STRATEGIC PLAN
2026-2029

PRESTON COLLEGE


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COLLEGE

Executive Summary

This Strategic Plan sets the direction for the College from 2026 to 2029. It builds on the progress made under the previous plan and provides a clear framework for decision-making, investment and improvement across all areas of College activity. It is designed to ensure that the College remains ambitious for its students, responsive to its community, and well placed to meet the opportunities and challenges facing further education.

Vision: To transform lives through education

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

The plan is underpinned by the College's values of inclusion, compassion, aspiration, integrity and accountability. Together, these provide the foundation for the strategic aims set out below.

- **Strategic Aim 1:**
  Teaching, Learning and Student Outcomes
  Deliver excellent teaching, learning and support that secures high levels of attendance, achievement, progression and student success.
- **Strategic Aim 2:**
  Diversity, Inclusion and Belonging
  Strengthen a culture in which diversity is celebrated, inclusion is embedded, and students and staff experience a strong sense of belonging.
- **Strategic Aim 3:**
  Sustainable Investment in Resources
  Invest sustainably in estates, digital infrastructure and financial resilience to support a high-quality learning environment and long-term sustainability.
- **Strategic Aim 4:**
  Health, Wellbeing and College Culture
  Promote a culture in which the health, wellbeing and wider development of students and staff are integral to College life.
- **Strategic Aim 5:**
  Workforce Development and Sustainability
  Build a skilled, sustainable workforce through strong recruitment, retention, development and progression opportunities.
- **Strategic Aim 6:**
  Curriculum Innovation and Growth
  Deliver an ambitious, inclusive and future-focused curriculum that responds to the needs of students, employers and the wider economy.

Introduction

The College's previous Strategic Plan, covering August 2023 to July 2026, has now concluded. Its aims and objectives were broadly achieved despite the challenges of post-pandemic recovery and global conflict, both of which contributed to an already uncertain economic climate.

Key achievements of the previous plan included:

- A successful Ofsted inspection in January 2023, resulting in an overall judgement of Good, including a strong contribution to local skills and clear improvement in apprenticeship provision;
- Significant growth in student numbers, particularly across 16 to 18 study programmes, supported in part by continued improvements in reputation;
- Improved financial stability;
- Improved staff engagement alongside better rates of pay; and
- Stronger relationships with external partners.

During the 2025/26 academic year, the College undertook a range of consultation activities with staff and students to gather feedback on the vision, mission and values approved in 2023, and to identify the strategic priorities that should shape the next three years. Approved by the Board in July 2026, this Strategic Plan is the outcome of that engagement.

This plan builds on the achievements of the 2023/26 period and sets the direction for the College's next phase of development across all areas of activity, from the student experience to enabling corporate services.


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Vision and Mission

The College's Vision statement is:

To transform lives through education

This reflects the College's long-term ambition and extends beyond supporting the achievement of qualifications. It expresses our intention to create opportunities that improve life chances, whether through employment, progression, or the development of wider personal skills.

The College's Mission statement is:

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

This reflects the College's ambition to inspire its stakeholders. We serve a diverse community of students and staff, and we shape our curriculum and wider activity to enable individuals to fulfil their potential. The mission also reflects our commitment to providing an environment that is ambitious, inclusive and well supported.

Values

Our values are:

- **Welcoming and inclusive**
  We believe in making sure that all students, 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 students, 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 College's vision and mission, set a clear strategic direction underpinned by a strong institutional culture. The detailed strategic aims and associated priorities are set out below. The College budget for 2026/27 and the three-year financial plan for 2026/29 describe the financial implications of delivering this Strategic Plan.

College **Strategic Aims**

The College's overarching aims, and associated priorities, are to:

Aim 1: Teaching, Learning and Student Outcomes

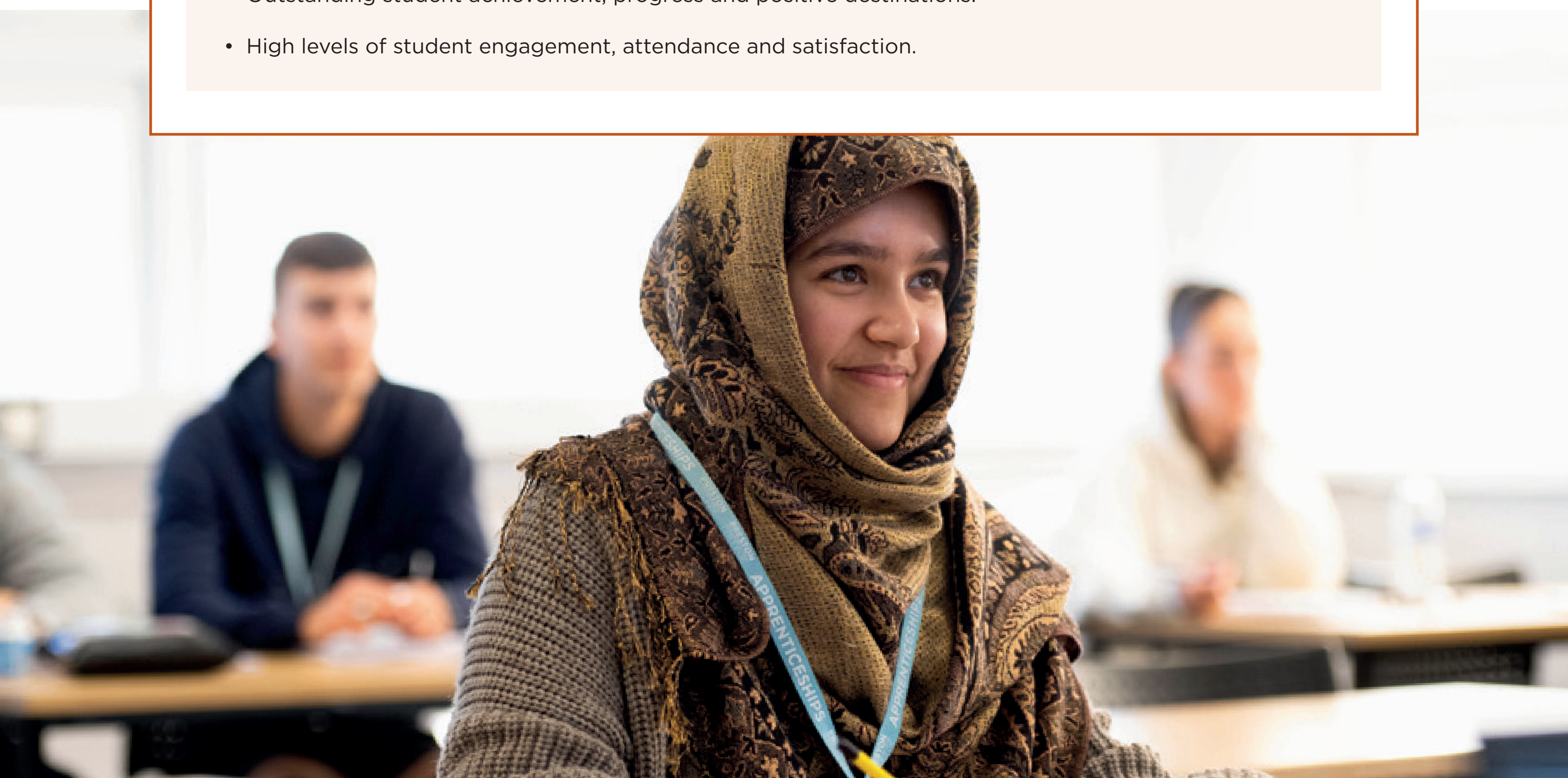
Ensure excellence in teaching, learning and support, evidenced by high levels of attendance, achievement and positive outcomes for students.

Risk appetite: Cautious - allowing considered risk-taking while recognising the direct impact on students.

- **Priority 1.1**
  Deliver ambitious teaching, learning and assessment that accelerates student progress, develops wider skills, and leads to exceptional outcomes and progression for all students and apprentices.
- **Priority 1.2**
  Provide an inclusive and engaging learning experience that enables all students and apprentices to achieve their potential and realise ambitious progression goals.
- **Priority 1.3**
  Widen participation by removing barriers, strengthening progression pathways, and ensuring all students and apprentices benefit from an exceptional, supportive and aspirational college journey.
- **Priority 1.4**
  Enhance the student experience through an inclusive, engaging and holistic programme of personal, social and wellbeing development.
- **Priority 1.5**
  Innovate in curriculum delivery and assessment to develop the skills and attributes required for an agile future workforce.

By 2029, success will be evidenced by:

- A strong local, regional and national reputation for student achievement and progression.
- Outstanding student achievement, progress and positive destinations.
- High levels of student engagement, attendance and satisfaction.



Aim 2: Diversity, Inclusion and Belonging

Promote and celebrate diversity and inclusion as a leader within our community, with a strong sense of belonging and togetherness.

Risk appetite: Open - receptive to considered risk-taking in support of innovation and cultural development.

- **Priority 2.1**
  Further strengthen our culture of excellence, inclusion and unique student experience.
- **Priority 2.2**
  Introduce and embed a College Year of Belonging and Togetherness.
- **Priority 2.3**
  Continue to implement and refine the College EDI Strategy.
- **Priority 2.4**
  Extend the use of College Culture Days to promote understanding and awareness.

By 2029, success will be evidenced by:

- No significant achievement or progression gaps between student groups.
- A strong local, regional and national reputation for inclusivity and belonging.

Aim 3: Sustainable Investment in Resources

Invest sustainably in our physical resources for the benefit of students and staff.

Risk appetite: Cautious - allowing considered risk-taking while recognising the potential for significant financial impact.

- **Priority 3.1**
  Continue to implement the College's Estates Strategy, maximising value from College funds and available grant schemes.
- **Priority 3.2**
  Develop and implement sustainability projects, including student engagement, to contribute to carbon reduction and minimise energy consumption, alongside a longer-term plan supporting the UK ambition to achieve net zero by 2050.
- **Priority 3.3**
  Maintain and improve financial surpluses to generate sufficient cash to meet higher long-term capital requirements while sustaining investment in revenue expenditure.
- **Priority 3.4**
  Implement the College's ICT Strategy to ensure appropriate infrastructure is in place within a broader framework of cyber resilience and disaster recovery.

By 2029, success will be evidenced by:

- Strong finances alongside effective investment plans.
- A demonstrable contribution to long-term sustainability.
- A high-quality, digitally enabled campus.

Aim 4: Health, Wellbeing and College Culture

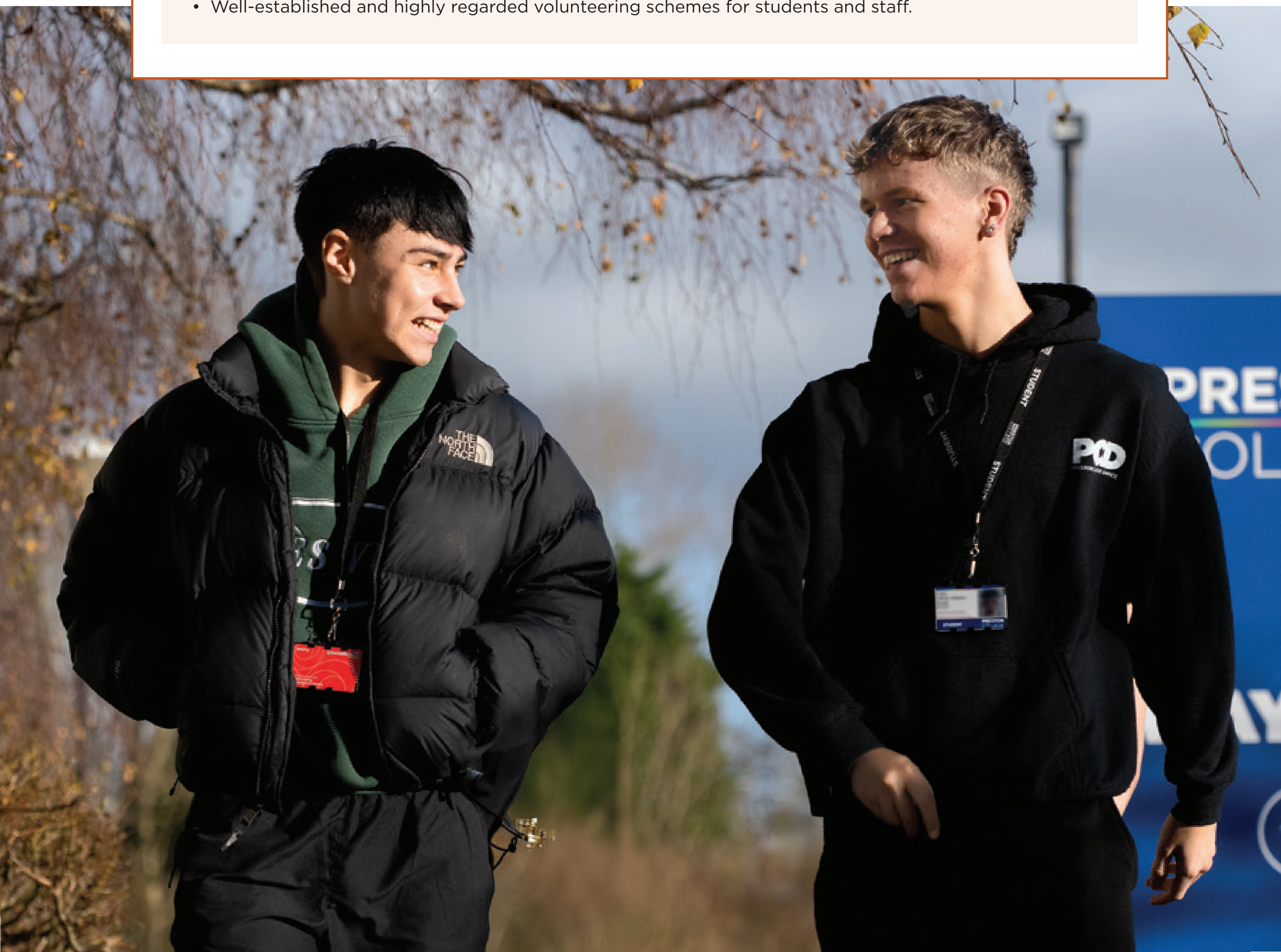
Promote and embed a culture in which the health and wellbeing of students and staff are central to College values.

Risk appetite: Eager - reflecting a willingness to explore new approaches without disrupting core College operations.

- **Priority 4.1**
  Develop and implement a comprehensive Wellbeing Strategy.
- **Priority 4.2**
  Provide enhanced wellbeing and enrichment opportunities during, before and after the normal College day.
- **Priority 4.3**
  Provide and promote volunteering opportunities.

By 2029, success will be evidenced by:

- Recognition for our approach to wellbeing through external accreditation.
- Well-established and highly regarded volunteering schemes for students and staff.



Aim 5: Workforce Development and Sustainability

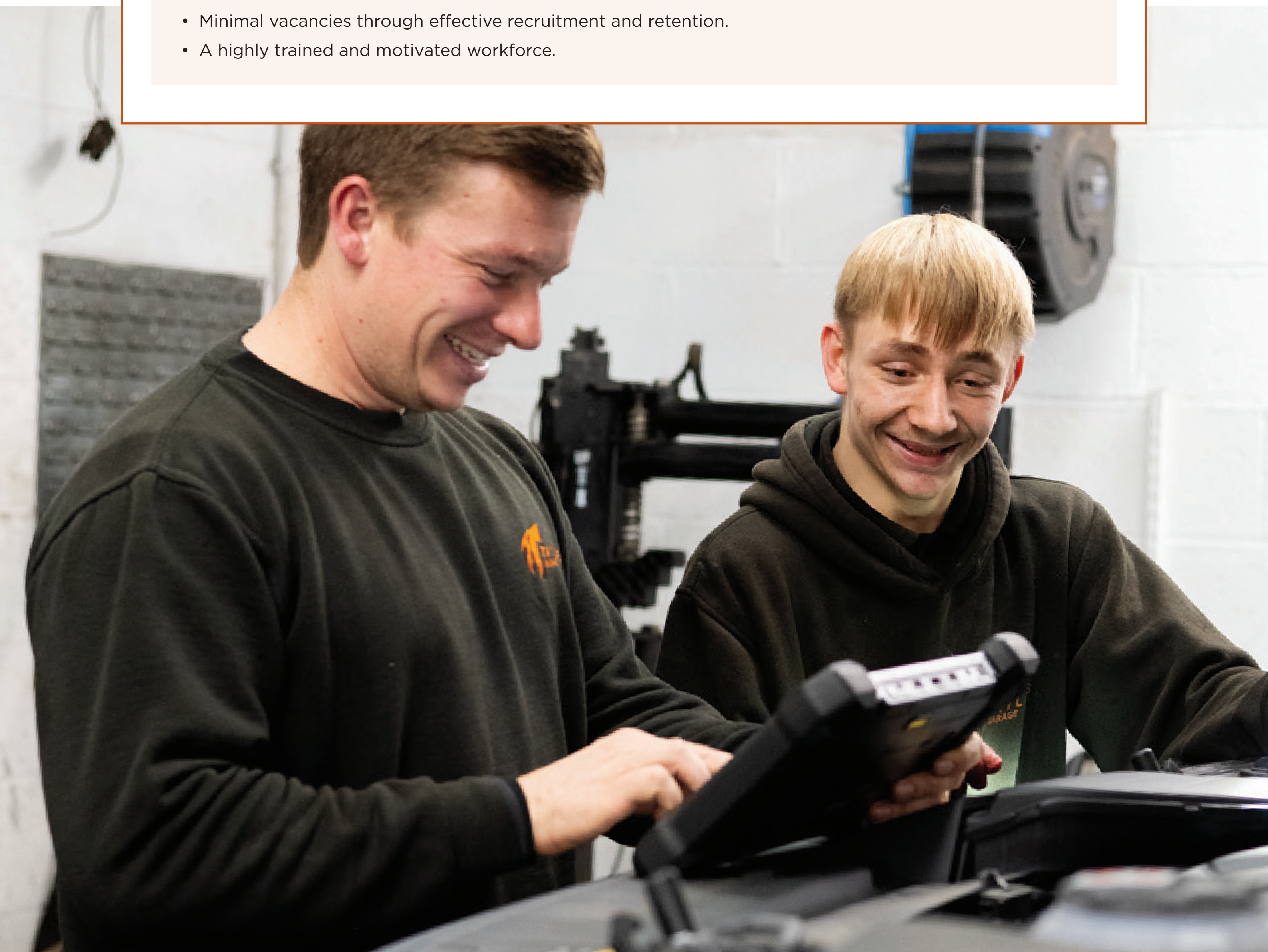
Support a skilled and sustainable workforce, including meaningful development and progression opportunities, while addressing recruitment and retention challenges.

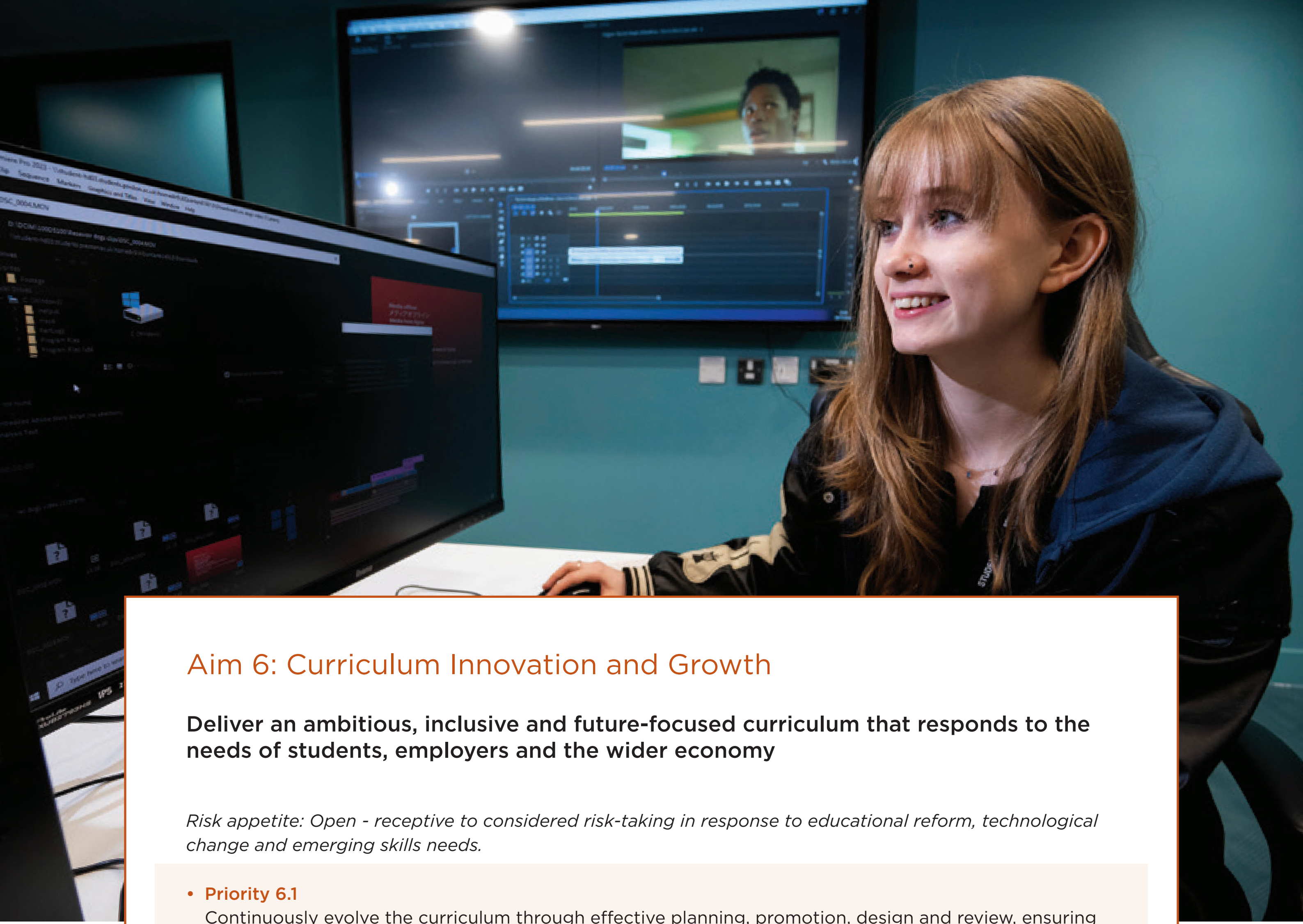
Risk appetite: Open - receptive to considered risk-taking as we strengthen our workforce for the challenges facing further education.

- **Priority 5.1**
  Develop and implement a comprehensive HR Strategy covering pay, staff engagement, workforce development and succession planning.
- **Priority 5.2**
  Develop and implement a Learning and Development Strategy that supports both College-wide priorities and the development of individual staff in their current and future roles.
- **Priority 5.3**
  Use recruitment and retention strategies effectively, including a more structured approach to career development and succession planning.

By 2029, success will be evidenced by:

- Sector-leading pay and conditions for staff at all levels.
- Minimal vacancies through effective recruitment and retention.
- A highly trained and motivated workforce.





Aim 6: Curriculum Innovation and Growth

Deliver an ambitious, inclusive and future-focused curriculum that responds to the needs of students, employers and the wider economy

Risk appetite: Open - receptive to considered risk-taking in response to educational reform, technological change and emerging skills needs.

- **Priority 6.1**
  Continuously evolve the curriculum through effective planning, promotion, design and review, ensuring alignment with Technical Education Reform, labour market intelligence and regional skills priorities.
- **Priority 6.2**
  Provide an inclusive, industry-relevant curriculum that builds knowledge, develops advanced technical and professional skills, and supports meaningful progression.
- **Priority 6.3**
  Embed digital, technological and AI-enabled approaches within curriculum design, delivery and assessment to prepare students for a rapidly changing economy.
- **Priority 6.4**
  Strengthen employer engagement and partnership working to ensure curriculum relevance, enrich learning and support local and regional economic growth.
- **Priority 6.5**
  Develop and grow provision in priority sectors and emerging industries to meet current and future workforce demand.
- **Priority 6.5**
  Promote innovation in curriculum delivery that develops the skills, behaviours and attributes required for an agile future workforce.

By 2029, success will be evidenced by:

- A responsive curriculum aligned to local, regional and national skills priorities.
- Sustained growth in priority curriculum areas and emerging sectors.
- Strong employer engagement informing curriculum planning and delivery.
- A recognised reputation for innovation and future-focused curriculum design.

Curriculum

OBJECTIVES	STRATEGIC PRIORITY	ACTION 26/27 (DETAILED)	ACTION 27/28 (OUTLINE)	ACTION 28/29 (OUTLINE)	IMPACT (26/27)	IMPACT (BY 2029)	KPI (26/27)
EVOLUTION Shape and deliver a curriculum that truly reflects the needs and ambitions of our students and our community.	1.2, 1.5, 6.1, 6.2, 6.3, 6.4, 6.6	**Review** - Full curriculum review and map provision to LMI, local priorities and industry standards. **Refresh** - Implement or update relevant curriculum based on TechEd Reform (to include T Levels, V Levels and new Apprenticeship Standards), local priorities and industry standards. **Expand** - Identify 3 key high demand areas for curriculum expansion and plan capacity building activity (human/physical resources) and improve structured curriculum offer for students who are NEET.	**Review** - Evaluate impact of new curriculum model against performance, progression and labour market alignment **Refresh** - Refine curriculum portfolio based on performance data, student feedback and employer insight **Expand** - Scale successful growth areas and introduce provision in emerging priority sectors	**Review** - Fully embed cyclical curriculum review aligned to LMI and outcomes **Refresh** - Continuously adapt curriculum to reflect emerging skills needs and policy direction **Expand** - Sustain growth and responsiveness across all curriculum areas	1. 2027/28 Curriculum Plan completed and validated (April 2027). 2. New and divested curriculum approved, planned and communicated. 3. Growth areas identified, agreed, promoted and resourced.	1. A fully embedded, responsive curriculum model aligned to local, regional and national labour market priorities, with routine review and adaptation processes in place. 2. Sustained growth in priority curriculum areas, with provision clearly aligned to high-demand sectors and emerging skills needs. 3. Consistently strong achievement and progression outcomes across all provision, demonstrating clear impact of curriculum design	1. 100% of curriculum areas reviewed and aligned to local and regional priority skills needs 2. New / revised curriculum approved and implemented by April 2027 3. Minimum 5% growth in enrolments in priority/identified growth sectors 4. A validated NEET offer with delivery KPIs for 2027-28 approved by April 2027.
OPPORTUNITY Provide an inclusive, engaging and holistic experience that unlocks personal growth, social development and wellbeing.	1.1, 1.3, 1.4, 4.2, 4.3, 6.2	**Review** - Define baseline attendance, retention, wellbeing and participation metrics across specific Personal Development related activity. **Refresh** - Implement updated Personal Development Framework and enhanced Enrichment offer which promotes inclusion and belonging for all. **Expand** - Improve access to support for part-time adult students through the introduction of an enhanced 'Evening College' offer.	**Review** - Evaluate impact of personal development, attendance and engagement strategies across all learner groups **Refine** - Refine personal development and support models to address gaps in participation and outcomes **Expand** - Extend inclusive provision and enrichment opportunities across all delivery models	**Review** - Embed consistent monitoring of participation, wellbeing and achievement gaps **Refresh** - Continuously enhance student experience based on insight and feedback **Expand** - Sustain high engagement and inclusive access across all cohorts	1. Agree baseline metrics (September 2026) and progressive three year delivery targets 2. Approve Personal Development Framework (all provision) 3. Enhanced 'Evening College' offer to ensure equality of opportunity for all students	1. High and sustained attendance, retention and achievement across all groups, with gaps significantly reduced or eliminated. 2. An embedded and high-impact personal development offer, with all learners accessing meaningful enrichment and progression opportunities. 3. A fully inclusive and accessible curriculum, with strong evidence of improved outcomes for disadvantaged and underrepresented learners	1. Attendance rates improved by 3% across all provision or in-line with agreed KPI. 2. >92% student satisfaction (experience, support, enrichment) 3. 100% of learners accessing at least one enrichment / personal development activity across all provision types. 4. >10% increase in adult evening students accessing support and careers interventions.
INNOVATION Promote creativity, curiosity and positive risk in delivery, building the skills needed for a dynamic future workforce.	1.1, 1.3, 1.5, 6.6	**Review** - Map current technical skills provision to Industry standards to identify any 'gaps' in delivery. Undertake research in relation to future skills at sector level. **Refresh** - Deliver (at least) 1 innovation project per School to incorporate digital tools, AI enabled learning and sustainability in adding-value to the student experience. **Expand** - Introduce the first 'Future Skills Hub' (of four) to enhance innovation at School level.	**Review** - Evaluate impact of innovation pilots on student engagement, outcomes and teaching practice **Refresh** - Refine and standardise effective digital and innovative teaching approaches **Expand** - Roll out successful innovation models across all curriculum areas and introduce two more Future Skills Hubs.	**Review** - Monitor the effectiveness of embedded innovation across provision **Refresh** - Continuously update delivery models to reflect emerging technologies and practices **Expand** - Sustain a culture of innovation and future skills across the College and introduce the fourth Future Skills Hub.	1. Content and future skills review completed and reported at sector level (November 2026) 2. All full-time students to complete an 'innovation' project which focuses on Digital skills and incorporates a sustainability theme. 3. The first 'Future Skills Hub' designed and developed.	1. Innovation fully embedded across all curriculum areas, with consistent use of digital, AI-enabled and industry-relevant delivery models. 2. A confident and highly skilled workforce, with innovative teaching practices driving improved student engagement and outcomes. 3. A recognised "Future Skills" approach across the College, equipping learners with the adaptability and behaviours required for evolving industries.	1. 100% of teaching staff trained in identified priority pedagogy (e.g. digital, AI-enabled learning) 2. At least 7 innovation pilot projects delivered and evaluated 3. Student perception of teaching innovation >85% positive 4. 1 Future Skills Hub delivered.
AMBITION Drive targeted, purposeful growth that responds to employer needs and strengthens the College's overall offer.	1.2, 1.5, 3.3, 6.5	**Review** - Curriculum impact review to include market share, market approach, student achievement and student progression metrics. **Refresh** - Rebuild the College website and refresh stakeholder plans using data driven insights and review outcomes. **Expand** - Student progression and applicant conversion in ensuring growth in 16-19, Apprenticeship and HE provision.	**Review** - Assess growth performance, conversion rates and market position across provision **Refresh** - Refine recruitment strategies, digital presence and stakeholder engagement **Expand** - Grow provision further in priority sectors and strengthen progression pathways	**Review** - Monitor sustained growth, market share and progression outcomes **Refresh** - Continuously optimise recruitment, conversion and curriculum alignment **Expand** - Consolidate and sustain growth in line with employer demand and strategic priorities	1. Growth in student recruitment and conversion across targeted growth areas particularly. 2. Enhanced student progression into further study or apprenticeships, supporting growth and reinforcing excellence. 3. Improved market position in Preston and Lancashire, particularly in target growth areas.	1. Sustained growth in learner numbers across priority provision, with strong and consistent conversion rates across all pathways. 2. Improved market share within Preston and Lancashire, particularly in key growth sectors. 3. Strong and sustained progression into employment, apprenticeships and higher-level study, evidencing the impact of purposeful growth.	1. 2500 16-19 students in learning beyond qualifying period. 2. 510 new apprentices enrolled. 3. £6.8m adult contract delivered in full. 4. L4+ delivery target achieved (380 starts) 5. +5% increase in conversion rates in student conversion (enquiry/application → enrolment)
REPUTATION Strengthen how we are seen and experienced, ensuring a reputation that drives demand, deepens engagement and powers our impact locally and regionally.	1.1, 1.4, 2.1, 5.4, 6.4, 6.5	**Review** – Undertake a reputation and perception audit targeting students, partners, employers and community stakeholders. To include local, regional and national context. **Refresh** – Define and embed a clear and consistent value proposition which reinforces who we are and what we stand for, strengthened through ongoing enhancement of the stakeholder experience. **Expand** – Deepen high-impact employer and civic partnerships whilst delivering targeted campaigns to grow provision in high demand areas.	**Review** - Evaluate changes in stakeholder perception, engagement and demand **Refresh** - Refine value proposition, messaging and stakeholder experience **Expand** - Broaden employer and civic partnerships, increasing visibility and influence	**Review** - Monitor sustained improvements in reputation and stakeholder engagement **Refresh** - Continuously strengthen brand, experience and communication **Expand** - Embed long-term strategic partnerships and reaffirm the College as a provider of choice	1. Improved reputation and stakeholder perception across key audiences. 2. Increased demand and imporved conversion across priority provision. 3. Stronger employer partnerships driving growth and economic impact.	1. A strong and clearly defined reputation across Preston and Lancashire, with consistently high stakeholder perception and satisfaction. 2. Increased and sustained demand across all provision, with the College recognised as a provider of choice for learners and employers. 3. Deep, strategic employer and civic partnerships that demonstrably contribute to economic growth and the College's regional influence.	1. Baseline stakeholder perception scores reported 2. 15 new employer partnerships formed with employers (Delivery) 3. 3-5 flagship civic/employer partnerships established

Quality

OBJECTIVES	STRATEGIC PRIORITY	ACTION 26/27 (DETAILED)	ACTION 27/28 (OUTLINE)	ACTION 28/29 (OUTLINE)	IMPACT (26/27)	IMPACT (BY 2029)	KPI (26/27)
EXTRAORDINARY Deliver ambitious teaching, learning and assessment that accelerates student progress, develops wider skills, and leads to exceptional outcomes and progression for all students and apprentices.	1.1, 5.2, 6.6	**Review** - Teaching, Learning and Assessment (TLA) Observation Process to focus sharply on impact on learning, progress over time, assessment for learning, and inclusion **Refresh** - New monitoring of student of student progress process in place to identify risk early and timely intervention **Expand** - Fully embed the new value-added system across all curriculum areas, including apprenticeships to accurately measure progress from starting points and drive intervention	**Review** - The new value added system and the overall impact **Refresh** - Assess impact of new progress and monitoring process and further develop the system **Expand** - Further develop progress monitoring to focus on pace of progress not just attainment	**Review** - Embed a culture of innovation, research informed practice, and continuous improvement **Refresh** -Fully integrate predictive analytics system for student performance **Expand** - Implement a self sustaining CPD and coaching model	1. Learning and Development Strategy approved and implemented 2. All agreed key performance targets met or exceeded 3. Early identification and support for at-risk learners 3. Agree baseline metrics (September 2026) and progressive three year value added targets	1. Ambitious, inclusive teaching that accelerates progress from all starting points 2. Students and apprentices equipped with strong academic, technical, and wider skills 3. Confident, expert, and future-ready workforce	1. Reliable progress and value-added data informing intervention 2. 26/27 achievement, progress, and progression targets met 3. All CPD activity identified through the L & D strategy, PDPs completed
ACHIEVEMENT Provide an inclusive, industry relevant learning experience that builds prior knowledge and develops advanced skills	1.1, 1.2, 6.2	**Review** - Evaluate curriculum maps to ensure strong alignment with industry standards, prior learning, and progressive skills development across all provision types (16–19, Adult, Apprenticeships, HE) **Refresh** - Further strengthen curriculum sequencing and embedding of industry skills, including digital and green skills **Expand** - Extend and promote V level, T Level, apprenticeship and higher technical pathways	**Review** - Evaluate impact of employer-led curriculum design **Refresh** - Fully embed tailored student journeys using predictive analytics eg pathway to employment or further education **Expand** – Scale innovative curriculum models that respond rapidly to labour market needs	**Review** – Evaluate long-term impact of fully integrated employer partnerships and curriculum relevance **Refresh** - Fully embed co-created curriculum with employers **Expand** -Strengthen progression routes into HE through partnerships	1. All curriculum areas demonstrate clear alignment with industry standards and prior learning, ensuring students build knowledge and skills progressively across all provision types. 2. Improved student experience evidenced through student voice 3. Clear, inclusive progression pathways embedded and utilised 4. Students develop industry-ready, future-focused skills, enabling successful progression into employment, apprenticeships, or higher-level study.	1. Fully embedded culture of high aspiration, belonging, and success 2. Strong employer partnerships leading to sustained apprenticeship growth 3. Recognised reputation as an inclusive, aspirational college 4. Embedded systems that drive sustainable excellence and exceptional outcomes	Positive student voice on belonging and inclusion: ≥85% ≥90% of staff demonstrate inclusive teaching strategies in practice Ofsted readiness: aligned with EIF inspection Strong for Achievement for High Needs, Adult etc
INCLUSIVE Widen participation by removing barriers, strengthening progression pathways, and ensuring all students and apprentices benefit from an exceptional, supportive and aspirational college journey.	1.3, 2.2	**Review** - Appraise targeted retention and attendance strategies including Every Lesson Matters **Refresh** – Strengthen early intervention: 6-week settling in reviews **Expand** – Strengthen curriculum maps showing routes to HE, apprenticeships, employment to support IAG (Information, Advice and Guidance)	**Review** - Evaluate impact of access support interventions including SEND reform implications **Refresh** - Strengthen transition programmes (school → college → next step) **Expand** - Expand outreach to underrepresented communities	**Review** - Achieve sustained participation in priority groups **Refresh** - Fully integrated support model with external partners in line with the SEND reform **Expand** - Sector leading progression outcomes	1. Improved early retention rates (first 6–12 weeks) 2.Reduction in key participation barriers (financial, access, digital) 3. Clear progression pathways visible across all curriculum areas 4. Improved learner satisfaction in support and guidance	1. Significant increase in participation from disadvantaged and underrepresented groups 2. High retention and achievement rates across all student groups 3. Measurable improvement in progression to HE, apprenticeships, and employment	Early retention (6–12 weeks): ≥95% Student satisfaction with support services: ≥88% Progression rate to positive destinations: ≥93%
BELONGING Embed Belonging by championing diversity and inclusion, ensuring a cohesive, respectful college culture where every individual feels they belong and can succeed.	2.1, 2.2, 2.3, 2.4, 4.3	**Review** - Analyse and action gaps in participation, achievement, and progression across protected and vulnerable groups **Refresh** - Strengthen student voice mechanisms including focus groups with underrepresented learners **Expand** - Implement the year of belonging	**Review** - Evaluate impact of EDI & Belonging strategy on student experience and outcomes **Refresh** - Deepen inclusive curriculum design across all subject areas **Expand** - Implement the year of belonging	**Review** - Conduct a full audit and impact assessment of EDI (Equity, Diversity and Inclusion **Refresh** - Enhance staff training and unconscious bias, inclusive behaviours and safeguarding culture **Expand** - Strengthen community and employer engagement to reflect diversity	1. Improved student participation in enrichment/diversity activities: ≥75% 2.Reduce and minimise gaps in achievement, retention and attendance gaps across key groups 3. Improved student sense of belonging through surveys and focus groups	1. Fully embedded culture of high aspiration, belonging, and respect 2.No significant gaps in achievement, retention or progression between student groups 3.Recognised reputation as an inclusive, diverse, and aspirational college 4.Sector-leading student experience and personal development outcomes	Student sense of belonging (survey): ≥85% positive Achievement gap between key groups: less than ≥3% Staff trained in EDI and inclusive practice: 100% completion Positive student voice on respect and culture: ≥90%

Corporate Services

OBJECTIVES	STRATEGIC PRIORITY	ACTION 26/27 (DETAILED)	ACTION 27/28 (OUTLINE)	ACTION 28/29 (OUTLINE)	IMPACT (26/27)	IMPACT (BY 2029)	KPI (26/27)
CYBER SECURITY AND BUSINESS CONTINUITY To ensure the College maintains a secure, resilient, and continuously operating environment through robust cyber security controls, proactive risk management, and effective business continuity and disaster recovery arrangement	3.4, 3.5	Implement enhanced cyber security controls aligned to recognised standards and audit recommendations Introduce proactive 24/7 SOC monitoring and threat detection capability Enhance staff awareness and training in cyber security and incident response Review backup, recovery and disaster recovery arrangements to ensure critical systems can be restored within agreed timescales. Continue to improve endpoint protection, email security, vulnerability management and access control. Identify and document the College's critical systems, services and dependencies, including the order in which systems must be restored to support minimum operational requirements following a major incident.	Refresh main data centre infrastructure and hardware Maintain and regularly review a comprehensive Business Continuity Plan aligned to ISO 22301 principles Deliver a modern, cloud-based disaster recovery solution to ensure rapid restoration of critical systems Strengthen endpoint protection, identity management, and access controls Continue to develop cyber incident response procedures, including clear escalation routes and out-of-hours response arrangements Test and refine critical system recovery priorities as part of Business Continuity and Disaster Recovery exercises, ensuring recovery plans reflect operational needs across teaching, learning and business services..	Achieve Cyber Essential Plus certification Maintain and regularly review cyber security controls and align to ISO 27001 and ISO 27032 principles and best practices Successful penetration testing audit Undertake regular penetration testing, vulnerability assessments and disaster recovery exercises. Review lessons learned from incidents, audits and testing to continually improve resilience. Maintain and regularly review the critical systems recovery priority list, ensuring it remains aligned to changes in infrastructure, systems, curriculum delivery and business operations.	Business continuity and recovery arrangements tested annually to provide assurance Cyber Essential Plus certification awarded 24/7 SOC monitoring and threat detection in place Data Centre refreshed Disaster Recovery in the cloud Improved staff awareness of cyber risks and reporting routes. Clear understanding of which systems must be restored first to allow the College to remain operational during or after a major incident.	1. Operational Resilience - Continuity of teaching, learning, and business functions during disruptions 2. Risk Reduction - Reduced likelihood and impact of cyber incidents 3. Assurance and Compliance - Stronger regulatory compliance and audit outcomes 4. Reputation Protection - Increased confidence from stakeholders, partners, and regulators 5. Faster and more coordinated recovery from major incidents, with critical systems restored in the correct order to minimise disruption to teaching, learning and business operations.	1. No major service disruption resulting from cyber incidents 2. Reduction in time to recover from a cyber attack reduced to 4 hours 3. Successful completion and testing of Business Continuity and Disaster Recovery plans 4. Reduction in identified cyber security vulnerabilities 5. Positive internal and external audit outcomes 6. Compliance with recognised cyber and resilience standards 7. Phishing simulation results show improved reporting rates and reduced click rates. 8. Critical systems list and recovery priority order agreed, documented and reviewed annually.
DIGITAL TRANSFORMATION AND DATA-DRIVEN DECISION MAKING To deliver a digitally enabled College that leverages technology and data to improve operational efficiency, decision-making, and the staff and student experience.	3.2, 3.4	Aligned to the ICT and Digital Strategy, Corporate Services will ensure infrastructure, systems, and data capabilities underpin strategic delivery and improve organisational agility. Complete a college-wide digital skills analysis Begin migration of management reporting to PowerBI, a modern, cloud-aligned business intelligence platform Progress procurement and implementation planning for core corporate systems (finance, HR/payroll) Continued adoption of AI tools, focusing on workload reduction and improved student experience Undertake strategic review of the College's learning platform (VLE) and wider teaching and learning tools Continue the automation of manual processes across forms, workflows and system integrations	Implement core digital infrastructure improvements (cloud, cyber, resilience) Complete migration to new business intelligence platform and decommission legacy reporting tools Improve system interoperability (MIS, finance, HR, curriculum systems) Strengthen integration across MIS, finance, HR and curriculum systems to reduce duplication and improve data flow Digital Skills development where skills gaps have been identified Embed AI practices across the College to support digital transformation	Embed digital skills development across College, to include training programme for new starts Continuous improvement of dashboards to aid data driven decision making Complete consolidation of the digital landscape, retiring remaining legacy systems Establish mature use of AI as part of routine work practice, with purpose and measurable benefit	AI enhancements where staff feel confident and comfortable to leverage AI tools to reduce workload and improve operational efficiency Modern business intelligence platform underway, improving confidence in data among staff across the College Evidence-led decisions confirmed for core corporate and learning systems Reduced manual effort through targeted automation A baseline understanding of digital skills across the College, informing targeted development Procurement and implementation milestones met for core corporate systems Digital skills baseline analysis completed across the College Approach to AI adoption agreed, with early use cases evidenced against workload and experience	1. Faster, evidence-based decision-making 2. Improved operational efficiency and reduced duplication 3. Enhanced digital experience for staff and students 4. Modern digital systems supporting both operational functions and the student experience 5. An agile digital environment aligned to College strategic direction and sector change 6. Reduced duplication, manual effort and legacy risk across the College 7. AI embedded as a routine to support workload reduction and improved staff and student experience 8. A digitally confident workforce, equipped to make the most of the College's technology investment 9. Trusted data sources underpinning decisions at every level of the College 10. Business intelligence platform migration commenced, with first dashboards live across agreed thematic areas 11. Learning platform strategic review completed, with a decision agreed by ELT/Board	1. System uptime and performance metrics 2. Adoption of new dashboards and MI reporting 3. Reduction in manual processes 4. Cyber security compliance and incident reduction
ESTATES, SUSTAINABILITY AND INFRASTRUCTURE To provide a safe, sustainable, and high-quality physical environment that supports teaching, learning, and operational excellence.	3.1, 3.2	Corporate Services will ensure estates are aligned to curriculum needs, compliant with statutory requirements, and supportive of environmental sustainability targets. Deliver estates strategy and condition improvement programmes Continued compliance with health and safety and statutory requirements	Embed sustainability and carbon reduction initiatives Improve space utilisation and campus planning	Manage and implement planned and reactive maintenance efficiently. Continue to implement the decarbonistion plan and to undertake SECR and Carbon footprint monitoring. Keep an up to date priority list of developments, refurbishments as agreed with ELT / curriculum for as and when funds are available.	Reduced Carbon Footprint Staff and student satisfaction with, and perception of, the college campus is improved.	1. Improved student and staff experience 2. Reduced environmental impact and carbon footprint 3. Safe and compliant estate	1. Condition improvement targets achieved and grants spent 2. Carbon reduction metrics 3. Health and safety compliance rates 4. Space utilisation efficiency 5. Staff/Student Surveys

Corporate Services (continued)

FUNDING, DEVOLUTION, RISK AND COMPLIANCE To strengthen risk management and compliance frameworks to support robust decision-making and regulatory assurance in the evolving FE Landscape.	3.5, 3.3	Ensure compliance with changes in LCCA, DfE, DWP, OFS funding and audit requirements while enabling confident strategic decision-making Ensure ICO and NCSC best practice embedded across processing and cyber activities Strengthen internal controls and audit processes Ensure compliance with funding, safeguarding, and statutory duties Develop new corporate Risk Register	Enhance risk management frameworks and reporting Review and evaluate internal controls and any local/national audit impacts to ensure continued compliance and reduce audit risk and drive improvements and staff knowledge and skills Strengthen controls around eligibility, data and validation - maximising use of data validation frameworks	Review LCCA devolution priorities to ensure continued compliance and reporting Further review and update controls (in line with updates guidance) to ensure continued compliance and reduce audit risk and drive further improvements	Compliance within new funding and regulatory requirements from LCCA, and contract management Detailed reporting from internal controls and audit processes to drive improvements Positive internal (and external) audit outcomes New Risk Register agreed by Board	1. Strong regulatory assurance and audit outcomes 2. Reduced organisational risk 3. Improved effectiveness 4. Risks managed effectively 5. Best practice embedded across corporate services processing	1. Audit outcomes and assurance ratings within tolerance levels 2. Optimised funding allocations and bidding opportunities 3. Risk profile reduction 4. Compliance with statutory and funding requirements
CUSTOMER EXPERIENCE, SYSTEMS AND SERVICE EXCELLENCE Customer Experience, Systems and Service Excellence. Corporate Services must operate as a customer-focused function, ensuring systems and services support organisational effectiveness and stakeholder satisfaction.	5.4, 5.2	Improve service standards across HR, IT, MIS, Data Services and Estates Streamline processes through automation and system improvements Develop service-level agreements (SLAs) and performance metrics Gather and respond to stakeholder feedback Procure and implement a new ICT ticketing/ service management system to improve how users log requests, track progress, receive updates and access support.	Review SLAs across all Corporate Services functions will support strategic plan and deliver service excellence Continue to review workflows and automation to improve effectiveness and the customer experience Embed the new ticketing system across ICT Services, including improved workflows, knowledge base content, SLA reporting, automation and user self-service.Review the potential to extend service desk/ticketing functionality across wider Corporate Services areas to improve consistency, reporting and customer experience.	Review the potential to extend service desk/ticketing functionality across wider Corporate Services areas to improve consistency, reporting and customer experience. Further digitisation and workflow refinement to ensure processes remain customer focused and meet the stakeholder needs	Improved user experience for staff and students through clearer communication, better visibility of support requests, faster triage, improved prioritisation and more consistent service delivery.	1. Improved staff and student satisfaction 2. Faster, more efficient services 3. Stronger stakeholder relationships 4.Improved customer service culture supported by modern service management tools, better reporting, increased self-service and more consistent support across Corporate Services.	1. Service satisfaction survey results 2. SLA performance metrics 3. Reduction in processing times 4. Volume and resolution of service issues 5. New ICT ticketing system implemented and operational. 6. Improved visibility of ticket volumes, response times and resolution times.
DEVELOPMENT OF A HIGH-PERFORMING, INCLUSIVE AND MOTIVATED WORKFORCE AT THE COLLEGE by embedding wellbeing and equality strategies, delivering a competitive and sustainable pay framework, and implementing structured succession planning to support long-term organisational resilience and community leadership.	4.1, 4.3, 5.1, 5.2, 5.3	Implement and evaluate new College wide Wellbeing Strategy and deliver a College-wide Wellbeing Day Evaluate and refresh the EDI Strategy, with Board approval of the updated strategy Agree an affordable pay award with recognised trade unions, aligned to national expectations Benchmark pay and benefits against Lancashire and North West colleges and implement an affordable, competitive reward strategy. Develop and gain Board approval for a College-wide Workforce and Succession Planning Framework, identifying critical posts, retirement risks and potential leadership successors Introduce a talent identification and leadership development programme for aspiring managers and curriculum leaders Develop and agree People Strategy 2027-30	Introduce a staff volunteering scheme and promote engagement across the College Launch and implement the EDI Strategy and People Strategy 2027–2030 Align pay levels to meet or exceed AoC recommendations and regional comparators Embed succession planning processes, including development pathways and recruitment strategies Embed succession planning within annual business planning and performance review processes, ensuring all critical roles have identified development pathways Expand leadership and management development programmes, including mentoring, coaching and cross-college secondments Undertake a comprehensive review of recruitment and retention pressures, focusing on hard-to-fill curriculum and technical roles and reducing reliance on agency staffing	Explore and implement flexible wellbeing initiatives (e.g. Wellbeing Days) Secure external accreditation for wellbeing and culture Maintain a sector-leading pay and reward position across the North West Maintain a fully embedded succession planning model with annual Board review of leadership pipeline strength and workforce risks to ensure continuity, minimise vacancy gaps and support leadership development Implement targeted retention interventions for priority staffing groups, informed by workforce data, exit interviews and staff feedback Develop strategic recruitment partnerships with universities, industry and local communities to strengthen future talent pipelines	Improved staff morale, engagement, and clarity around pay and progression Stronger organisational culture centred on wellbeing, inclusion, and fairness Increased understanding of succession planning within a public sector framework Pay Award agreed with trade unions and Board People Strategy 2027 to 2030 approved by Board Time-to-fill vacancies reduced in priority curriculum areas Annual pay benchmarking completed and reported to the Board.	1. A highly motivated, diverse and representative workforce with minimal achievement gaps 2. The College recognised as a leading employer and community partner with strong EDI and wellbeing credentials 3. Improved recruitment, retention, and reduced agency reliance 4. Reduced workforce risk associated with retirements, vacancies and skills shortages 5. An externally recognised culture of wellbeing and inclusion 6. Establish Preston College as a recognised employer of choice through strong employee engagement, career development opportunities and sector-leading people practices 7. External recognition for wellbeing, equality, diversity and inclusion and demonstrate a workforce profile increasingly reflective of the communities served 8. Strong leadership succession and organisational resilience across all key functions	1. Delivery of a College-wide Wellbeing Day and uptake metrics 2. Volunteering participation (e.g. number of volunteering days logged) 3. Completion and Board approval of EDI Strategy evaluation and new strategy 4. Evidence of workforce and Board diversity aligned to community profile 5. Pay benchmarking outcomes demonstrating competitiveness across Lancashire/North West 6. Reduction in agency staffing reliance 7. Board-approved succession planning framework and evidence of implementation 8. Reduced time gaps between staff leaving and replacement appointments 9. Workload Strategy KPIs developed

Finance

OBJECTIVES	STRATEGIC PRIORITY	ACTION 26/27 (DETAILED)	ACTION 27/28 (OUTLINE)	ACTION 28/29 (OUTLINE)	IMPACT (26/27)	IMPACT (BY 2029)	KPI (26/27)
MAINTAIN GOOD FINANCIAL HEALTH as minimum, moving towards outstanding	3.3, 5.1	Deliver budget, ensuring Good financial health	Agree budget, ensuring Good financial health is maintained	Agree budget, targeting Outstanding financial health through increased surplus generation	Maintain confidence of funders and bankers Generate cash for investment	Maintain confidence of funders and bankers Generate significant further cash for investment	Budget targets met
EFFECTIVE CASH FLOW MANAGEMENT to facilitate capital investment	3.3, 3.1, 3.2, 3.4	Increase College cash capital investment to £800k	Plan College cash capital investment of at least £400k	Plan College cash capital investment of at least £500k	Improved facilities and resources	High quality facilities and resources	Improved investment 40 days cash in hand

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