

Corporate Strategy

2022 - 25





West Thames
College London





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A very warm welcome to West Thames College. I am Tracy Aust, CEO and Principal, and I am Stuart McGeoch, Chair of the Corporation.

West Thames is a successful vibrant College of Further & Higher Education, situated in the London Borough of Hounslow. We are a medium sized college with two campuses. Our main campus is in Isleworth and our second, smaller campus, just a few miles away is in Feltham, which is home to our Skills+Logistics Centre.



History

Spring Grove House, a Grade II listed building dating back to 1645, forms part of our Isleworth campus and was originally the 18th Century residence of botanist and explorer Sir Joseph Banks. Banks was the first unofficial director of Kew Gardens in 1772 and famously travelled around the world with Captain Cook.

Spring Grove House was substantially rebuilt and extended by its later owners, Henry Pownall in the mid-19th century and Andrew Pears in the late 19th century. In 1922, it became the new site

of Hounslow Polytechnic (renamed Spring Grove Polytechnic) established in 1892. In 1923, Spring Grove Secondary School moved to the house too. In 1946 Spring Grove Secondary School became Spring Grove Grammar School and moved to new premises. In 1959, Spring Grove House was taken over by Isleworth Polytechnic as a full-time college. Following the merger of Isleworth and Chiswick polytechnics, the college became Hounslow Borough College in 1976. In 1993, the College acquired incorporated status and was renamed West Thames College.

Famous Alumni

Anne-Marie Duff, actress (Shameless, Nowhere Boy, the Virgin Queen), Freddie Mercury, lead vocalist of Queen, Rufus Sewell, actor (Zen, Pillars of the Earth), Martin Hancock, actor (Defiance, Coronation Street, Holby City) and Celena Cherry, lead singer with Honeyz.

Curriculum and Quality

West Thames is a local inclusive college serving the needs of our diverse communities. We are the only Further Education college within the borough and we have a strong reputation for providing high quality, inclusive education and training.

We offer an extensive range of vocational programmes and apprenticeships for young people and adults, with an annual intake of 6,000 students per year. Our provision ranges from Entry Level through to Level 6, with a mixture of full-time and part-time study. Our curriculum provision is closely aligned to local and regional priorities and we are very well embedded with our community.

West Thames is a dynamic and successful college and this was confirmed in our September 2021 Ofsted Inspection where we were graded as Good with outstanding features.

The College plays a key role within the local community, contributing to economic recovery and prosperity as well as social inclusion. This

includes working with local stakeholders from employers, local authorities, local community groups and local residents. Our collaborative approach enables us to steer and shape local provision, meeting the needs of our range of stakeholders.

We work closely with a range of partners, some of whom are co-located with us including Ambitious about Autism, Hounslow Chamber of Commerce, Woodbridge Park Education Services. Our strong links with key strategic partners including local authorities, employers, chambers of commerce, as well as schools, other colleges and HE institutions, means we are very well placed to meet both local and regional needs.

Students

Our student body is fantastically diverse and this is something which we value and celebrate.

Our student profile reflects the local area that we serve and this is also mirrored in the profile of our staff. Our students speak over 20 different languages, as their first language. For a significant proportion of our full-time 16-19-year olds (44%), they come to us without GCSE 4-9 grades in both English and maths at the start of their programme. This is significantly higher (21% higher) than the General Further Education (GFE) national rate where only 23% of 16-19 students would have neither. This means that 44% of our students have to study both English and maths GCSEs alongside their main vocational qualification, so they have a much lower starting point than the average 16-19 GFE student. However, this does not stop our students who successfully achieve English and maths qualifications alongside their main vocational course.

As a genuinely inclusive college, we have very high expectations of all of our students and we provide an array of support to enable each and every one of our students to achieve, irrespective of their starting point or any barriers to learning which they may be facing. Our student achievement rates are very high and our students progress to fantastic careers in their chosen specialist areas, which we are enormously proud of.

Our values and principles play an integral part in how we work and staff and students are committed to these. These are not just a set of words on paper but they translate into how we all behave and treat each other.

Staff

At West Thames College we are committed to investing in our staff by maintaining our professional, dedicated and healthy workforce who provide our students with an outstanding learning experience.

Our staff recruitment and retention policy promote diversity, equality and inclusion and we are very proud of our diverse and inclusive staff body that reflects very well the profile of our students and the local community which we serve. Our comprehensive benefits package alongside our commitment to continued professional development and health and wellbeing contribute significantly to our low staff turnover and positive staff feedback that we receive.

Our values and principles play an integral part in how we work and staff and students are committed to these. These are not just a set of words on paper but they translate into how we all behave and treat each other. This was clearly visible in our last Ofsted inspection where inspectors fed-back that:

“There is an exceptional culture with respect and differences celebrated; there are well-embedded values, principles and ways of working which all staff strive to embody and promote; a staff voice that is valued and effective: and leaders, managers, staff and students work together harmoniously demonstrating a real College approach.”

The continued investment in our staff is not just through the bespoke programme of training that we offer or the dedicated leadership and management opportunities that are available but also through our succession planning strategy where we talent spot, providing clear career progression opportunities for internal promotion. We have an excellent track record of this.

Estates and Facilities

West Thames College has two campuses, our main campus in Isleworth and our Skills+Logistics Centre in nearby Feltham. Both campuses have had a combined investment of £76 million to ensure they have the latest teaching and learning facilities.

Our Isleworth campus benefitted from a £70 million capital investment in 2011 where the majority of the buildings were completely refurbished or replaced.

The redevelopment included: professional hair, beauty and makeup studios and a commercial salon; a 140 seat Endeavour Theatre; dance, music recording and TV studios; state-of-the-art IT and Apple Mac computer suites; a Learning and Resources Centre with a virtual learning environment supporting e-Learning and indoor and outdoor sports & leisure facilities with a gymnasium.

In 2015, our Feltham campus was also substantively refurbished with a £6 million-pound capital

investment to create the Skills+Logistics Centre and included: a logistics and warehouse training facility; a motor vehicle workshop; specialist workshops for engineering and construction and an outdoor sports multi-use games area.

This continued investment into our estate has ensured that we have maintained high-quality, industry leading facilities to enable the delivery of excellent education and training. As we move into the next 3-year period, our renewed Property Strategy clearly sets out our ambitions for continued capital investment in our estate, aligned to our curriculum strategy, our sustainability agenda, with a commitment to net carbon zero by 2030.

Finance

We have a strong track record of very good financial management and since incorporation in 1992, we have consistently maintained a good or outstanding financial health grade, with an annual turnover of £22 million.

Year-on-year we have achieved at least a balanced budget or a small operating surplus alongside a programme of continued investment in our resources. Despite the challenging climate in which

we operate, we have plans in place to maintain our strong financial position and will continue to invest to ensure we serve our students and local community.

Environment and Economic Context

West Thames sits within the London Borough of Hounslow which is a richly diverse borough. It is home to 285,000 residents of whom 86,000 are under-25.

As a borough, there are approximately 14,775 businesses of which 88% are micro businesses/ SMEs. Alongside these, there are also a number of large multinational businesses, many located on the Great West Road, just 1.5 miles from our Isleworth campus. The large employers based there include Sky, GlaxoSmithKline and JCDcaux.

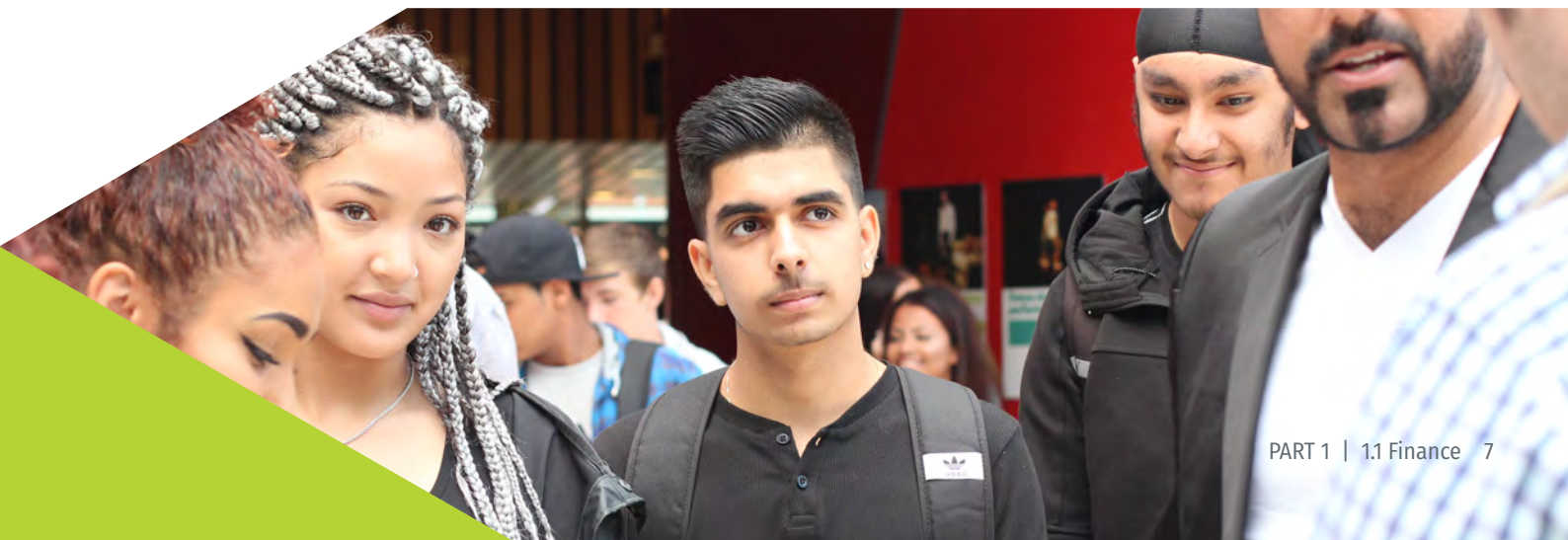
Within the borough, the key business sectors are: Information and communication, Professional, scientific and technical, Transportation and storage; Wholesale and retail trade; Administrative and support services; Manufacturing and Construction. There is also a thriving creative economy within this region.

In the years leading up to the pandemic, Hounslow was in a strong economic position and was the second fastest growing economy in London. However,

the impact of the pandemic coupled with Brexit, has put a significant strain on the local economy with an increase in the number of unemployed, a rise in the number of residents in poverty, a disparity in opportunities for ethnic and socio-economic communities and residents with relatively low qualifications and insecure employment. The pandemic also highlighted the reliance on Heathrow and its supply chain, the distribution and accommodation sector, the information and communication sector as well as the relatively low level of high value, professional services.

The local authority, working with its key partners like the College, has produced its One Hounslow Recovery Plan which serves to begin to address this.

Hounslow forms part of the sub-region of West London and West London, like Hounslow, was





disproportionately impacted by the pandemic. In response to this, West London, in collaboration with partners including the College has produced their Build & Recover Plan. Both the local and sub-regional recovery plans are closely aligned with the Mayor of London's priorities.

As a college, we are very cognisant of the ever changing political, economic and environmental landscape in which we are working. At a time of such uncertainty, the need to collaborate is paramount. As the local college, we play a pivotal strategic role within the borough as well as more broadly across the wider West London region in local economic development, business innovation and skills delivery.

Whilst we are a standalone college, this does not mean that we work in isolation. In fact, a core strand of our strategy is our partnership work. We work very closely with our local, sub-regional and regional partners to address the key priorities, driving both economic recovery and growth. As a college, we lead on number of local and sub-regional partnerships and collaborative projects. These include chairing the 14-25 Hounslow Strategic Group, chairing the West London Principals' Group and Chairing the West London Principals and Vice Chancellors Further

Education and Higher Education Steering Group. We are a key partner in the West London Skills' Academies in Health, Green Skills and Creative as well being a core partner in the Green Skills Strategic Development Fund. We work closely with sub-regional local authorities, for example, West London Alliance and with Employer Groups, such as West London Business.

The aftermath of COVID-19 as well as Brexit has led to an even greater need to work together to meet the challenges ahead in terms of providing a highly skilled workforce, addressing skills shortage areas and meeting the changing needs of industries. The focus on skills is an essential part of this. For us, this means responding with agility to the skills challenges; focusing on the key growth sectors (health/care; green; digital; creative/cultural) in West London and London; working with partners in Higher Education and Further Education to increase collaboration; building on the existing good work that is already well underway, positioning us well to equip our residents with skills for jobs of the future.

We are absolutely committed to the local communities which we serve and our strategic plan sets out our ambitions and approach to achieving this.

Vision and Values



Our Vision:
“West Thames is a vibrant college, inspiring all our learners to fulfil their dreams and ambitions. Our outstanding education and training will contribute to a prosperous and cohesive community.”

The College has a very clear vision, which is driven by our values and principles. These values and principles underpin how we work as an organisation and how we behave. They are well embedded within our culture and practice. Our values and principles

were devised collectively with governors, staff and students and they are still as current today as they were when we first developed them. Our values and principles translate into behaviours and set out very clearly these expectations apply to us all.

Key Performance

Our Vision

West Thames is a vibrant college, inspiring all our learners to fulfil their dreams and ambitions. Our outstanding education and training will contribute to a prosperous and cohesive community.

Our Values

Underpinning our vision are four shared values and beliefs:
**Integrity. Excellence.
Equality. Respect.**

3-year Summary

Our Strategic Goals

GOAL 1: To provide an **OUTSTANDING** learning experience for all students.

GOAL 2: To be **INNOVATIVE** and **RESPONSIVE** to current and future needs.

GOAL 3: To provide an **EXCELLENT** environment and resources.

By 2025, we are committed to:

Delivering new curriculum programmes focussed on preparing students for T-Level routes.

The majority of new courses developed, delivered, endorsed by LSC.

High quality teaching, learning and assessment with the vast majority of staff qualified.

Maintaining our position as a top three London college with very high student satisfaction.

An impactful student voice with very high student satisfaction ratings.

High quality partnerships with effective Employer Advisory Boards.

Investing in a comprehensive programme of staff training, creating a culture of continuous learning, aligned to our curriculum and e-learning strategies.

Investing £1.9 million of capital in our estate providing innovative learning environments.

Leading in sustainability to reach net zero by 2030, including a 20% reduction in energy sources and a 50% reduction in general waste.

An ambitious sustainable curriculum offer, supported by a programme of staff training.

Indicators

students.
the needs of our communities .
students for their chosen careers, including four new
local employers in line with key priority sectors and local need.
majority (90%) graded as good or outstanding.
high achievement rates at 92%.
ates at 85%+.
is embedded in all curriculum areas.
ng a highly skilled workforce which meets current and future
e, high quality facilities.
0% reduction in energy consumption with 10% from renewable
amme of training for our entire college community.

Our Finances

2022-23	2025 Target (cumulative figure)
Grow 16-19 programme funding by £150,000 (1,710 students).	Grow 16-19 programme funding by £300,000 (1,750 students).
Grow Adult Education Budget (AEB) funding by £175,000.	AEB funding by £375,000.
Grow Apprenticeship income to £250,000.	Apprenticeship income to £500,000.
Grow commercial income to £1.4 million.	Commercial income to £1.5 million.
Generate EBITDA (earnings before interest, taxes, depreciation, and amortisation) % of income >6%.	Generate EBITDA % of income >7%.
Maintain 'Good' ESFA financial health grade (score 220/300).	Attain 'Outstanding' ESFA financial health grade (score 240/300).





Curriculum, Quality and Students

Curriculum Offer

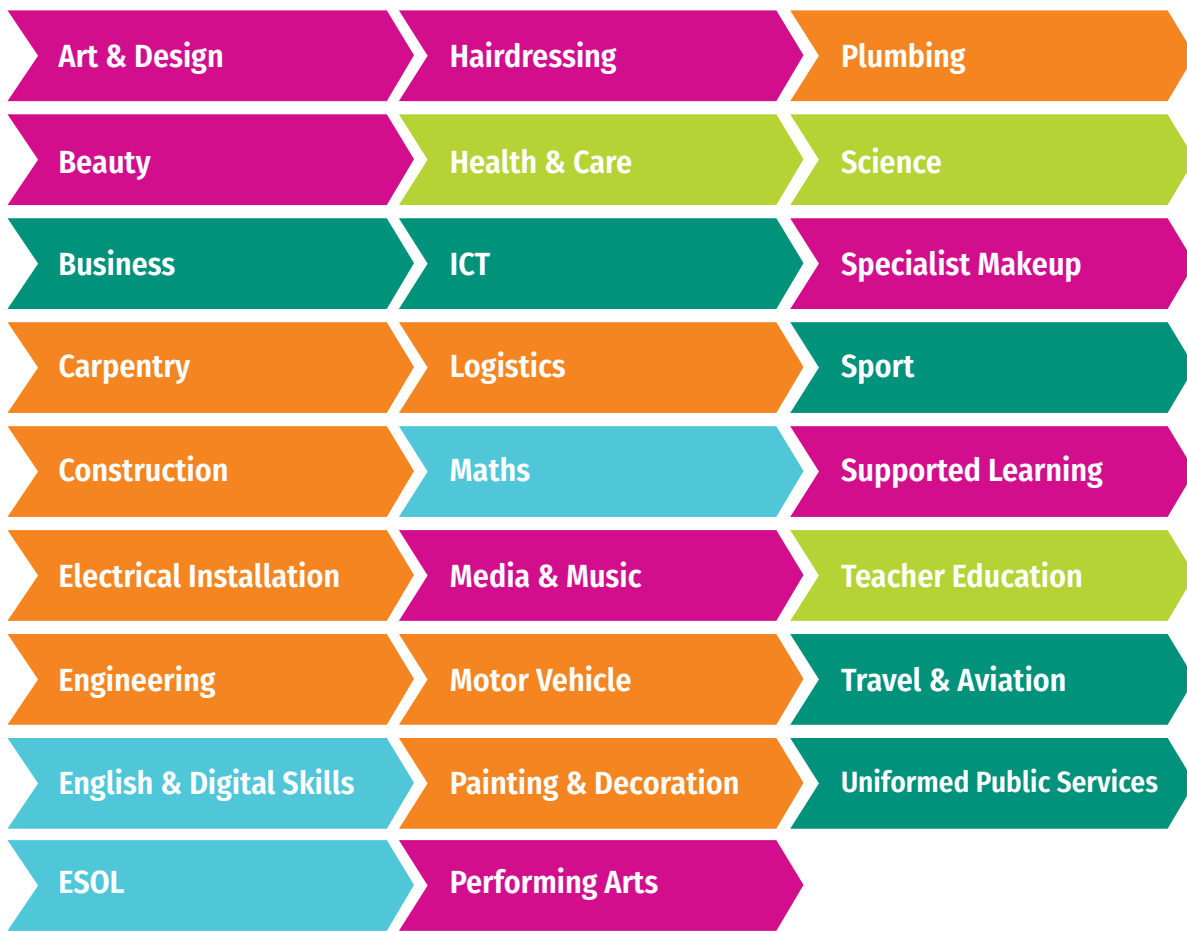
The College has an ambitious and highly inclusive curriculum which offers breadth and depth, for a diverse student population. The curriculum offer ranges from pre-entry to higher education across 26 curriculum sections and includes Programmes

of Study for 16-19 year olds, Adult Learning Programmes, programmes for Key Stage four (14-16 year olds), Apprenticeships, Programmes for Students with High Needs and Higher Education courses.

“Leaders have carefully chosen a curriculum that offers an appropriate range of programmes, subjects, and levels of learning. As a result, the curriculum successfully meets local employment opportunities such as in the creative arts and media industries.”

(Ofsted – September 2021)

Subject Areas



“Leaders and managers plan a highly appropriate suite of courses for learners in receipt of high needs funding and learners with special educational needs and disabilities (SEND). These courses prepare learners well for living independently, progressing on to other courses, and gaining employment.”

(Ofsted – September 2021)

Curriculum Offer

All programmes and courses provide clear progression pathways, meet the diverse needs of the communities we serve and are aligned to the local and regional priorities.

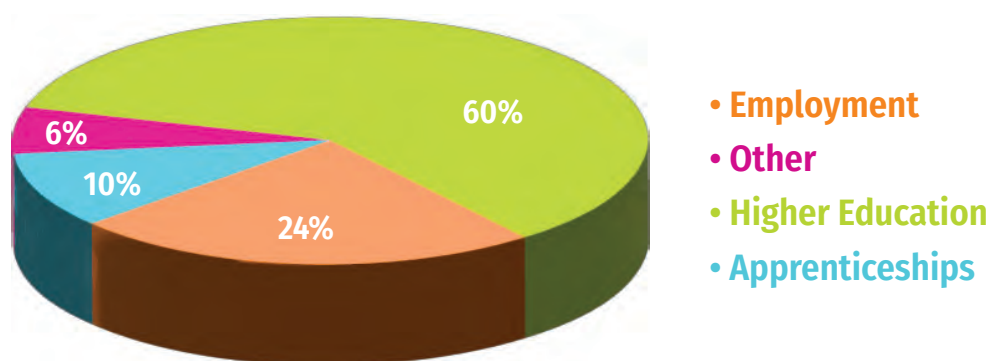
Strong industry links and partnerships inform curriculum design with direct input from local and national employers through the Employer Advisory Boards, our involvement in collaborative projects and HE/FE groups. Local employers and partners are directly involved in curriculum delivery through industry insights, employability activities, guest lectures, master classes, live project briefs, competitions, mock interviews, etc.

By working directly with a wide range of employers our students develop their interests and talents in their chosen industry sector and gain relevant, industry appropriate skills. This impacts positively on student progression into employment and higher levels of study. By putting skills development and employability at the heart of our curriculum, we ensure that our students become employees of choice for local businesses.

“These courses prepare learners well for progression onto higher levels of study within the college, to go to university and to gain employment.”

(Ofsted – September 2021)

Student Progression*



* West Thames College Level 3 Student Progression 2021

“Since the previous inspection, leaders have focused strongly on working collaboratively with local employers. They have developed useful partnerships with regional education and skills networks.”

(Ofsted – September 2021)



Students

Our aim is to provide high-quality and inclusive support, to successfully meet the needs of ALL students, enabling them to reach their full potential and fulfil their aspirations.

We are extremely proud of our diversity and will continue to promote a culture in which this is celebrated; one in which inequality is challenged; and to provide an environment where all members of our college community are treated with respect.

Through our range of comprehensive services, we support all students whilst at college and help them to overcome any barriers to learning, whilst equipping them to become resilient, to develop their independence, their employability and digital skills, all of which support their progression and achievement.

“Learners benefit from a secure, calm and orderly environment in which to learn. Leaders ensure that staff set consistently clear and very high expectations for learners’ behaviour in the college. Learners therefore show exceptionally high levels of respectful behaviour to staff and their peers.” (Ofsted – September 2021)

“Learners find the college a welcoming and inclusive place in which to study. They overwhelmingly enjoy their learning.”

(Ofsted – September 2021)

Support Services

Students have access to a range of support to help them throughout their time at the College.

Welfare & support

Practical help and advice on sources of financial help, bursaries, benefits, entitlements and support.

A006 - Atrium

Careers & employability

A confidential and impartial guidance service to help you decide on your next steps in education & employment.

Employability Hub - A008

Counselling

A confidential service for you to talk through any problems or stressful situations that may be affecting your life and studies.

A003 - Atrium

Enrichment

Supporting you through your college experience through opportunities to expand and enhance your personal development.

Common Room - A013

Information Centre

A dedicated, friendly team will talk through courses we offer, enrolment, Advanced Learner Loans and provide additional information and guidance.

Reception

Additional Learning Support

An experienced team providing mentoring and in-class support for students with disabilities and learning difficulties.

A208/9 - Atrium

Learning Resource Centre

A range of services for students study needs; computers, study spaces, resources, books, online media and helpful staff.

LRC - Atrium

Employability Advisers

Advisers who will help you develop the skills that employers are looking for and prepare you for the world of work.

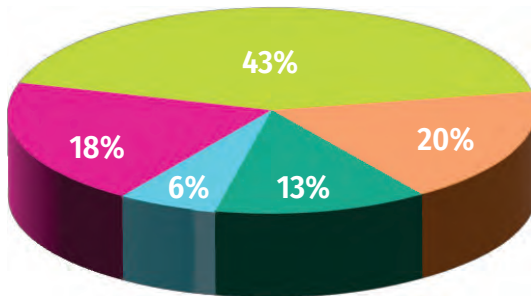
Learning Support

Specialist teachers who provide outside class support to help improve your literacy and numeracy, study skills and tackle assignments.

A304 - Atrium

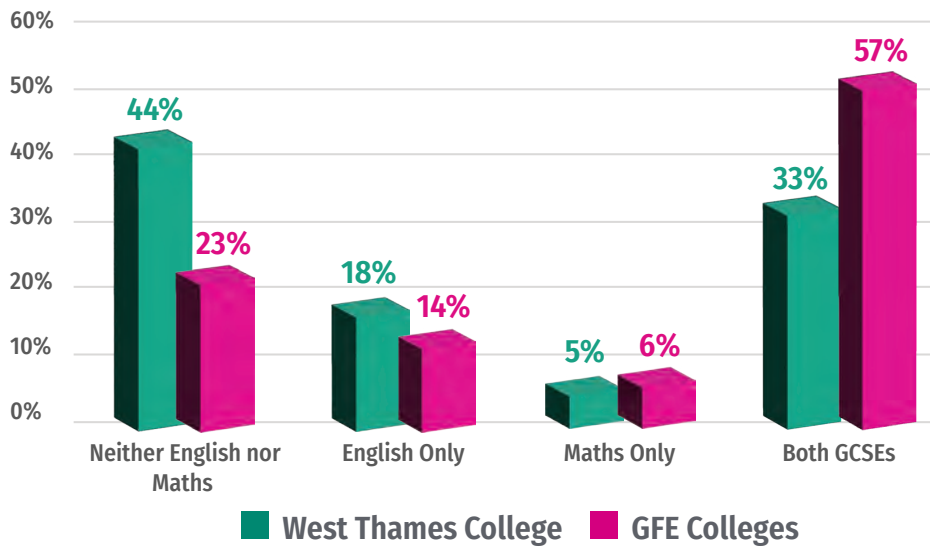


Diverse Student Body

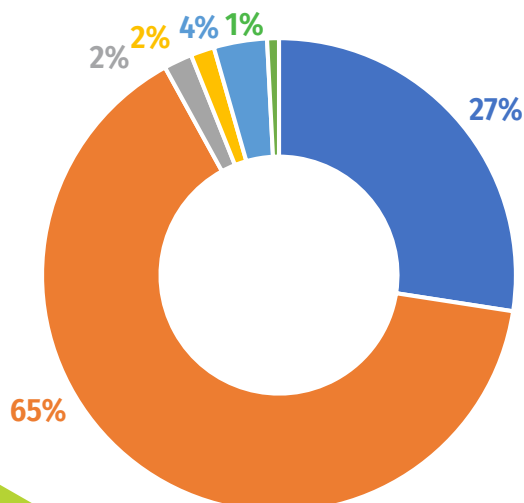


- Indian & Pakistani
- Other Asian
- White
- Other African/Caribbean
- African

Prior Achievement - GCSE English and Maths



Provision Types - Number of Students



- 16-19 programmes for young people
- Adult programme
- Higher education
- 14-16 programmes for young people
- High needs students
- Apprentices

Quality of Teaching, Learning and Assessment



Teaching, learning and assessment at West Thames College is **effective, creative and innovative**, with an ever-increasing use of **cutting-edge technology**. Our highly-skilled staff are particularly strong in terms of:

- ◆ Planning for learning, using **modern evidence-based teaching methods**.
- ◆ **Meeting needs** of a diverse body of students.
- ◆ Ensuring all students make **excellent progress**.
- ◆ Ensuring all students develop a **wide range of relevant skills**.
- ◆ Engendering **positive behaviours and attitudes**.

Teachers are adept at motivating our students to **work hard and reach their full potential**. Students embrace the **high expectations** presented to them and as a result, develop a repertoire of valuable skills, including advanced practical skills and wider transferable skills which they can apply in further study and employment.

Overall, outcomes for students are consistently high.

Over the period of this strategic plan we will ensure our curriculum offer continues to be aligned to the priorities of our local community, regional partners and stakeholders. We will continue to build on the existing use of digital resources and technology to enhance the teaching, learning and assessment in the classroom, extend it outside of the classroom and increase our offer of modular, flexible and responsive blended and online learning. The importance of developing more flexible approaches to learning has been significantly heightened by the global pandemic.



Curriculum, Quality and Students: Key Performance Indicators

Achievement of the strategic financial objectives will be measured by the following Key Performance Indicators (KPIs).

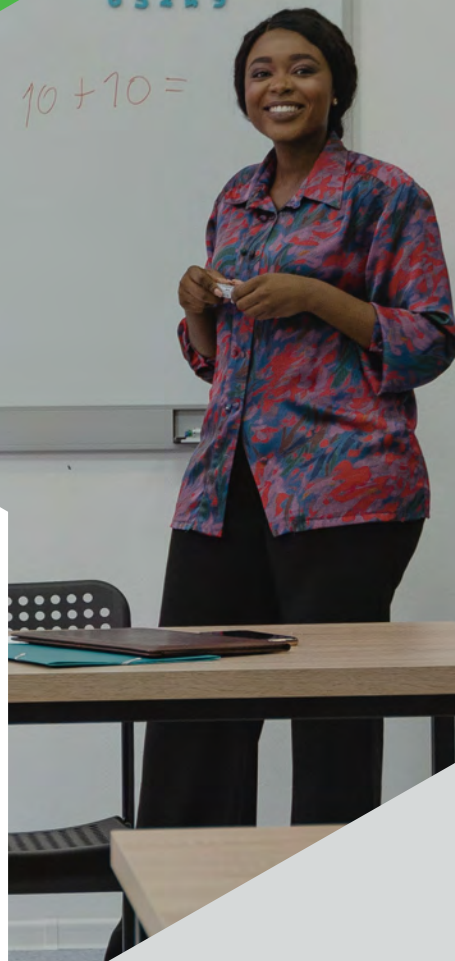
1. Focus our growth for all types of provision in key priority sectors identified for West London: Green, Digital, Health & Care, and Creative & Cultural, using LMI data and analysis of trends.
2. Build on our inclusive and flexible curriculum offer for young people and adult students, which is well aligned with the local and regional needs, and in line with the priorities identified in the Greater London Authority's Skills for Londoners, West London Build and Recover Plan and OneHounslow Recovery Plan.
3. Provide exceptional quality of education to all students with consistently strong teaching, learning and assessments, which engages students, motivates them to reach their full potential and results in all students acquiring new knowledge and developing high quality skills leading to high levels of achievement and progression to high quality next steps.
4. Continue to work with our partners, including employers, to refine and develop our programmes and courses in order to ensure students develop relevant skills, attitudes and behaviours so that they are well prepared for their next steps.
5. Continue developing partnerships with local Higher Education Institutions to grow Level 4 and above provision and provide progression opportunities for our students.
6. Proactively prepare for curriculum reforms and manage a smooth transition to new Level 3 technical qualifications (T-Levels) and the reform of Level 2 qualifications.
7. Continue to increase the proportion of curriculum delivered effectively with the use of innovative, flexible, high-quality digital resources by staff who are confident and competent users of technology.
8. Continue to improve the contribution of students through the implementation of a Student Voice strategy, working collaboratively with curriculum, student course representatives, executive groups and governors.

Curriculum, Quality and Students: Key Performance Indicators

Objective	Key Performance Indicators		
Curriculum offer	2022-23	2023-24	2024-25
	Review curriculum offer in the key priority sectors to identify and develop one new programme each for Education Program for Young People (EPYP) and Adults in each key priority sector.	Successfully deliver new programmes for EPYP and Adults in each key priority sector. Further review the offers and adjust as required.	
1a. Grow 16-19 student numbers	1,710.	1,730.	1,750.
1b. Grow Adult Education Budget (AEB) income	£175,000.	£100,000.	£100,000.
1c. Grow the College's Apprenticeship income by maximising the offer in key priority sectors	£250,000.	£350,000.	£500,000.
	65 apprentices.	85 apprentices.	120 apprentices.
	Target growth in Construction (Green) Digital and Logistics.		Target growth in Health & Care.
Grow free courses for jobs income			
	Confirm baseline of curriculum provision mapped to local, sub-regional and regional priorities.	Increase the percentage of programmes mapped to local, sub-regional and regional priorities by 10%.	
2. Grow Level 3 National Skills Fund income	£150,000.	£175,000.	£200,000.
Quality of education			
3a. Good or better teaching and learning (final Learning Walk rated green).	85%	87%	90%
3b. Achieve green % ratings in Learning Walks against all Quality of Education criteria.	+70%	+72%	+75%
3c. Achievement rate targets for 2022-23 by provision types:			
EPYP	89%	90%	90%
19+	92%	92%	92%
High Needs Students	94%	94%	94%
Apprenticeships	68%	70%	72%
3d. English and Maths targets:			
Overall Functional Skills	82%	84%	85%
Functional Skills Level 1	62%	64%	65%
GCSE High Grades	42%	43%	45%
Overall attendance	88%	89%	90%

Skills and employers			
4a. Employer Advisory Boards	Establish Employer Advisory Boards which meet twice a year in every curriculum area.	Increase the number of employers and partners involved in Employer Advisory Boards by 25% and develop a calendar of activities.	
4b. Employer endorsed courses	Establish a baseline of courses developed and delivered with or endorsed by Employers.	Increase the proportion of courses developed and delivered with or endorsed by employers by 10%.	
Higher education			
5a. Increase higher level provision (Level 4 and above)	Grow to 200 students (3% increase on previous year.	5% growth.	5% growth.
5b. Growth in flexible modular Level 4 and Level 5 Adult provision	Offer three new courses.	Offer three new courses.	Offer three new courses.
T-Levels			
6a. Develop new Level 2 Transition Programmes to enable progression into T-Levels	Develop Health, Childcare, Construction and Digital programmes.	Deliver Health, Childcare, Construction and Digital programmes.	
6b. New Health and Digital T-Level	Develop.	Deliver.	
6c. New Childcare and Construction T-Levels		Develop.	Deliver.
6d. New Business and Engineering T-Levels			Develop.
e-Learning			
7a. Increase the proportion of curriculum provision delivered with the use of digital resources and e-Learning content:			
EPYP		70%	80%
Adult		40%	50%
Apprenticeships		40%	50%
7b. Effectiveness of e-Learning	Confirm baseline of curriculum provision delivered with the use of digital resources and e-Learning content for EPYP, Adult and Apprenticeship provision.	An evaluation of the effectiveness of the curriculum delivered with the use of digital resources with recommendations for further refinement.	
	A clear set of quality measures developed to evaluate the effectiveness of the curriculum delivered with the use of digital resources.		
Student voice			
8. An impactful student voice with an overall student satisfaction rate of:	81%	83%	+85%

Staff



At West Thames College we are committed to increasing investment in our staff so that we have a professional, dedicated and healthy workforce, providing our students with an outstanding learning experience.

We are very proud of our diverse and inclusive staff body that reflects very well the profile of our students. We continue to be recognised as a Disability Confident Employer.

What it's like to be a member of staff at West Thames College

Development and Wellbeing

- ◆ Staff benefit from the College's commitment to continued professional development through a targeted annual and longer-term CPD programme that focuses on priority areas.
- ◆ There is great importance placed on staff health and wellbeing and a strong focus on embedding actions to ensure this is taken seriously throughout the College.

Culture

- ◆ Leaders, managers, staff and students work together harmoniously – a real college approach (Ofsted - September 2021).
- ◆ Exceptional culture, respect, celebrate differences (Ofsted - September 2021).
- ◆ There are well-embedded 'Values, Principles and Ways of Working' which all staff strive to embody and promote.
- ◆ Staff voice is valued and effective. There are opportunities for all employees to have their voices heard through an enabling organisation structure with regular face-to-face meetings, an annual staff survey and governor link visits to directorates.
- ◆ The staff ethnicity profile is representative of our student population and local community.
- ◆ The College has a gender pay gap that is relatively low and is reducing.

Reward

- ◆ Staff receive a comprehensive benefits package including generous annual leave and a flexible leave of absence policy, occupational sick/maternity/paternity pay, loan and vouchers schemes, and free or discounted access to a wide range of services, such as parking, on-site nursery, gym and sports facilities, hair and beauty treatments, and wellbeing room and resources.

How we achieve this

- ◆ Investment in people:
 - A staff development programme that includes health and wellbeing, subject updating and vocational experience as part of preparation for T-Levels delivery, and digital skills.
 - A bespoke Leadership and Management programme incorporating 1st Steps, AoC training and development modules, 'Creative Excellence' and understanding and developing the characteristics of an 'Outstanding Leader' at West Thames College.
 - Succession planning – talent spotting; identifying opportunities to develop and promote staff from within the organisation.
- ◆ Constructive mechanisms for employee voice – via the staff survey, staff governors, Executive Team meetings with each team, governor link visits and staff input to the College Development Plan.
- ◆ Recruitment and retention policy and procedures that promote diversity, equality and inclusion.
- ◆ 'The WTC Package' – our employee value proposition.

Staff: Key Performance Indicators

Objective	Key Performance Indicators		
	2022-23	2023-24	2024-25
<p>1. Creation of a highly-skilled workforce through a targeted Continuing professional development (CPD) programme to meet current and future needs.</p>	<p>Develop staff IT skills in line with our e-Learning strategy:</p> <ul style="list-style-type: none"> • All curriculum staff to complete three mandatory core modules of the Education Training Foundation (ETF) Digital Skills programme. • Business Support staff - 50% of those requiring Entry Level or Level 1 IT qualification to undertake Essential Digital Skills (EDS) at appropriate level. <p>Subject updating, vocational experience and the embedding of English and maths skills development in preparation for the delivery of T-Levels from September 2023.</p> <ul style="list-style-type: none"> • Training for Directors and Curriculum Quality Team Manager (CQTM) involved in first wave roll-out of T-Levels in Health and Digital. • 100% of teaching staff to undertake some form of subject/industrial updating. <p>Raise awareness of sustainability via the delivery of workshops to staff.</p> <p>Expenditure on staff training and development: £100,000.</p>	<p>Extend staff IT skills development in line with e-Learning strategy:</p> <ul style="list-style-type: none"> • All curriculum staff to complete three additional modules of the ETF Digital Skills programme. • Balance of Business Support staff requiring Entry Level or Level 1 IT qualification to undertake EDS at appropriate level. <p>Subject updating, vocational experience and the embedding of English and maths skills development in preparation for the delivery of T-Levels from September 2024.</p> <ul style="list-style-type: none"> • Continue training for CQTMs and Directors involved in first wave of T-Levels in Health and Digital. • Training for CQTMs and Directors involved in second wave roll-out of T-Levels in Childcare and Construction. • 100% of teaching staff to undertake some form of subject/industrial updating. <p>Deliver appropriate carbon literacy training to staff.</p> <p>Expenditure on staff training and development: £150,000.</p>	<p>Embed staff IT skills development in line with e-Learning strategy:</p> <ul style="list-style-type: none"> • All curriculum staff to complete three additional modules of the ETF Digital Skills programme. • Progression of Business Support staff from Entry Level to Level 1 EDS where required. <p>Subject updating, vocational experience and the embedding of English and maths skills development in preparation for the delivery of T-Levels from September 2025.</p> <ul style="list-style-type: none"> • Continue training for CQTMs and Directors involved in first and second waves of T-Levels in Health, Digital, Childcare and Construction. • Training for CQTMs and Directors involved in third wave roll-out of T-Levels in Business and Engineering. • 100% of teaching staff to undertake some form of subject/industrial updating. <p>Embed sustainability into staff development.</p> <p>Expenditure on staff training and development: £200,000.</p>

Objective	Key Performance Indicators		
	2022-23	2023-24	2024-25
<p>2. Continue to implement the College's Health & Wellbeing Policy and Action Plan.</p>	<p>Provide mental health awareness training to all staff.</p> <p>Train Health & Wellbeing Champions.</p> <p>Deliver ongoing programme of activities to promote and support positive health and wellbeing.</p> <p>Evaluate effectiveness of training and activities to determine priorities for future years.</p> <p>Staff turnover: <19%. Sickness absence: <3.5%.</p>	<p>Continue provision of mental health awareness training to all staff.</p> <p>Recruit and train Mental Health First Aiders.</p> <p>Deliver ongoing programme of activities to promote and support positive health and wellbeing.</p> <p>Evaluate effectiveness of training and activities to determine priorities for future years.</p> <p>Staff turnover: <17%. Sickness absence: <3.2%.</p>	<p>Continue provision of mental health awareness training to all staff.</p> <p>Deliver ongoing programme of activities to promote and support positive health and wellbeing.</p> <p>Evaluate effectiveness of training and activities to determine priorities for future years.</p> <p>Staff turnover: <15%. Sickness absence: <2.8%.</p>
<p>3. Ensure staff recruitment, selection and retention practices facilitate the creation of a college workforce that reflects the diversity of our student population and that of the local community.</p>	<p>Increase proportion of Black and Minority Ethnic staff by 2%.</p> <p>Ensure the proportion of men and women employed across all levels of the organisation is representative of the total for all College staff by gender and carefully monitor and work to reduce any gender pay gap.</p> <p>Continue with self-assessment and completion of evidence template to meet with the Disability Confident scheme criteria.</p>	<p>Increase proportion of Black and Minority Ethnic staff by 2%.</p> <p>Continue to monitor and reduce the gender pay gap.</p> <p>Successfully retain Level 2 'Disability Confident Employer' status on renewal in September 2023.</p>	<p>Increase proportion of Black and Minority Ethnic staff by 2%.</p> <p>Continue to monitor and reduce the gender pay gap.</p> <p>Work towards achievement of Level 3 'Disability Confident Leader' status before next renewal through improved recruitment, retention and development of disabled staff.</p>
<p>4. Consolidate our leadership and management (L&M) programme as part of the drive towards 'Outstanding' Leadership & Management.</p>	<p>Implement our new framework for L&M training (as developed in 2021-22) for first cohorts.</p> <p>Improve the grade profile of all staff appraisals and raise the proportion of staff appraised as 'Role Model' by 5%.</p>	<p>Embed our framework for L&M training and development with all managers having undertaken the training.</p> <p>Review and feedback of training effectiveness and outcomes as integrated in appraisal process.</p> <p>Improve the grade profile of all staff appraisals and raise the proportion of staff appraised as 'Role Model' by 4%.</p>	<p>Modify and enhance training and development programme accordingly.</p> <p>Improve the grade profile of all staff appraisals and raise the proportion of staff appraised as 'Role Model' by 3%.</p>

Estates and Facilities



West Thames College benefitted from significant capital investment in the period 2009 to 2011, during which the majority of the buildings at the main campus at Isleworth were completely refurbished or replaced.

In 2015, the Feltham campus was also substantively refurbished to create the Skills+Logistics Centre, a specialist centre for trade skills and logistics. This continued investment into the College estate has ensured that we maintain our high-quality, industry leading facilities to enable the delivery of excellent education and training over the last ten years. As we enter the next ten-year period it is important that we reassess the College's estate and facilities to ensure that it can continue to meet the needs for the future.

This strategy sets out the current status of the College estate and facilities, the key priorities for the period to 2025 and beyond as well as the opportunities for improvements and growth to support the College's aims. This strategy will also provide a robust platform to support capital funding opportunities and is driven by the strategic plan, in particular the curriculum strategy.



Key information on our facilities

£70 million redevelopment of the Isleworth campus in 2011 included:

- ◆ Professional hair, beauty and makeup studios and commercial salon.
- ◆ 140 seat Endeavour Theatre.
- ◆ Dance, Music recording and TV studios.
- ◆ State-of-the-art IT and Apple Mac computer suites.
- ◆ Learning and Resources Centre with a virtual learning environment, supporting e-Learning/ blended learning.
- ◆ Indoor and outdoor sports & leisure facilities with a gymnasium.

£6 million Refurbishment of the Feltham campus in 2015 & 2020:

- ◆ Logistics and warehouse training facilities.
- ◆ Motor vehicle workshop.
- ◆ Specialist workshops for engineering and construction.
- ◆ Outdoor sports multi-use games area.

The College's estate and its facilities are maintained to a very high standard and our primary focus is to ensure that our facilities continue to provide a modern, appropriate and inspiring working environment for all our students and staff, supporting our current and future curriculum delivery.

The College benefitted from significant capital investment 11 years ago, with the bulk of the Isleworth campus being re-built. With the majority of the buildings now more than 10 years old, it was agreed that it was essential for the College to complete an independent condition survey on its estates and facilities in order to provide up to date

assessment and to develop schedules of planned maintenance for the next ten years and which can also be used to support any future capital funding opportunities. Following completion of the condition survey and using the data gathered from the assessment, the College has identified a number of key priorities for capital investment and produced a schedule of planned maintenance for the next three - five years. This information will be used to support future capital funding opportunities and forms part of the College's property strategy.

West Thames College is committed to ensuring that every student has access to a modern, flexible and accessible learning environment providing an inclusive and supportive student experience. Digital skills permeate all places and forms of work and therefore we must ensure that all students are prepared and able to thrive in an increasingly competitive and connected digital world. Through our continued investment in high-quality facilities, we will widen our reach, enable participation and provide a flexible curriculum offer that serves local and regional needs and is responsive to national skills priorities.

In line with the College's e-Learning strategy, we will provide appropriate and reconfigurable zones that are technology-enriched and enhances teaching, learning and assessment. By providing a more flexible and digitally collaborative environment, we will support a variety of teaching, learning or training activities and extend this beyond the classroom to increase our offer of a modular, flexible and responsive blended and online learning curriculum.

Estates and Facilities: Key Performance Indicators

Objective	Key Performance Indicators		
	2022-23	2023-24	2024-25
<p>1. In line with the property strategy, develop a long-term capital plan to ensure the continued investment in the College's estate and secure funding opportunities to support future capital projects. Continue to develop high-quality facilities and resources, ensuring that they support the curriculum offer and provide opportunities for growth and innovation.</p>	<p>Completion of category C & D capital works - priorities 1 & 2 (£445,500).</p> <p>Complete an analysis of facilities/resources for new provision and implement changes as required to drive forward the curriculum strategy.</p>	<p>Completion of category C & D capital works – priority 3 (£1,158,750).</p> <p>Review and enact any required changes to facilities/resources in order to support the curriculum plan.</p>	<p>Completion of category C & D capital works – priority 4 (£273,900) and undertake an updated condition survey for all buildings.</p> <p>Continue to monitor the effectiveness of facilities/resources against the curriculum plan and evaluate any additional needs in line with the curriculum strategy.</p>
<p>2. Maximise the utilisation of the College estate by improving the use of our facilities through community engagement and partnership working to meet local needs and create new opportunities for income generation.</p>	<p>Improve workplace utilisation for teaching spaces to 31%.</p> <p>Review the utilisation of non-teaching areas, ensuring that spaces and facilities are appropriate and proportionate to needs.</p> <p>Increase commercial income to £1.4 million (from £1.1 million in 2021-22).</p> <p>10% increase in not-for-profit engagements (20 in 2021-22).</p>	<p>Improve workplace utilisation for teaching spaces to 33%.</p> <p>Enact any changes needed to improve usage and consolidate unused space where required.</p> <p>Increase commercial income to £1.45 million.</p> <p>20% increase in not-for-profit engagements from baseline.</p>	<p>Improve workplace utilisation for teaching spaces to 35%.</p> <p>Identify any opportunities for alternative use of space and continue to review non-teaching spaces.</p> <p>Increase commercial income to £1.5 million.</p> <p>25% further increase in not-for-profit engagements from baseline.</p>
<p>3. Through delivery of the e-Learning Strategy, enhance the learning experience and support the delivery of a modular and flexible curriculum offer, which develops student's digital skills and improves access to technology for staff and students.</p>	<p>Redevelopment of the Learning Resources Centre at the Isleworth campus to create a new flexible learning zone.</p> <p>Pilot a new portable self-service technology unit for students at the Isleworth campus.</p> <p>Deliver trials of new classroom and office technology with a pilot in each curriculum area to support the creation of a digital baseline.</p>	<p>Creation of a new flexible learning zone at the Skills+Logistics Centre.</p> <p>Extend the use of self-service technology to the Skills+Logistics Centre.</p> <p>Implementation of digital baseline with new technology rolled out to 40 classrooms across curriculum areas.</p>	<p>Review the effectiveness of flexible learning zones and explore opportunities for further growth.</p> <p>Further develop the use of self-service technology with one unit in each building.</p> <p>Extend the roll-out of new technology to all 140 classrooms on both sites.</p>



Finances



The Corporation recognises the importance of strong finances in supporting effective delivery of the educational objectives of the College.

Since incorporation in 1992, the College has consistently reported financial health that has been recognised by ESFA as 'Good' or 'Outstanding'. This long-standing stable financial position provides the foundation for the College to grow and strengthen performance and develop a robust, sustainable financial future.

The strategic financial objectives for the duration of this three-year plan are:

1. To ensure sustainability, solvency and growth for the College by building on the current stable financial position. We will do this by:
 - ◆ Consistently budgeting for an operating surplus that is at least in line with the recommended target for the sector and successfully delivering the budget.
 - ◆ Delivering strong EBITDA.
 - ◆ Maintaining positive cash flow and improving net cash generation.
 - ◆ Sustaining healthy cash reserves at a level well above the sector median.
2. To ensure the College has the capacity and financial resources to deliver quality improvements required and that capital expenditure enables the strategic direction.
3. To make curriculum planning central to the College's budget-setting process so that this delivers the College's objectives and is realistic, flexible, transparent, inclusive and clearly communicated to management and staff.
4. To identify and incorporate financial challenges in the College's development plan and risk register, ensuring pre-emptive action, effective monitoring and reporting of performance against targets is in place.
- 5) To maintain and develop robust processes for risk management, financial monitoring and control.

Finances:

Key Performance Indicators

Achievement of the strategic financial objectives will be measured by the following Key Performance Indicators (KPIs).

1. Attainment of ESFA **financial health grade** of 'Good' or better in 2022-23 and 'Outstanding' by 2024-25.
2. Increasing **operating surplus** by working towards FEC benchmark of at least 1% of adjusted income.
3. Fulfilment and growth of **funding agency allocations** for 16-19 programmes and Adult Education Budget (AEB).
4. Compliance with **financial covenants** attached to Barclays loan.
5. Reduction of **staffing costs** as a percentage of adjusted income.

Objective	Key Performance Indicators		
	2022-23	2023-24	2024-25
Financial health grade	Good	Good	Outstanding
Financial health score	220	230	240
EBITDA % of income	>6%	>7%	>7%
Current ratio (adjusted)	>2	>2	>2
Borrowing % of income	<34%	<32%	<30%
Operating surplus/deficit % of income	0.1%	0.2%	0.75%
Debt service cover	>100%	>100%	>100%
Operational leverage	<300%	<300%	<300%
Staff costs % of income	<62%	<64%	<65%
Grow 16-19 income	+£150,000	+£125,000	+£125,000
Grow AEB income	+175,000	+£100,000	+£100,000
Grow apprenticeships income	£250,000	£350,000	£500,000

Partnerships



West Thames is a standalone College with partnership working at the heart of what we do. Whilst we are a standalone College, this does not mean that we work in isolation, in fact, just the opposite. We work with a range of external partners enabling us to successfully meet the needs of the communities we serve.

We are incredibly proud of our well-established partnerships as well as our newer partnerships and both remain a key strand of our long-term growth and sustainability strategy. The partners we work with are closely aligned to our mission and values. Working collaboratively enables us to shape, steer and deliver provision that meets local, regional and national strategic and economic priorities, supports economic prosperity and social inclusion. West Thames College is very well embedded within the local community, contributing significantly to both local and regional productivity.

We achieve this through our strong relationships with our key strategic partners, from Local Authorities, Jobcentre Plus, community groups, to our employers and a range of education partners from schools, to FE colleges, HE institutions and independent training providers. We remain committed to further strengthening and expanding our partnership work in order to continue to address the local skills and employment needs, contributing to economic recovery, growth and prosperity.

We have:

- ◆ **Excellent partnerships** and strong levels of engagement with stakeholders (employers, education providers, other stakeholders).
- ◆ **High levels of collaboration** through targeted joint funding opportunities, for example, the College Collaboration Fund (CCF), Strategic Development Fund (SDF), Local Skills Improvement Plans (LSIPs), Higher Education and Further Education Partnerships (HE/FE), Heathrow Skills Partnership, Greater London Authority Skills Academies.
- ◆ **Strong employer links**, both with SMEs and large employers as well as local and regional Chambers of Commerce; through our Employer Advisory Boards and our Apprenticeship provision.

- ◆ **A responsive curriculum**, shaping and developing provision in key growth sectors: creative, digital, green and health and care, including Apprenticeship provision.

Our provision is highly responsive to local, regional and national priorities and we achieve this through ensuring that our offer is closely aligned to:

- ◆ The Skills and post-16 Education Act 2022.
- ◆ Skills for jobs: lifelong learning for opportunity and growth.
- ◆ Levelling up agenda.
- ◆ London Recovery Programme.
- ◆ Skills for Londoners priorities.
- ◆ GLA Skills Roadmap.
- ◆ West London Build & Recover Plan.
- ◆ One Hounslow.

Who we work with:



Partnerships

We work closely with a range of strategic partners which include:

- ◆ Ambitious about Autism (AaA) and The Rise 6th Form. Both organisations support young people with autism. West Thames was named as Partner of the Year from AaA and both institutions are co-located with us at our Isleworth campus.
- ◆ Woodbridge Park Education Service (WPES), whose Key Stage four provision is co-located with us at our Feltham campus.
- ◆ Brentford FC Community Trust, we co-deliver a shared football programme as well as providing an increasing programme of wider enrichment activities.
- ◆ Local Authorities (Hounslow and other London & Surrey boroughs) on a range of initiatives from SEND provision including Supported Internships to Looked After Children, Alternative provision, Direct Entry ESOL provision and Youth Employment initiatives.
- ◆ Creative Enterprise Zone (Hounslow CEZ), a founding member of the consortium and the Employment and Skills Group, supporting skills and employment in the Creative Industries sector.
- ◆ Job Centre Plus (Hounslow and neighbouring boroughs) and Department for Work & Pensions (DWP) collaborating on a variety of programmes including pre-employment provision for disadvantaged and hard to reach groups, the creation of a Youth Hub and Sector Based Work Academy Programmes (SWAPs).
- ◆ Mayor's Construction Academy, a member college providing skills and training in the Construction sector.
- ◆ Heathrow Skills Partnership (FE and HE partners and Heathrow), a founding member working with Heathrow and education partners on skills and employment.
- ◆ HE partners: St. Mary's University, Kingston University & Canterbury Christchurch on a range of FE/HE programmes.
- ◆ Local Schools and Hounslow Education Partnership (HEP) ensuring high quality education for all young people living and/or studying in Hounslow.
- ◆ Extensive range of employers (SMEs through to Multi-nationals).
- ◆ Logistics Skills Alliance (LSA) with West Thames College as the founding member working with local, national and international Logistics employers to meet employer needs.
- ◆ GlaxoSmithKline & Hounslow Local Authority on their supported internship programme, Project Search.
- ◆ Chambers of Commerce both Hounslow and West London Business.



Employers

Employer engagement remains a core part of our College vision.

We will continue to strengthen the role of employers within our curriculum, enabling us to successfully meet both local and regional employment needs whilst being proactive and highly responsive to skills gaps as well as to current and future employment opportunities. Our strong collaborative approach will enable us to raise the visibility and profile of

the College amongst local and regional employers, establishing West Thames as the College of choice for employers. In direct relation to economic recovery and growth, we will target employers within the four key growth sectors in west London; Creative, Health & Social Care, Green and Digital.



Our key objectives are:

- ◆ To strengthen and co-ordinate our approach to employer engagement which secures significant additional opportunities for students to engage with relevant employers. As a result, enabling our students to develop the essential employability skills and knowledge needed to succeed in their chosen career.
- ◆ To build on our current employer relationships to better understand and respond to both current and future workforce needs, providing employers with a talent pipeline.
- ◆ To increase the number of employers engaged in supporting the College objectives with a focus on key sectors required for economic recovery and growth within the region.
- ◆ To develop and deliver new partnerships with key employers and sectors to provide professional knowledge and expertise to help equip them for future growth.
- ◆ To develop employer understanding of vulnerable groups and build specific opportunities for students who experience barriers to sustainable employment.
- ◆ To proactively market our range of training options and opportunities to employers.

Employers

We work with a range of employers from small and medium organisations to large multinationals. These are from a variety of sectors and include: Heathrow, GlaxoSmithKline, Balfour Beatty, Jelly Productions, Upstart, Brentford FC Community Trust and Brentford Football Club, NHS, Cisco, and many more. We engage with employers in a number of ways and we will continue to do this, always ensuring a clear mechanism for employer feedback.

These include:

- ◆ **Apprenticeships:** working with employers to promote and deliver apprenticeships and pre-apprenticeship programmes, for example, Sector Based Work Academy Programmes (SWAPs), enabling employers to secure skilled employees.
- ◆ **Work Placements:** working with employers to provide work experience and industry placements for students in line with curriculum plans and the introduction of T-Level qualifications.
- ◆ **Employer Advisory Boards:** working with sector specific employers to understand current and future workforce requirements which support and inform curriculum design and delivery.
- ◆ **Curriculum link employers:** industrial updating opportunities for staff, aligned with the needs of employers and industry requirements; reviewing our curriculum offer regularly to ensure it is informed by employers and continues to meet industry needs, reflecting future skills demands; identifying and building opportunities to provide curriculum and commercial programmes for specific sectors; monitoring local and regional skills, training and employment needs to support priorities and identify opportunities and through embedding employer feedback and actioning emerging themes.





Groups

Working collaboratively is an integral part of what we do and this is only going to grow as national policies on skills are implemented. West Thames will continue to work effectively with a range of partners as it does now. By working collaboratively across a number of groups and networks, this enables us to shape and influence provision in direct response to need. As a College, we play a key role in our local and regional partnerships.

These include:

- ◆ Chair of 14-25 Strategic Group in Hounslow.
- ◆ Chair of West London Principals' Group (WLP).
- ◆ West London Regional Representative for the London AoC.
- ◆ Board member of Hounslow Economic Recovery Board.
- ◆ Youth Skills & Employment Stakeholder Board (Local Authority).
- ◆ Patron of Hounslow Chamber of Commerce.
- ◆ HE/FE Collaboration in West London, co-chair of the Steering Group and provide strategic direction to the four working groups, in key sectors:
 1. Health & Care
 2. Green skills
 3. Creative sector
 4. Digital skills

Projects & Economic Recovery

As a college, we continue to proactively seek opportunities to contribute to local and regional economic prosperity. A key focus over the past 12 months has been to drive economic recovery as Hounslow and West London were both significantly affected adversely by the pandemic.

Examples of successful projects include:

- ◆ The College Collaboration Fund (CCF), a funded project in collaboration with the Heathrow Skills Partnership and member colleges focussing on virtual work experience, health and wellbeing and mentoring.
- ◆ Skills Academies, are academies created in priority sectors, funded by the GLA and which require organisations to work together to develop the skills required for these areas to grow. We are a partner college in the three West London skills academies which have been created in Health & Care sector, Creative Industries and the Green Skills sector.
- ◆ Youth Hub, a partnership with Hounslow Job Centre, aimed at local residents aged 18-24, providing them with advice and support, employability skills, training, apprenticeships and employment opportunities, access to employers and enabling them to achieve their appropriate next steps.
- ◆ The NatSpec project, a funded collaboration between AaA and West Thames College, aimed at supporting SEND provision through FE Colleges working with a specialist SEND providers.



Community Groups

The College has a key role to play within the local communities we serve, contributing to economic recovery and prosperity as well as social inclusion. This includes working with local stakeholders from employers, local authorities, local community groups and local residents. By working together and forging the strong local relationships with our stakeholders, we are much better placed to effectively meet the needs of our local communities. By working closely with our local community partners we are able to support, advise, share best practice and help influence and shape local policy and practice.

Our local community partnerships include:

- ◆ The Gurdwara where we provide community ESOL provision to cohorts of adults who want to develop their language skills, enabling them to progress to further study in the College, should they choose. These are adults who would not otherwise access training.
- ◆ Local authority/education/social care partnerships, including Hounslow’s Safeguarding Children Partnership, Hounslow Safer Schools Team and Multi-Agency Children Exploitation (MACE), One Hounslow committees, the Virtual College board.
- ◆ Local community groups comprising of local resident associations within Hounslow and Friends of Spring Grove House.

Partnerships: Key Performance Indicators

Objective	Key Performance Indicators		
	2022-23	2023-24	2024-25
1. To proactively seek collaborative bidding opportunities, responding to the local and regional agenda for economic recovery and growth.	<p>Three new bidding opportunities developed which align to local and regional agenda for economic recovery and growth.</p> <p>A clear set of success criteria developed.</p>	<p>Three new bidding opportunities which align to local and regional agenda for economic recovery and growth.</p> <p>An evaluation of the success of these with recommendations for refinement e.g. growth/cease.</p>	<p>Three new bidding opportunities which align to local and regional agenda for economic recovery and growth.</p> <p>An evaluation of the success of these with recommendations for refinement e.g. growth/cease.</p>

Objective	Key Performance Indicators		
	2022-23	2023-24	2024-25
<p>2. Continue to develop and strengthen existing partnerships and proactively identify new partnership opportunities addressing local and regional skills, training and employment needs in the growth sectors which are aligned to our College vision and contribute to future growth.</p>	<p>A review of existing partnerships and an evaluation of the success of these with recommendations for refinement e.g. growth/ cease for next two years. Establish targets for 2023-24 and 2024-25.</p> <p>Identify areas of the provision where new partnerships need to be developed and develop a clear set of success criteria.</p> <p>Focus on developing new and existing partnerships that will lead to increased Apprenticeships provision in the following local and regional growth sectors:</p> <ul style="list-style-type: none"> • Green Skills • Digital; and • Logistics <p>Target: three new employer partnerships.</p>	<p>Continue to review and enhance existing partnerships which align to local and regional needs.</p> <p>New partnerships developed which align to local, regional needs and key growth sectors. An evaluation of the success of these with recommendations for refinement e.g. growth/ cease to agree targets for 2024-25.</p> <p>Develop three new employer partnerships for Apprenticeships provision in one or more of the Green Skills, Digital and Logistics sectors.</p> <p>Connect with employers in the Health & Care sector in readiness for Apprenticeships delivery from 2024-25.</p>	<p>Continue to review and enhance existing partnerships which align to local and regional needs.</p> <p>New partnerships developed which align to local, regional needs and key growth sectors. An evaluation of the success of these with recommendations for refinement e.g. growth/ cease to agree targets for future years.</p> <p>Expand Apprenticeships provision across the growth sectors of Green Skills, Digital, Health & Care and Logistics through development of three new employer partnerships.</p>
<p>3. To continue to work closely with employers to identify a range of work experience and industry placements for students in line with curriculum plans and the introduction of T-Level qualifications.</p>	<p>Three new placement providers for each curriculum area. Strengthen relationships with each of the current providers to increase by 20% in line with WEX targets and IP targets.</p>	<p>Three new placement providers for each curriculum area. Strengthen relationships with each of the current providers to increase by 25% in line with Work Experience (WEX) targets and IP targets.</p>	<p>Two new placement providers for each curriculum area. Strengthen relationships with each of the current providers to increase by 35% in line with WEX targets and IP targets.</p>
<p>4. To continue to work closely with employers by developing Employer Advisory Boards across all curriculum areas to understand current and future workforce requirements and to inform and support curriculum design, delivery and assessment.</p>	<p>Employer Advisory Boards which meet twice a year are established in all curriculum areas.</p> <p>Establish a clear set of success criteria of the Employer Advisory Boards.</p> <p>Evaluation of the success of the Employer Advisory Boards with recommendations for refinement e.g. growth/ cease. A review of current provision and baseline established for the proportion of provision developed and delivered with employers, endorsed by employers and where staff benefit from employer led CPD.</p>	<p>Two new employers join each established Employer Advisory Board.</p> <p>An evaluation of the success of these with recommendations for refinement e.g. growth/ cease.</p> <p>Increase the proportion of provision developed and delivered with employers, endorsed by employers and where staff benefit from employer led CPD by 10%.</p>	<p>Two new employers join each established Employer Advisory Board.</p> <p>An evaluation of the success of these with recommendations for refinement e.g. growth/ cease.</p> <p>Increase the proportion of provision developed and delivered with employers, endorsed by employers and where staff benefit from employer led CPD by 10%.</p>



Sustainability

Climate change is no longer something that is predicted to happen in the future, it is something that is happening all around us today and colleges have an important role to play in responding to climate change and helping the country to meet its obligations in reaching net zero by 2050.

West Thames College has made good progress in reducing its carbon emissions over many years and this sustainability strategy is the next step on our journey with the ultimate aim of becoming net zero. The College will contribute to the development of new and innovative sustainability solutions, while also ensuring that our curriculum offer is equipping students with an appropriate understanding of and engagement with sustainability and climate change, which they can apply in their future careers.

At West Thames College, we recognise the role that colleges play and the responsibility not only to reduce our own carbon footprint, but also to teach our students about the environment so that together we can secure a sustainable future. Through this strategy and its action plan, we will reshape our activities and develop solutions across seven key areas to ensure that we are environmentally, economically and socially sustainable.:



Seven key areas to make our West Thames College environmentally, economically and socially sustainable:

1. Reduction in carbon emissions/footprint
2. Energy & water management
3. Environmental waste & recycling
4. Greener travel
5. Sustainable procurement
6. Climate education
7. Involvement of students, staff & partners

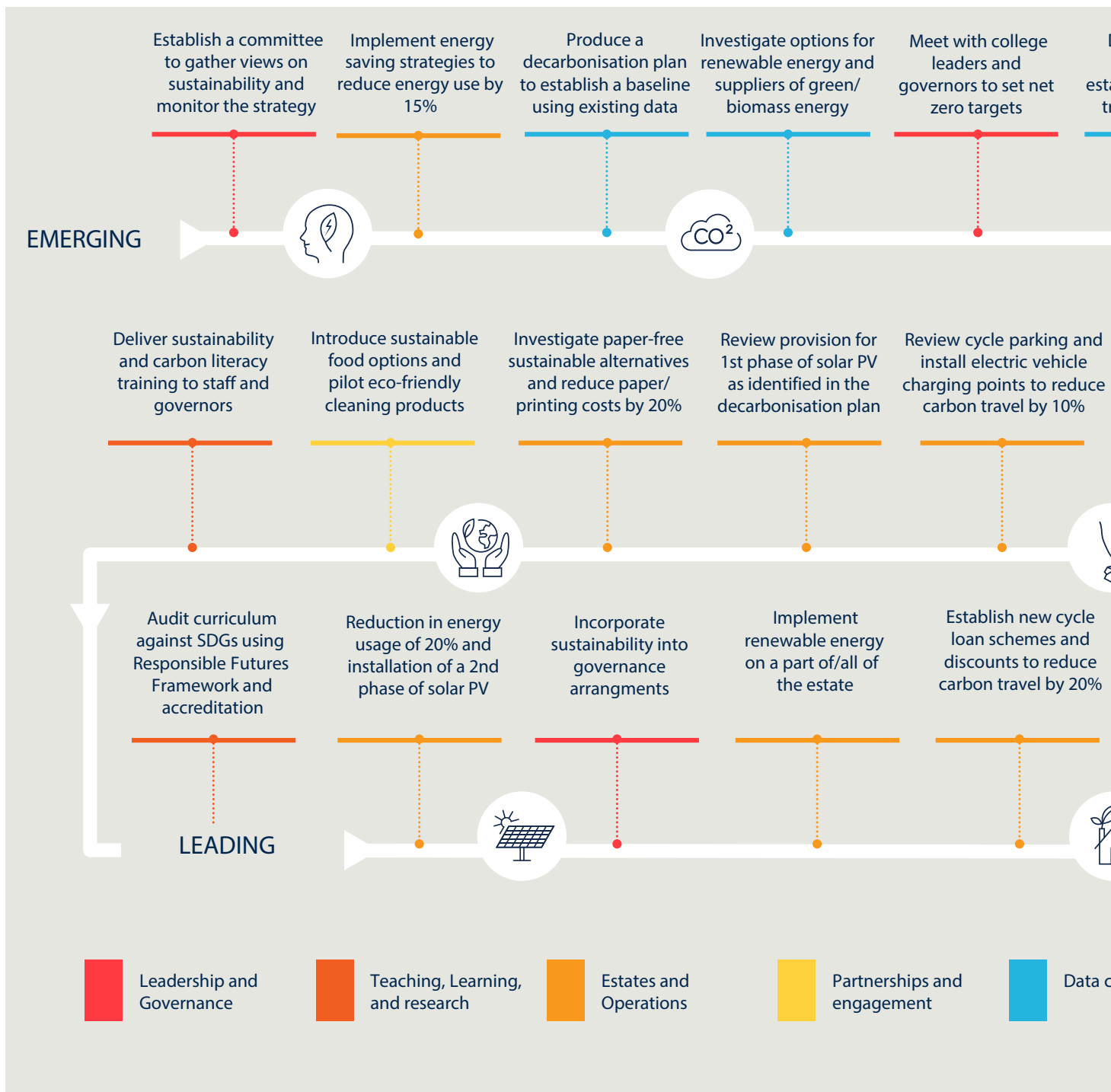


Sustainability Action Plan

West Thames College will adopt a whole college approach to drive forward its initiatives for improving the environment and delivering solutions for sustainability.

Our strategy incorporates the steps and actions set out in the “Climate Action Roadmap for FE Colleges”, which was developed by the Climate Commission for UK Higher and Further Education to support colleges to reach net zero targets. A key aspect of our strategy is to ensure that the College’s community, including students and staff, are fully involved in the decision making and influence the way in which actions are implemented.

Sustainability Roadmap



The roadmap is a framework and includes three 'levels' to approach sustainability, organised by different levels of maturity and with each level containing a series of initiatives that will inform the actions that the College will take to reach net zero:

► **Emerging:**

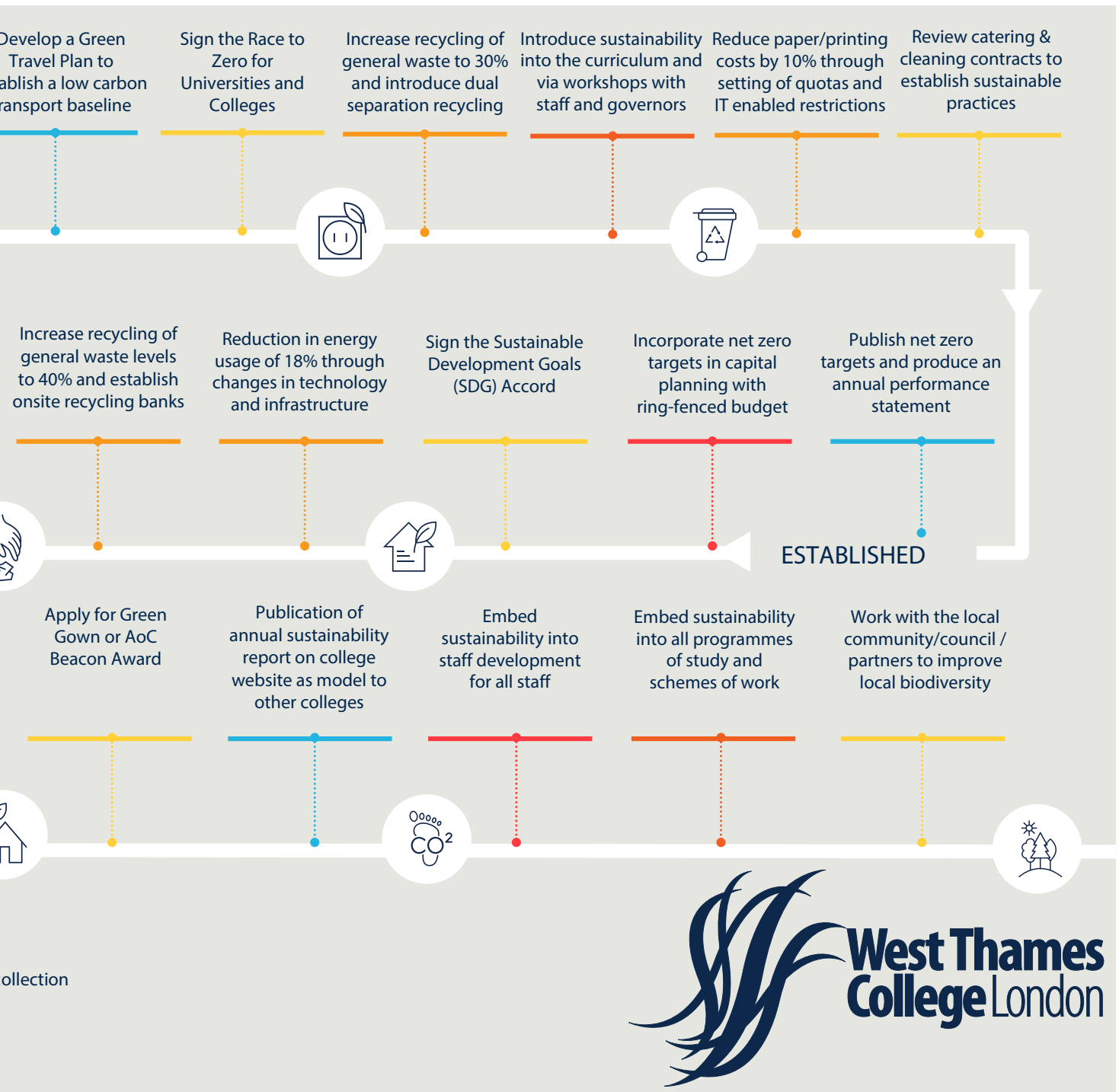
Colleges in the early stages of addressing sustainability

► **Established:**

Colleges with an established sustainability plan and structures in place to support it

► **Leading:**

Colleges that meet targets and are models to others



ollection

Sustainability: Key Performance Indicators

Objective	Key Performance Indicators		
	2022-23	2023-24	2024-25
<p>1. Reduce energy usage across our campuses and investment into renewable energy sources and infrastructure.</p>	<p>Production of a decarbonisation plan to establish a baseline and set net zero targets for the next three years.</p> <p>15% reduction in energy consumption.</p> <p>25% increase in LED lighting from baseline.</p> <p>All IT equipment to meet Energy Star requirements and introduce measures to decrease energy usage through technology and installing changes in practices .</p> <p>Investigate options for renewable energy through solar photovoltaic and revise electricity contracts to deliver green renewable / biomass energy.</p>	<p>Publicise net zero targets and produce an annual sustainability performance statement.</p> <p>18% reduction in energy consumption.</p> <p>50% increase in LED lighting from baseline.</p> <p>50% of appliances to meet A+ / A++energy rating standards and review measures taken to reduce energy usage, making changes where appropriate.</p> <p>Review provision for 1st phase installation of solar PV, identified in decarbonisation plan.</p>	<p>Publication of annual sustainability report on the College website.</p> <p>20% reduction in energy consumption.</p> <p>75% increase in LED lighting from baseline.</p> <p>75% of appliances to meet A+ / A++ energy rating standards. Continue to review and update measures to reduce energy usage.</p> <p>Extend to the provision of solar PV as per the second phase of the decarbonisation plan.</p>
<p>2. Improve recycling levels across the College to reduce general waste and establish sustainable practices across business services (catering and cleaning) that directly impact on the environment.</p>	<p>Increase recycling levels of general waste to 30% as a proportion of overall through the introduction of dual separation recycling bins.</p> <p>Review and develop catering and cleaning supplier contracts to establish sustainable practices and services that are aligned with the College's strategy.</p>	<p>Increase recycling levels of general waste to 40% as a proportion of overall and onsite recycling banks established.</p> <p>Introduction of sustainable food options and pilot eco-friendly / natural cleaning products.</p>	<p>Increase recycling levels of general waste to 50% as a proportion of overall with full recycling facilities and signage in place across both campuses.</p> <p>Development of surplus food partnerships and removal of all chemical cleaning products.</p>

Objective	Key Performance Indicators		
	2022-23	2023-24	2024-25
<p>3. Improve sustainable travel for staff and students across the College.</p>	<p>Creation of a Green Travel Plan and analyse mode of travel to establish a low carbon transport baseline.</p> <p>Installation of four electric vehicle charging points.</p>	<p>Explore college travel scheme(s) and review cycle parking on both campuses and achieve a 10% reduction in mileage / carbon travel from baseline.</p> <p>Extend to six electric vehicle charging points and upgrade 50% of College fleet to electric.</p>	<p>Establish relationships with local cycle shops to offer loan schemes and discounts for staff and students and achieve a 20% reduction in mileage / carbon travel from baseline.</p> <p>Extend to eight electric vehicle charging points with an all-electric fleet.</p>
<p>4. Embed sustainability education through the delivery of the curriculum strategy and develop the contribution of students, staff and external stakeholders to promote sustainable activities and initiatives.</p>	<p>Sustainability introduced into the tutorial programme and pilot sustainability qualifications for students alongside selected programmes of study.</p> <p>Raise awareness of sustainability via the delivery of workshops with staff & governors.</p>	<p>Extend pilots of sustainability qualifications to additional programmes of study and schemes of work.</p> <p>Deliver appropriate carbon literacy training to staff & governors.</p>	<p>Sustainability embedded into all programmes of study and schemes of work.</p> <p>Embed sustainability into staff development & governance arrangements.</p>



Governance and Risks

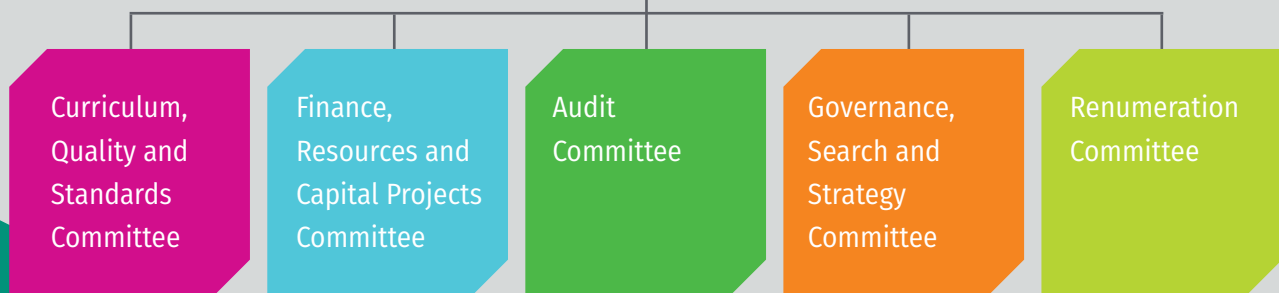
West Thames College is a statutory corporation and an exempt charity, incorporated through the Further and Higher Education Act 1992. The College is led by the Corporation Board which has a key role in setting the strategic direction of the College.

The objectives and targets outlined in our Strategic Plan have been approved by the Corporation Board, having been developed in consultation with governors, students and staff. The Board will ensure that governance processes and effective leadership are in place to support delivery of the plan.

Achievement of the Strategic Plan will be monitored by the governance structure of the College which is outlined below.



Corporation Board



Governance and Controls

The Corporation Board consists of up to 16 independent members, the Principal, a staff governor and two student governors. The role of the Corporation Board is to determine and develop the College's educational character, set the strategic direction, hold executive leaders to account for the performance and quality of the College and exercise effective control to ensure that funds and assets are protected, that the College remains solvent and that legal obligations are met.

The Board meets at least four times a year and at each meeting receives reports covering progress towards strategic objectives and annual plans, financial performance, compliance and risk management. The Board has developed a Data Dashboard which enables it to track performance against an agreed set of Key Performance Indicators.

In addition to the formal meetings, the Corporation holds two strategy days each year, which provides an opportunity for governors to hold more in-depth discussions. Board meetings are conducted in an

open, supportive environment where challenge and scrutiny by the governors is valued and encouraged.

The Corporation has put in place a number of committees to assist it in meeting its responsibilities. Each committee has been given areas of the Strategic Plan to monitor but the Corporation Board retains overall responsibility for the strategy. Day to day management of the College and the implementation of agreed strategies and plans is delegated to the Executive Team.

Risk Management

The College has well-developed strategies for managing risks that might prevent it from achieving its strategic objectives and strives to embed risk management in all that it does.

Based on the Strategic Plan, the College Management Team (through the Executive Team meetings) undertakes a comprehensive review of the risks to which the College is exposed.

They identify systems and procedures, including specific preventable actions which should mitigate any potential impact on the College.

Quality of Governance

We recognise that high quality governance is central to the success of West Thames College and to the achievement of this Strategic Plan. We are committed to best practice in all aspects of corporate governance and follow the principles of good governance as defined by the Code of Good Governance for English Colleges which has been adopted by the Corporation.

We ensure our affairs are conducted in a sound, transparent way that are fully consistent with the Nolan principles of public life. We want our decision

making and business planning to be informed by sound processes and frameworks, based on good data and evidence.



West Thames
College London