum and co-curriculum, empowering learners and staff to develop critical thinking, problem-solving, innovation, and leadership skills relevant to the green industrial revolution. • Improvement in the sustainability performance and reputation of the college, as measured by relevant external benchmarks. • Enhancement of the college culture and community through delivering to common objectives relation to sustainability.

DELIVERABLES	ACTIONS TO BE TAKEN	MILESTONES JULY 2024	MILESTONES JULY 2025	MILESTONES JULY 2026	BASELINE	TARGETS/KPIs (2025/26)	IMPACT MEASURES
• To promote excellence in teaching, learning and assessment, providing the best opportunities for all learners to enhance their skills and knowledge, enabling them to progress positively into employment or further study.	• Introduce the Quality Strategy to include a clear framework of how we plan for outstanding, practice excellence to achieve ambitious progress for our learners. • To introduce and embed the Preston College 'Five As of Ambition', creating a framework through which we can inspire the positive engagement, achievement and progression of our learners. • Introduce Quality Practitioners in every School to drive the quality in Teaching, Learning and assessment and provide bespoke support and development. • To be responsive as well as proactive in developing excellence in pedagogical practice across Schools, ensuring Continual Professional Development is relevant, impactful and measured. • Celebrating innovation in TLA, building communities of learning within our own staff and recognition of centres of excellence • Embed employer engagement/ encounters within curriculum to enhance the development of current and future industry level skills knowledge and behaviour need.	• Staff development day used to introduce the Quality strategy to all staff. • Staff development day used to introduce how the 5A's will form the basis of the curriculum Learning Walks in 2023/24 • Quality practitioners are established in each school and initial training needs met. Full remission in each school is allocated to the role, and end of year presentation evidences a journey of reflection and impact • 100% of schools and departments have experienced a new approach to learning walks, incorporating learner voice, desk based reviews of planning as well as target setting and a High Needs and SEND Learner focus • Roadmaps for all apprenticeship delivery indicate the link between on and off the job learning to support high skills development. • Created and implemented Sector Advisory Boards within a minimum of 2 schools to enhance curriculum development and employer opportunities for learners.	• The learning walk process captures evidence of the implementation of the Quality strategy and framework • Evidence of the 5A's embedded in planning, implementation in the classroom and in learner based activities • Quality practitioners – review impact from ongoing deliverables set by schools • Quality Cycle reviewed in line with FE Policy • Review of outstanding practice and criteria for centres of excellence. TLA ambassadors for each area recognised – curriculum showcase • Monitoring of the cohesion of on and off the job learning across standards is supporting apprentices improve timely achievement of on programme learning, by having less than 10% of apprentices past learning end date by 180 days or more • Created and implemented Sector Advisory Boards across 7 schools to enhance curriculum development and employer opportunities for learners. • Review of original sector Advisory Boards to monitor impact.	• The 5 A's strategy is evident and fully embed. It forms the basis on which we underpin our focus on a culture of ambition and accountability in excellence in teaching, learning and assessment. • Curriculum showcase evidences the work of outstanding practitioners • Learner voice records a comparative improvement in experience over the 3 years, incrementally positive • Monitoring of the cohesion of on and off the job learning across standards is supporting apprentices improve timely achievement of on programme learning by having less than 5% of apprentices past learning end date by 180 days or more.	• 85% of learners to progress into further study, an apprenticeship, employment or progression into the community upon successful completion of their programme. • Learner experience is evident through achievement rates above 88%. • Apprenticeship outcomes overall 63% • Ofsted grade 2 all areas • Pace in some TLA sessions identified as an area for improvement.	• 93% of learners to progress into further study, an apprenticeship, employment or progression into the community upon successful completion of their programme. • All Schools have recognised outstanding practitioners that mentor and develop others. • Excellent learner experience is evident through achievement rates above 90%. • To have a minimum of four 'Centres of Excellence' established by 2026. • School KPIs have met sustained and measurable improvement targets • Sector Advisory Boards well established within all schools with learners following a curriculum that will support their employability now and in the future.	• Evidence in all staff planning and in the college teaching staff adopt approach to ambitious curriculum planning. • Learner voice and college community share understanding of 5A's and its use across platforms and processes accessed by staff and learners • TLA monitoring processes record a rise in outstanding practice moving from good to outstanding and learner feedback supports this. • Outstanding practitioners are recognised, each school receives a TLA feedback report to action with support needs recognised • All learners follow a curriculum that provides robust engagement with employers and learner and employer feedback support this.
• To achieve a culture that celebrates a diverse College community, providing opportunities for individual growth and development.	• To continually embed holistic practices within the Colleges policies and practices. • Upskill staff, learners and employers with the strategies to better support themselves and others. • To effectively embed bespoke reporting systems which ensure that all safeguarding and well-being concerns for learners and staff are robustly recorded to meet the requirements of Keeping Children Safe in Education • To further develop strategies to support care experienced learners, which enhances their ability to achieve their aspirational outcomes. • To continue to embed a culture of trauma informed practice which recognises and responds to the lived experience of learners. • A holistic package of support in place for vulnerable learners which meets the individual needs of all, promoting technical achievement and enhanced life skills. • Champion EDI awareness training/ activities for staff and learners to enhance our thriving culture • Further develop strategies to support all apprentices on and off the job which enhance their ability to achieve and progress.	• Review college policies in light of trauma informed knowledge to improve language and supportive mechanisms within them • A comprehensive package of CPD activities for staff to be delivered including, care experienced learners' journey, Autism, EHCPs, Communication and speech difficulties. • Confide' system purchased and training completed. Low level concern strategy added to Safeguarding Policy and approved by Governors. Staff training delivered to promote more extensive use of 'My Concern' • Introduce Emotion Coaching as CPD opportunity for staff • Further develop the vulnerable learner's dashboard, termly meeting capturing data leading to increased liaison between teaching and support staff ensuring the curriculum is appropriate to meet individual levels of ability • Review the apprenticeship support portfolio to determine the volume and breadth within each school/ standard/level/industry that support is used. • Apprenticeship Champions Diversity Network (ACDN) membership enhances and supports development of our provision.	• Continue to implement policies and procedures in line with trauma informed thinking. Keeping the board of governors informed and up to date. • Revisit training on a rolling programme to ensure that the new and evolving workforce are equipped with the skills to support a range of learners. • Develop tutorial activity which increases learners understanding of brain development and the impact on emotions. • Monitor the delivery of support through dual observations and learner walks to quality assure the delivery of support. • Growth in Enrichment and activity-based groups. • The achievement gap between ethnic minority apprentices and white/British to be carefully monitored and reduced to within 4%. • Continue to work with the ACDN to implement positive changes that support an inclusive approach within apprenticeship offer.	• All policies to be reviewed and processes to be in-line with SEND and Safeguarding national policy • Confide and Myconcern system reports utilised to assess risk, and implement action as required. • Learners to demonstrate higher levels of resilience and self-awareness by being less dependent on staff interventions • To embed learning from observations and learner walks into the college's CPD opportunities and strategy. • Share case studies of positive destinations and achievements that showcase our diverse culture and inclusive approach to apprenticeships. • Achievement gap less than 1% for all equality, diversity and inclusion KPIs for study programme learners. • Increase proportion of progressing learners to prestigious destinations by 10%.	• 85% of all learners progressed into further study, an apprenticeship or employment upon successful completion of their programme in 2021/22. • 80% of learner facing staff have complete a trauma informed CPD • Achievement and retention rate of care experienced learners 87% • 22 Fitness to study plans issued in 2021/22	• College policies and procedures are reflective of trauma informed practices. • All low-level concerns and self-referrals for staff are recorded appropriately. • Increase in achievement and retention rate of care experienced learners in line with Quartile 1 of the QAR data • 93% of all learners to progress into further study, an apprenticeship or employment upon successful completion of their programme. • The college performance against external accountability measures is strong and puts the college in the top quartile • Achievement gaps is less than 1% for all equality, diversity and inclusion KPIs for study programme learners • Increase proportion of progressing learners to prestigious destinations by 10%.	• College policies reflect an inclusive culture embedded with trauma informed practice. • Effective and efficient reporting systems in place to support a strong and appropriate response to all safeguarding concerns, to meet the requirements of Keeping Children Safe in Education. • A holistic package of support in place which meets the individual needs of all care experienced learners, promoting academic achievement and enhanced life skills • Learners with additional needs have a positive and enriched learning experience with support that is responsive and promotes independence. • Staff and learners celebrate diversity through a range of events and regular campus activities • The College continually promotes an outstanding culture of safeguarding and transparency

DELIVERABLES	ACTIONS TO BE TAKEN	MILESTONES JULY 2024	MILESTONES JULY 2025	MILESTONES JULY 2026	BASELINE	TARGETS/KPIs (2025/26)	IMPACT MEASURES
• To celebrate sustained high performance through the introduction of College 'Centres of Excellence' (CoE), and to have a minimum four of these established by 2026.	• To review other organisations in the sector to learn about models of celebrating curriculum excellence. • Visit Outstanding colleges for methods of raising aspirations, • To develop an agreed set of criteria from which we can measure performance internally in order to establish CoE status. • To consider physical and human resource implications of developing CoE, monitored through the college Business Planning cycle. • To align CoE development to key college practitioners including HOS, CLs and Advanced Teaching Practitioners for example.	• Research and review other colleges from Ofsted reports, visits, networking. • Visit Outstanding colleges for methods of raising aspirations, • Define targets and criteria to measure performance for departments to aim towards, through a transparent process of accreditation. • Review resources – staff and physical – to become CoE • Train all CLs and QPs to be accountable and responsive to drive forward initiatives and aspiration of their school's CoE goal. • Internal development programme for CLs and QPs to build in to their role wider skills and knowledge. QP share action research project • Engage with employers/Industry experts to create Sector Advisory Boards to support successful CoEs.	• Research and review other colleges from Ofsted reports, visits, networking. introduce 'curriculum showcase activity' to staff development days • Validate 2 areas as CoEs. These should be regularly monitored and reviewed each term to ensure progress towards the goal of establishing a minimum of four CoE • QP share action research project • Train staff from the first two CoE to validate and prepare to train the new C of E staff. Following 1 year programme of development the training in year 2 encompasses collaborative projects to improve • Employers engaged in all 7 planned Sector Advisory Boards.	• Implement termly reviews to check CoE are still committed to the validation requirements. • Four CoE established and maintained. Celebrate and promote the validation of four CoE. • CLs share impact projects after 2 years seeing them through. QPs share action research projects after 3 years impact. • Employers engaged for all 7 planned Sector Advisory Boards which inform the curriculum and fully supports the engagement strategy.	• The college has two areas as identified as outstanding in the Corporate SAR including ESOL and Visual Performing Arts • College In January 2023 was awarded a Grade 2 in all areas of the inspection.	• To have a minimum of four CoE established by 2026. • To experience curriculum growth in the areas identified in-line with the college plan, generated through performance, reputation and targeted promotion. • To celebrate sector wide achievement in the CoE through success in skills competition, sector awards and national delivery through bodies including the ETF.	• A USP that will secure our place in a competitive market • Raise standards and aspirations of all departments to aspire to be CoE that will generate growth.
• To facilitate learners and apprentices achieving the best possible outcomes to progress on to ambitious destinations.	• An annual (Deep Dive) Observation cycle is agreed, encompassing the accurate assessment of the quality of teaching, learning and assessment • Effective organisation and support enable the College to respond positively to external agencies including OFSTED, OfS, and Awarding Bodies • Agreed ambitious and challenging Quality Key Performance Indicators (KPIs) are monitored and delivered annually • Provide an effective and efficient examination service in line with awarding bodies and the Joint Council for Qualifications Regulations and Guidance • Robust systems in place and utilised effectively to record and monitor destination data • Robust monitoring of the quality of education is in place and annually reviewed.	• Further develop the Quality Assurance Framework and Preston's Approach to Quality Assurance in line with national policy • Set and deliver ambitious 3-year Quality KPIs which continuously improve the overall outcomes of the college and clearly aligned to the DfE Accountability Frameworks for Further Education and Apprenticeships • Milestone targets have been set, monitored and achieved for 16-18 achievement in apprenticeships + 5%. • An annual review of standards, programmes of study completed in line with local skills need and outcome performance. • Overall apprenticeship retention to be 75% and achievement to be 67%. 16-18 classroom based retention + 4% on 2021/22 outturn • E certificates options for all qualifications to be introduced.	• Quality Assurance Framework has been fully aligned to support the delivery of the year 2 Quality KPIs including high grade success, attendance rates and progression. • The college outcomes are consistently operating above the DfE Apprenticeship Accountability Framework measures • Three staff completed Ofsted training and now undertaking Ofsted inspections to support continuous improvements in teaching, learning and assessment • Review standard achievement to determine if current strategies are having the desired impact and will support a continual achievement increase. • Overall apprenticeship retention to be 76% and achievement to be 69%. Classroom based achievement rates are in the top quartile for QAR data in 12 out of the 14 SSAs we deliver.	• Quality assurance and training is in place in preparation for Ofsted inspection and OfS quality framework including TEF. • High grade success is celebrated and performing well nationally • Overall apprenticeship retention to be 78% and achievement to be 72%. • All achievement rates are in the top quartile for national QAR data • Curriculum planning has been aligned to the local skills plan, destination data in 2025/26 identifies 93% of all learners and apprentices have a positive destination.	• 87% of all learners to progress into further study, an apprenticeship or employment upon successful completion of their programme. • 80% of learner facing staff have complete a trauma informed CPD • Achievement and retention rate of care experienced learners 87% • Achievement gaps for FSM learners is 5% below college average • 68% of 16-18 learners Entry to Level 2 progressed to the next level programme of study • Apprenticeship achievement rates are 62% overall and 52% for 16-18 apprentices. Retention rates for apprenticeship provision is low at 66% in 2021/22.	• The college performance against external accountability measures is strong and puts the college in the top quartile • Achievement gap is less than 1% for all equality, diversity and inclusion KPIs for study programme learners • Increase proportion of progressing learners to prestigious destinations by 10%. • Retention on Apprenticeship Programmes is 78% or above. • Achievement target for apprentices overall is 72% • 93% of all learners to progress into further study, an apprenticeship or employment upon successful completion of their programme. • High grade success is above national average by 4%.	• Preston College is recognised as a lead provider in technical education and apprenticeship provision within Lancashire. • Prestigious destinations support our reputational presence in the Lancashire area. • The college celebrates sector wide achievement in the CoE through success in skills competition, sector awards and national delivery through bodies including the ETF. • The college outcomes are consistently operating above the DfE Apprenticeship Accountability Framework measures.
• To continuously support and maximise learners' opportunities to progress their maths, English, digital and communication skills.	• Embed the practice of the local MathsCoE, developing a strong network with other colleges and an action research-led approach to educational improvement • Utilise government funded initiatives to further develop skills development including the delivery of Multiply • Three year milestone targets set and are underpinned by a robust programme of management and accountability • Upskill staff and learners with the strategies to better support themselves and others to ensure skills development. • Ensure support in place which meets the individual needs of learners, ensuring barriers to learning are reduced. • Implementation of Skills Development Strategy group • Increase value added and high grade success rates through both skills development and exam strategies. • Effective and efficient reporting systems in place to support the learner journey. • Revalidation of the College of Sanctuary status.	• Join and network within the Maths CoE and identify an action research-led project. • Identify, develop and adapt robust processes and deliver appropriate staff training, focusing on driving accountability and ambition, for staff and learners in English & maths • Establish a Skills Development Strategy group to discuss new curriculum incentives and pilots. • Set a target of 5% enrolment increase of refugee and asylum-seekers through community engagement. • Deliver staff training and development opportunities to 50% of college staff to support the needs of refugee and asylum-seekers. • Monitor and capture support required by refugee and asylum-seekers, including language support, pastoral care, and mental health services. • Review the college's policy and practice to ensure they are aligned with the College of Sanctuary principles.	• Deliver an action research-led project to a pilot group and monitor improvements in learning for English, Maths and Digital. • Implement new curriculum incentives and pilots to increase curriculum support and cooperative learning. • Train remaining 50% of staff to ensure staff receive training and development opportunities to support the needs of refugee and asylum-seeking students in line with City of Sanctuary • Further develop community partnerships and collaborations with local organizations to further develop basic skills engagement and development. • GCSE English & maths achievement 84%. • Review curriculum delivery model.	• Evaluation of the Multiply action research-led project's best practice across provisions to improve TLA. • Three year milestone targets and actions are met • Launch best practice across all provision to increase value added, achievement and high grade success rates. • Evaluate the measured impact for asylum seekers and increase 16-18 provision by a further 5%. • Ensure all college staff are asylum seeker aware and new staff members are trained. Embed asylum seeker awareness training into college tutorials. • Maintain high standards and pace through use of a robust tracking system to monitor learner progress.	• TLA has been identified as requiring improvements in some areas particularly pace. • GCSE English and mathematics achievement rate was low at 65.7% from 1,059 leavers in 2021/22 • High grade success is low and requires improvement.	• Attendance, retention and engagement targets are met in line with milestones set for all study programme pathways • Successful completion of the Multiply project • GCSE English and mathematics achievement rate is 88%. • Effective and efficient processes support a strong provision meeting the needs of staff and learners. • Successful staff training and effective learner support, barriers to learning are minimal. • Valued added scores are in line or above national averages • Increase achievement tobe above National averages.	• Evidence of a positive culture of accountability throughout an effectively managed programme • Lesson observations evidence learner centred strategies to support digital natives to learn effectively with technology • Literacy, Language, Numeracy & Digital provision is an integral part of the study programmes and supports learners' high achievements.

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• To deliver a Higher Education offer that complements the local offer and widens participation.	• Continue to improve graduate outcomes through a clear focus on the quality of the student experience • Continue to strengthen and broaden the embedded and informed industry curriculum within each area of HE provision. • Continue to improve the way that positive destinations are recorded, building alumni records and celebrating strengths • Annual HE KPI targets are set and are progressive • Utilise the University centre status title and develop the identity of HE learning spaces and environment • Review, implement and deliver our Access and Participation Statement to for all learners • Broaden the depth of scholarly activity to record impact of activity and create Higher Education communities of practice.	• Learner voice is evaluated and evidenced in Self assessment and action planning • Continue to strengthen and broaden the embedded and informed industry curriculum within each area of HE provision. • Continue to improve the way that positive destinations are recorded, building alumni records and celebrating strengths. • Utilise the University centre status title and develop the identity of HE learning spaces and environment. • Develop methods of HE self assessment that are centralised, where learner feedback evidenced to enhance the quality of provision.	• Continue to strengthen the portfolio of higher apprenticeships offered at the college and through our university partners. • An Online University HE Hub is established to support learners and enhance Virtual Learning Environment experience • Learner Voice and student representatives are recruited. • Continue to improve graduate outcomes through a maintained focus on TLA in HE • HE dashboard is effective for all data HE and enabled for widening participation info as well as destinations. • Centralised HE quality assurance processes are used by all delivery staff connected with Level 4 and above learners in line with OfS • HE School Self assessment report on widening participation data positively indicates success towards this objective.	• Excellence in HE delivery is recognised and a feature on staff development days and CPD sessions. • Alumni of learners continues to build and feature as success stories in marketing materials. • HE staff groups collaborate on staff development opportunities and accessible TLA strategies • University and IoT partnership has grown and the college provision offers a wider portfolio for learner progression.	• NSS survey results were below benchmark in 2021/22 • Overall continuation rates in 2021/23 were 85%.	• A coherent range of HE and Higher Levels Skills are offered which are both efficient, effective and sustainable • Progression - Graduation outcome rates will exceed national average • Continuation rates are above national benchmark • Student experience –HE National Student Survey results will exceed the national average outcomes • IoT outcomes achieved in line with the project targets.	• IoT partners including higher education institutes, colleges and funding agencies support the development of a more diverse learner centred higher education offer • Impact of scholarly activity is systematically recorded and monitored and evaluated for future academic TLA development • Critical reflection on HE specific developments is embedded within curriculum level and school self assessments and addresses learner voice feedback, NSS results and KPIs.
• To provide an exceptional holistic approach to personal development including enrichment, tutorial, attendance, behaviours and attitudes.	• Learner attendance strategies are in place and reviewed annually against the three year improvement targets which have been set. • Further enhance the tutorial and enrichment programme including through e-learning to support our learners' and apprentices broader learning and development • Further enhance the learner voice strategy through a formal and informal feedback culture including engagement with key influencers • All learners to engage with employers utilising our strong links with employers to source high-quality and meaningful work experience and industrial placements that benefit our learners and local businesses • The adoption of a relational approach which leads to a reduction of behavioural sanctions issued to learners.	• College focus group overseeing strategic approach to attendance improvement on mainly level 1 16 to 18, adult and maths and english programmes plus 5% on overall attendance • Plan a diverse range of events and guest speakers to cover a broad range of tutorial themes • The college has a clear strategy for parent engagement • For T-Level programmes, the opportunities for Industry Placements offered by employers demonstrate growth • Further expand the college enrichment • Review and deliver a new approach to tutorial/pastoral package available for apprenticeships and adult • Review and implement a new approach to learner voice in line with the Apprenticeship Accountability Framework measures.	• Attendance increases by 3% • Staff CPD is offered covering a broad topics and themes, which is measurable. • Additional identified staff are working towards CEIAG qualifications • Feedback from Learner Voice produces the rich information that the college can utilise to inform change for the learner experience • Parents receive regular communications through the parent portal and newsletters • 60%of parents are using the parent portal • The college has a stable bank of employers working with curriculum areas in offering high Quality work placements • Tutorial/pastoral themes for apprentices are embedded through schemes of learning where naturally fits. • Apprenticeship Voice sessions are positively influencing the Apprenticeship Accountability score to 3 and our continued improvement.	• Attendance increases by a further 2% • Staff uptake on CPD themes and topics support the transition and retention of learners • 4 additional level 6 CEIAG qualified staff • Feedback from the learner Voice has impact across all cohorts • All T-Level programmes have the right number of Industry Placements • Parents and employers receive regular updates from the college • 70% of parents are using the parent portal • The enrichment offer develops wider activities to ensure diversity and inclusivity • Behaviour sanctions are reduced in terms of disciplinary actions by 10%.	• Attendance rate is low at 82% • 40% of parents are using the parent portal.	• Staff CPD enables staff to deliver across a diverse cohort of learners • The college enrichment offer has a diverse offer and is fully inclusive • Maintain Matrix Accreditation and exceed Gatsby benchmarks in line with milestone targets • Learner attendance strategies have positively impacted on attendance figures and yearly improvement targets have been met • All learners' curriculum has been influenced by employer links and engagement with employers for all industry sectors is strong • Learner voice is strong with over 90% of learners value their learning experience • Apprenticeship Accountability score for Apprentice Feedback is 3 or above.	• EDI activities embedded in the college calendar and celebrated. • Attendance is improved and sustained with underpinning strategies and is now in line with the national average • The college has a robust careers plan which is fully embedded within curriculum delivery. As a result of high-quality experiences, guest speakers and employer involvement with delivery, the impact on destinations is positive • The learner and employer feedback influence and contribute to schools' decisions for curriculum planning • Preston College is seen as delivering high quality education by employers who host Industry Placements for learners.
• To inspire and provide professional and personal development opportunities for all staff to improve their knowledge, skills, and practice.	• Programme of industry ("back to the floor") visits for all staff as part of updating skills and knowledge. • Further develop the culture of high expectations underpinned by professionalism, development opportunities and supportive working • Further invest in administrative functions that make the greatest difference to the college success, with demonstrable improvements in the time staff and learners spend on administrative and transactional work • A comprehensive continuous professional development programme is in place for all staff.	• The objectives of the 3 year plan form the basis of appraisals • Impact of CPD as well as CPD requirements are captured centrally and used to inform future CPD • Back to the floor activity is introduced with 50% participation rate. • 100% of staff use learning logs for access in PDPs with line managers to inform next steps CPD • 100% of quality practitioners are sharing good practice in schools • Identified specialist staff deliver therapeutic enrichment • A year of celebration events for the 50 year Golden Anniversary.	• Industry Sector experts offer and deliver learning activities for staff that provoke reflection, planning and professional development and well being • Back to the Floor activity is overseen centrally and has measured impact 70% engagement • Sharing of good practice is facilitated through staff development opportunities to influence college wide best practice • Increase uptake of continuous professional development with referrals from QPs and LW process and record impact • Health and wellbeing CPD is a priority and features in staff development days and throughout the year.	• Continued development of staff development days - externals and skilled staff developing each other in preparation for Ofsted • Over 85% of staff participate in back to the floor industry experience opportunity • Individual staff and groups across college deliver CPD sessions to further develop communities of practice.	• Quality Practitioners in place • Back to the floor CPD currently adhoc.	• Industry programme of CPD to be fully embedded in to the staff development plan • 100% of quality practitioners are sharing good practice with schools • 85% of staff participate in back to the floor industry experience opportunity annually • 5 staff development days aligned to the strategic plan occur for all staff annually • 80% of staff the college agree the college is an inspirational and inclusive place to work and learn survey.	• Impact of Quality practitioner work is shared annually at a staff celebratory event • Back to the floor activity is conducted annually and impact is captured in learning logs and centralised view of themes of impact can be seen – School SAR records examples of these • The learning walk process records an increase in outstanding examples of TLA across the college.

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