

Annual Accountability Statement and Local Needs Duty June 2024

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Annual Accountability Statement and Local Needs Duty

1. College Mission and Purpose

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



WHY ARE WE HERE?

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

OUR VISION

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

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

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

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

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

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

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

The Strategic Plan is currently under review and a new Strategic Plan covering the period August 2024 – July 2028 will be launched at the commencement of the 2024/25 academic year.

2. Context and Place - The Communities We Serve

Colchester Institute (the College) provides professional and technical education and training for the largely rural and coastal populations of the Colchester City and the districts of Braintree and Tendring in North Essex. The College operates from two main delivery sites (Colchester and Braintree) and three outreach centres, all of which are found in Tendring. The College's annual turnover will c£42m in 2024/25.

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



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

The College's **Braintree** Campus (the former Braintree College, pre 2010) is the place of learning for 400 16-18 year old full time students, with a particular focus on the skills needs of the District; Construction, Engineering, Digitech and Business. Programmes for adults in Welding and Brickwork are also popular, and in Engineering an Apprenticeship programme complements a full time study programme, supporting the many Engineering employers in the District. The District has a particularly low level of residents holding Level 4 qualifications and the Campus provides opportunities up to Level 3, providing an entry point to university for younger residents not wishing to study A Levels. The campus is newly built and offers some of the very best vocational training resources in the Eastern region in Creative and Digital Media, Engineering and the Construction trades and the College has ambitious plans for further campus development to introduce, or re-introduce new vocational areas where applications to the College are high or growing.

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



Colchester Institute Provision

The College meets the skills development needs of around 9,000 students each year. Programmes are full or part time, classroom-based or work-based, with Apprenticeships ranging from Level 2 to Level 7 and classroom-based programmes from Entry Level to Level 7 –providing important ladders of opportunity. Some programmes of learning are very short in duration whilst others are completed overall several years. The breakdown by provision type is as follows.

Full Time 16-19 FE Students	3,800	Higher Education Students (full and part time)	400	Adults (full and part time)	2,300
Apprentices	1,500	Full Cost delegates (mainly short courses)	1,000	TOTAL	9,000

Use of local plans, such as the Essex Local Skills Improvement Plan, Colchester Economic Strategy, Essex Skills Plan, the Essex Green Skills Infrastructure Review (see section 8), and formerly, the SE LEP Skills Strategy in combination with LMI (such as that from [Nomis](#) (above) ensures a well-designed curriculum which provides high quality and relevant education for a large cross section of learners.

There is a clear divide in Colchester's **16-18** offer, with the opportunity for 16-year olds to pursue either a largely A Level route (at The Sixth Form College, or at one of four school sixth forms); or to take up professional and technical education and training - either classroom based or work-based - at Colchester Institute. In 2023/4 over 3,800 young people chose this route and were engaged in professional, technical and applied general Study Programmes across a very broad range of vocational subjects with the largest numbers in skills priority areas such as Construction, Engineering, Health and Early Years, Digitech, Business and Finance. Each year around 500 young people take up a place at university with the remainder pursuing further education programmes including apprenticeships, securing work or self-employment.

There is a broad offer for **Adult learners** through the College providing lifelong learning opportunities 2,000 adults undertaking around 3,500 learning aims. Where the curriculum intent for Adults is most focussed, is through its close partnership with the Department for Work and Pensions and the National Careers Service to support adults to pursue a range of qualifications aimed to secure meaningful destinations including work and further study. In addition to Adult Funded Activity, the College is now particularly active through the Multiply (maths) project with 480 participants in a range of community settings including HM Prison, Chelmsford during 2023/4. The appointment of a Community Support Engagement Officer through a successful bid to the Community Budget via DWP has enabled closer working between DWP, Construction Training Providers (including Colchester Institute) and relevant employers, resulting in 38 individuals securing sustainable employment opportunities. Similar opportunities continue with the NHS, where close working with the Integrated Care System and the local hospitals' Trust has facilitated scores of individuals to secure jobs in a range of Health settings in North Essex and Suffolk.

The College has a large **apprenticeship** offer (1500 apprentices from Level 2 to Level 7 in 2023/24) and works in partnership with over one thousand employers across a variety of sectors both locally and regionally. In order to meet specific needs the College has established a number of programmes to meet employer requests such as a bespoke Apprenticeship programme developed for the Port of Felixstowe, another for Tesco and a top-up Honours degree (B Eng) in Engineering, developed in conjunction with local employers, to provide a progression route for those completing the College's successful Higher National Programmes in Engineering. A new Junior Animator has recently commenced, again developed for one of the City's employers, with the first cohort delivered exclusively for that employer. Further Shared Prosperity Fund monies are funding a post to work in the College during 2024/25, with the objective of engaging more of the City's employers to meet their staffing needs through the apprenticeship route. In 2023/24, the College exceeded 600 new starts on Apprenticeship programmes, through the introduction of new apprenticeship titles and by engaging with new employers and apprentices on existing and newly developed Standards.

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

The College makes extensive use of LMI to inform curriculum planning.

The data in the table below underlines the critical importance of a broad vocational offer for adults and young people across the three local authority areas the College mainly serves. Data is drawn from [Nomis](#), based on the most recent labour market statistics available.

Measure	Date of data collection	Colchester	Braintree	Tendring	East of England	United Kingdom
Qualifications at Level 3 and above	Jan 2023 – Dec 2023	64.4%	64.7%	49.3%	64.7%	67.7%
Qualifications at Level 4 and above	Jan 2023 – Dec 2023	46%	41.7%	21.4%	42.8%	43.5%
Claimant count – out of work benefits	Not seasonally adjusted - 2024	3.0%	2.9%	4.0%	3.1%	3.8%
Jobs Density (total jobs per population)	2022	0.79	0.69	0.73	0.84	0.87
Earnings by place of work (gross weekly)	2023	£635	£634	£594	£673	£682

The following data are of particular relevance to the College's planning process,

and are based on the combined data related to the three local authority areas that Colchester Institute chiefly serves: Braintree, Colchester and Tendring.

- The population across the three districts (497,300 in 2021) has grown by nearly 17,000 in the last five years and is predicted to grow by a further 17,500 in the next five years. There will be strong and steady growth in the number of school leavers from now to 2029.
- In the 10 years between the 2011 and 2021 censuses, the **population** of Colchester increased by 11.3% (England average 6.6%), in Tendring the population grew by 7.3% and in Braintree by 5.5%.
- In **Tendring**, the largest industry is Financial and Insurance Services, the sector which employs 20.4% of those in work, compared to 2.4% nationally. Retail is the next largest industry at 16.3% (vs 14% nationally) followed by Health at 12.4% compared to 13.5% nationally. Only 3.6% of the working population are employed in Professional, Scientific and Technical Activities compared to 9.1% nationally. Manufacturing is underrepresented in the working population of Tendring at 5.1% compared to 7.6% nationally, but Construction is slightly higher at 6.1% compared to 4.9% nationally.
- In **Braintree**, the largest industry sector is Retail at 18.5% compared to 14.0% nationally. 11.1% of the working population are employed in Manufacturing compared to 7.6% nationally. Employment in Construction is higher than nationally, at 9.3% compared to 4.9% nationally. Only 9.3 of those in work do so in the Human Health and Social Activities sector, compared to 13.5% nationally.
- In **Colchester**, roles in Retail account for 16.7% of the working population compared to 14.0% nationally. The sector which employs the largest percentage of residents is Health, accounting for 19% of the working population compared to 13.5% nationally. 11.9% are employed in Education compared to 8.6% nationally. Construction employers 6.0% compared to 4.9% nationally and Manufacturing just 5.4% compared to 7.6% nationally.

The above data supports recent choices that the College has made in making significant capital investments in Construction, Health and Social Care and Early Years provision and to continue to work with local employers to secure growth in Engineering in Braintree. The forecast growth in the number of young people over the coming five years supports the College's plans to find suitable vocational and technical alternatives to the current Level 3 programmes that will be defunded under current government plans. This will include a broadening of the apprenticeship offer as well as embarking on carefully selected T Level programmes, where there will be industry demand and quality work placement availability. The College commenced its first T Level programme (Early Years) in 2023/24 for around 30 students who have embraced the depth and breadth of the programme. The College's recent diversification around the Adult offer (embracing programmes such as Multiply and growing the range and number of Sector-Based Work Academy Programmes (SWAPS) to help combat skills shortages in particular areas, will assist in addressing the imminent reduction in working-age adults, as so many approach retirement.



4. Approach to developing the Annual Accountability Statement

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

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

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

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

We engage with a range of other training providers in the local area to develop and deliver a relevant curriculum and achieve our priorities. We continue to work in partnership with local Essex Colleges, as a collective as well as individually, other colleges in Suffolk and Norfolk including Suffolk New College where there is collaborative work underway in both Health and Digital, involving Higher Education Providers, East Coast College, ASHE (the Association of Secondary Head Teachers in Essex), all local schools, and other local independent training providers via the Essex Provider Network and through direct collaboration arrangements such as Essex Fire and Rescue Service. The College is validated to offer degree programmes by the University of East Anglia. More widely the College has partnership agreements in place with a multitude of other training providers to ensure that local skills needs are met and this includes Learning Curve Group, CIDORI and a wide range of apprenticeship delivery partners.

5. Contribution to national, regional and local priorities

Target Aims and Objectives	One year success indicators	Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>1. An outstanding experience for every student and stakeholder. This means: providing exciting, challenging, engaging learning, in a safe, supported, respectful and inclusive environment, where students and apprentices gain the skills and knowledge to succeed in work and in life. Students are supported by high quality careers advice and guidance.</p>	<ul style="list-style-type: none"> Attendance, retention, achievement, progression and destinations are all above national rates, for all provision types. 	<p>Enabling our students to succeed in their chosen technical and vocational programme and contribute to meeting the skills needs - primarily of North Essex, but also regionally and nationally.</p>
<p>2. A responsive curriculum that meets the skills needs of individuals, organisations, the economy and the environment. This means that: our curriculum fully reflects local and national skills priorities, including emerging technologies, green skills and carbon literacy, enabling positive progression and destination. Both professional and personal skills are prioritised making Colchester Institute leavers great employees, and responsible citizens.</p>	<ul style="list-style-type: none"> Students and other stakeholders can clearly see the progression and destination opportunities open to them, through a clear mapping of the College curriculum to local and national skills priorities which spans all levels and all provision types. Progression and destination data are above national rates in all sectors. Employers, when surveyed, confirm the positive contribution that CI students' skills, knowledge and behaviours make in their workplace. 	<p>A broad curriculum offer ensures a diverse range of skilled individuals to support local employment opportunities. Adults will gain the skills they need to improve their job prospects and succeed in priority sectors whilst supporting the local economy.</p> <p>College leavers of all ages have the wider skills to contribute to their workplaces, including appropriate literacy, numeracy and digital skills as well as 'soft' skills such as problem-solving, decision making, team-work and team leadership identified in the LSIP as vital to employers.</p>
<p>3. Collaborative, productive external partnerships that positively impact the College, its staff and its students and enhance our reputation This means that: employers contribute to the design and delivery of learning, including through the provision of quality work placements, and recognise Colchester Institute as vital to their success. That other partnerships enhance the College's ability to deliver on this plan, building our reputation as an essential, anchor organisation in North Essex.</p>	<ul style="list-style-type: none"> Full-cost programmes are established in line with current demand including growth in renewables, management and other priority areas. Apprenticeship Achievement Rates at 70% by end of 24/25. Increase the use of online learning resources to extend Full-Cost and ASF offer of courses. Develop and launch new Apprenticeships in line with local and national priorities – eg in Renewables. In addition to working with individual employers, increase engagement by working 	<p>Supporting employers and local economic growth plans. To continue to develop curriculum specialisations to meet national, regional and local needs.</p> <p>In addition to new Apprenticeship programmes listed, bespoke programmes have been developed for employers through LSIF funding – e.g. including in Renewable Technologies, Carbon Reduction in the workplace and Working at Heights.</p>

	with trade and professional bodies, and employer-representative bodies to inform planning and curriculum currency.	
<p>4. Fulfil our social and environmental responsibility This includes through our actions as an organisation and through our privileged position as an influencer of young people and adults, including contributing to the drive towards net zero carbon.</p>	<ul style="list-style-type: none"> To continue to reduce the College's Carbon Footprint – making positive progress towards the target of a 50% reduction by 2030. To have progressed against the FE Climate Change Roadmap as committed to in October 2021. Carbon literacy programmes delivered to all students and bespoke content embedded into all subject areas. 	<p>Ensuring our students have a high awareness of the importance of carbon impact, that they can take forward in their careers in priority regional and local industries.</p> <p>This is through embedding of subject specific carbon literacy and sustainability awareness into all programmes but also through the delivery of stand-alone programmes.</p>
<p>6. Maximise the recent re-development of the Braintree Campus Achieved through increased stakeholder engagement and a curriculum, across all provision types, that fully reflects the District's needs.</p>	<ul style="list-style-type: none"> Positive Destinations to be above 91% for leavers for whom a destination is recorded. Leavers' progression to work in sector related to their study exceeds 65%. 16-19 Campus enrolments increase by 10% annually. Adult and apprenticeship enrolments increase by 30% annually. New sectors and programmes such as Health, SIA (security), bench joinery and sustainability are explored as possible additional subject areas for the Campus. 	<p>To ensure specifically that local economic growth plans for Braintree District can be supported by an appropriate workforce with skill sets aligned to local priority sectors and to provide a broader offer for local young people and adults from the Braintree campus.</p>
<p>7. Adapt the curriculum offer in line with government qualification reforms to ensure the best possible 16 - 19 vocational offer in Colchester and Braintree. To ensure an appropriate programme for students in areas where current Level 3 Technical or Applied General qualifications are defunded from 2024/5/6 to progress to.</p>	<ul style="list-style-type: none"> Successful roll out of Design, Surveying and Planning T Level in 2024/25 Planning in place to ensure other subjects can follow-on; to include Health, Accounting and Engineering from 2025 under current plans. 	<p>To continue to develop curriculum specialisations to meet national, regional and local needs.</p> <p>To ensure that as current courses are defunded an appropriate offer remains for those wishing to pursue careers in skills priority areas.</p> <p>Through system leadership, continue to inform national debate, including with a new government from Summer 2024, to ensure the broadest and most appropriate Level 2 and 3 offer for 16-18 year olds.</p>

<p>7. Deliver a new programme of Green Skills related courses via two LSIF funded capital projects: The Net Zero Centre for Domestic Renewables and the Electric Vehicle Training Centre.</p>	<ul style="list-style-type: none"> • Successful completion of new domestic renewables training workshop facilities with appropriate technologies including Air Source Heat Pumps; Solar PV; Solar Thermal; Battery Storage and Electric Vehicle Charging. • Engagement with three significant renewable manufacturers and installers as sponsors for the new facilities. • Successful completion of Electric Vehicles Workshop by December 2024. • Roll out of new course content relating to the above facilities, including full cost commercial offer and apprenticeship modules by December 2024. 	<p>To continue to develop ‘Green Skills’ curriculum specialisations to meet national, regional and local needs.</p>
<p>8. Continue to meet the needs of NHS Employers through collaborative working at all levels. Implement new health and care related employment and training programmes across Essex and Suffolk aimed at developing the future workforce for NHS Trusts and Primary Care.</p>	<ul style="list-style-type: none"> • Successful roll out of follow-on Training Academy Programmes according to needs identified by SNEE ICS and ESNEFT. • Successful introduction of 16-19 Pathway in Biomedical Science. • Increased numbers of Health and Social Care leavers securing work within local Trust – minimum 10% of cohort. • To explore collaborative opportunities with local universities to better meet Health and Care sector demands and to explore an appropriate, complementary Level 4 + offer for Colchester Institute. 	<p>Addressing chronic shortages in all areas of Health and Care and Healthcare Science.</p> <p>Training and development opportunities for the current workforce (including through apprenticeships) through ESNEFT collaborative working.</p> <p>Increasing the pipeline of young people pursuing Health and Care studies post 16 – building on sustained recent growth.</p>

5.1 Response to the Local Skills Improvement Plan

The Local Skills Improvement Plan (LSIP) for Essex can be found [here](#) detailing priority sectors and priority skills for Greater Essex. The tables show the College's current provision and future plans in support of these priorities.

5.1.1 Essex LSIP – Cross-Cutting Skills Priorities

LSIP Priority (March 2023)	Existing Colchester Institute Provision	Future Opportunities
Soft Skills and Behaviours	<ul style="list-style-type: none"> • Developed in young students through enrichment in form of enterprises, collaborative projects and through a comprehensive programme of Personal Development Tutorials delivered throughout the year. • Delivered to Apprentices through College enrichment and workplace opportunities, including employee CPD. 	<ul style="list-style-type: none"> • Continue to offer broad tutorial enrichment topics appropriate to age and level of full time learners. • Continue to seek innovative ways to embed wider enrichment into adult and apprenticeship programmes including via newly purchased PD Digital Platform developed by Suffolk New College.
Basic maths, English and ESOL	<ul style="list-style-type: none"> • Pursuit of an appropriate English or maths qualification for all 16-18 year old students and apprentices without a Level 2 pass. Developing students' vocational literacy in all subject areas remains a key priority. • A range of maths, English and ESOL programmes offered to adults at the College's main campuses and at outreach centres in Harwich and Clacton. • Numeracy programmes offered to large volumes of adults via Multiply Programme. 	<ul style="list-style-type: none"> • Further delivery of maths, English and ESOL programmes through employers. • Further Multiply activity building on huge success in providing college and community-based maths development activities to a wide range of adults. • Explore opportunities linked to future Centre for Coastal Communities in Clacton. • Further delivery of ESOL, potentially in Wethersfield, but dependent on government plans re immigration post-election.
Digital Skills and 'Digitech'	<ul style="list-style-type: none"> • Digital Media courses at levels 3-6, including Game Design and Film and Digital Media. • Computing courses at levels 2-3. • Generic Digital skills taught cross all subject areas, including use of Microsoft Office package and of Apps. • PD Focus on being safe on-line. 	<ul style="list-style-type: none"> • Development of additional apprenticeships in Digital & Creative Media. • Integration of AI applications (e.g., Co-Pilot) into syllabus and into business operations. Bespoke programmes developed and delivered in partnership with businesses. • Growth of Digital Marketing qualifications • Delivery of Digital Skills qualifications to ESOL students.

Green Skills	<ul style="list-style-type: none"> • Carbon literacy tutorial content provided to all study programme students. • Sustainability, Carbon Literacy and how to plan for net zero (120 hours blended delivery) for employers developed and rolled out. Focused rollout across the Braintree District for 2024. • Half day programme in Carbon literacy awareness for staff in all roles. • Work commencing to deliver programmes to employers on Electric Vehicles supported by new EV workshop (end 2024). • Delivery of sustainability advice sessions for the community (Braintree District). 	<ul style="list-style-type: none"> • Continue to develop programmes based on employer need, in carbon literacy. • Continue to develop sustainability programmes to better inform communities of how best to contribution to Net Zero • Extend Electric Vehicle training programmes, in line with employer demand and as additionality for full-time students and apprentices. • Develop understanding of Retrofit Skills and renewable technologies as part of Plumbing and Electrical delivery – work with Awarding Organisations to ensure that these become an integral part of common qualifications. • Continue to explore opportunities as part of the Essex Retrofit programme and/or explore own L4 programmes in this field. • Green Skills Power and Energy – explore opportunities.
Leadership and Management Skills	<ul style="list-style-type: none"> • Specific in-person and online courses in wide range of Leadership, management and other cross-cutting skills are offered to local employers and individuals. Bespoke programmes offered to larger employers, eg a new Level 5 Coaching Apprenticeship for managers within ESNEFT. • Younger students gain leadership experience through group project activities on many programmes, including Business, Public Services, Digital Media. • Range of short and longer full-cost management programmes, delivered bespoke for employers or as open courses on campus. 	<ul style="list-style-type: none"> • Review 16-19 Personal Development Programme to ensure development of leadership skills for employability and life in young people. • Seek further opportunities to develop leadership and management programmes for employers, via apprenticeships and full-cost programmes. • Roll-out of Aspiring Leaders course for Colchester Institute staff, following success of Leading from the Middle Programme run in 2023-24.

5.1.2 Essex LSIP – Priority Sectors and Technical Skills and National Skills Priorities

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

In addition to the LSIP Sector priorities, the Department for Education have identified seven National Skills Priorities¹. These have been agreed across Government as areas with high (and increasing) volumes of vacancies. They are areas that are important in providing employment opportunities in key growth areas such as green jobs, creative industries and science and technology.

These are:

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

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

Essex LSIP Priority (March 2023)	Existing Colchester Institute Provision	Future Opportunities
<p>Advanced Manufacturing, Engineering and Aviation</p> <p>ALSO A NATIONAL PRIORITY</p>	<ul style="list-style-type: none"> • Full range of full time and apprenticeship programmes in Engineering including Fabrication and Welding, Advanced Manufacturing, Manufacturing, Product Design etc offered from Levels 1–3. • Higher Education programmes in Engineering - Mechanical, Electronic and Electrical HNC, HND and BEng top-up degree, offered as an apprenticeship or ‘full cost’ (a unique offer regionally developed in response to employer demand). • Part Time Welding offer for Adults (Braintree and Colchester). • Sector Based Work Academy Programmes in Engineering (Braintree and Colchester). • Engineering for Industry programmes (Harwich). • Bespoke Engineering Apprenticeships for TESCO and Hutchison Ports. • Welding programmes for Military Training Corrective Centre (MTCT) Colchester. 	<ul style="list-style-type: none"> • Continue to pursue national contract for large retailer to provide Engineering, Wood Occupations and Electrical Installations programmes to the workforce. • Many opportunities to support local and regional major infrastructure projects with a wide range of skills at all levels, including Tendring/ Colchester Borders Garden Community Settlement; Sizewell C and Freeport East. • Further work with Engineering Employers group in Braintree (currently awaiting outcome of bid to develop this further through UK Shared Prosperity Fund (UKSPF)) • Work underway to scope growth at the Energy Skills Centre in Harwich to support planned large manufacturing and energy generation businesses at Freeport East. • Through WES membership activities to increase female participation in Engineering (and other STEM) programmes. • Commencement of renewables programmes (from September 2024) through Net Zero Centre, with Gasway UK

¹ [DfE external document template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) p7

	<ul style="list-style-type: none"> • College membership of the Women's Engineering Society (WES) to promote careers STEM (and in particular Engineering) to women and girls. • Delivery of short courses to support workforce, using Braintree machine shop, Colchester CAD facilities, using LSIF funding and offered as precursor to accredited courses. 	<ul style="list-style-type: none"> • as delivery partner and sponsorship from Samsung UK and Worcester Bosch. • Development of appropriate T Levels to replace defunded Level 3 Engineering courses from 2025. • Explore opportunities to meet national shortage of Pipe Welders to support MIPs. • Changes to use of levy associated with possible change of government would provide particular opportunities in this sector.
Agritech and Food Tech	<ul style="list-style-type: none"> • Professional Chefs programmes at Level 1-3. • Skills enhancement programmes for adults employed in the Hospitality sector. • Engineering students progress to maintenance and service roles in food processing, packing and bottling operations. 	<ul style="list-style-type: none"> • Students gain transferrable skills in a number of study programme areas, eg Digital Media, Business, Computing. Forge further links with local employers in these sectors to provide work experience and employment opportunities.
Community and Voluntary	<ul style="list-style-type: none"> • Health and Social Care and Early Years Programmes at Levels 1-3 with industry placement and career opportunities in a range of Care settings. • Level 4 and 5 Apprenticeships in Adult Care. • Counselling programmes offered from Levels 3-6. • Students in many Study Programme areas engage in a range of College and community-based projects to raise funds for Charity. • Students in the Foundation and Supported Learning area engage in voluntary activity, including through community-based social enterprises and a charity shop on campus. • Multiply programme offered via One Colchester (Community and Voluntary Services) and other community settings. 	<ul style="list-style-type: none"> • Continue to seek and identify placements for Care students (including Health and Social Care and Early Years) in a range of care and community settings. • Extend relationship with One Colchester and other voluntary organisations, to identify further volunteering opportunities – as part of GAP (work-related activity) hours. • Look to broaden range of SWAPs on offer.

	<ul style="list-style-type: none"> • SWAPs (to support long-term unemployed) currently offered in Retail, Hospitality, Business, Construction, Engineering meeting needs of new and existing local employers. This year these included Travelodge and Wendy's as they opened branches at the new Northern Gateway development. 	
<p>Construction</p> <p>ALSO A NATIONAL PRIORITY</p>	<ul style="list-style-type: none"> • Full range of Study Programmes and apprenticeships from Levels 1-3, including in Brickwork, Multi-Skills, Carpentry and Joinery, Electrical Installations, Plumbing, Painting and Decorating and (in Apprenticeships only) Groundworks. • Level 3 programme in Built Environment: T Level in Design, Surveying and Planning from September 2024. • Level 4-6 courses (up to BSc Hons) in Construction Site Management, Architectural Technology and Quantity Surveying and are now available as an Apprenticeship. • Cert HE validated for delivery from Sept 2024, including as standalone modules for CPD. • Sector Based Work Academy Programmes (SWAPs) in Construction – Colchester. • Short plastering courses for adults introduced in 2024 based on demand. • Construction Innovation Network established via a successful UKSPF bid, to support local construction businesses to make greater use of Digital opportunities and build workforce digital skills.(see also Digitech**). • Community Support Engagement Officer (Construction) role to liaise between employers, providers and those supporting the unemployed. 	<ul style="list-style-type: none"> • Develop further Apprenticeship opportunities at Higher levels in Construction, in addition to Part Time classroom-based HE programmes. • Take forward opportunities through large national retailer to offer basic programmes in Electrical and Carpentry to maintenance staff. • Consider rebranding of Multi-Skills to those with higher qualifications on entry and to link for work experience with Property Maintenance company. • Explore programmes to provide skills for Modern Methods of Construction and Insulation in line with employer requests. • New Site Joinery programme to run from Braintree in 2024. • Renewables Training Centre to run EV Charging, Solar, Battery Storage – opportunities for upskilling Electrical Installations students, apprentices and employers. • Commercial gas opportunities in Apprenticeships and/or Full-Cost in addition to current domestic gas offer.

Creative and Cultural	<ul style="list-style-type: none"> • Range of study programmes at Levels 2-3 in Art & Design (including Graphics, Animation, Fashion and Textiles,) and in Music, Dance, Acting, Production Arts and Musical Theatre. • Strong relationship with local venues (Mercury, Headgate and Arts Centre) to provide work experience, and theatre visits relevant to students. • College is connected with the city's Leisure Recovery Board and promotes job and career opportunities to students via the Careers Team. 	<ul style="list-style-type: none"> • Further develop relationship with local venues in particular for work experience and curriculum delivery opportunities in Production Arts. Seek out interest from wider arts organisations, regarding demand for a wider production arts apprenticeship. • Continued membership of 'Creative Colchester' as way of maintaining and growing opportunities to support skills needs of this busy sector locally. • Incorporate content on use of AI in Creative Industries. • Consideration of Artist in Residence opportunity. • Incorporate content on Acting for Media and VR. • Expand current L4 Creative Enterprise to Performing Arts (currently largely Creative Digital).
Digitech ALSO A NATIONAL PRIORITY	<ul style="list-style-type: none"> • Digital Media courses at levels 2-3, including Game Design Film and TV, Esports and new for 2024, Content Creation (Braintree). • Computing courses at levels 2-3. • L3 Digital Marketer Apprenticeship and Junior Animator recently introduced. • Generic Digital skills taught across all subject areas, including use of Microsoft Office package and of Apps. Focus on being safe on-line. • Construction Innovation Network as above ** • Essex wide AI Conference hosted by College in March 2024 – to be taken forward by FEDEC Digital and Quality groups. 	<ul style="list-style-type: none"> • Embedding understanding of use of AI as it applies to, and will be used in, specific industries, on all Study Programmes. • Investigate promotion of AI materials developed by CI staff and shared at March 2024 conference, to other Colleges and organisations. • Explore funded or full-cost adult opportunities across the range of Digital subjects currently offered.
Education	<ul style="list-style-type: none"> • Early Years study programmes and apprenticeships at Levels 1-3. • BA Hons Early Years (L4-6). • Part time on-line adult courses for Teaching Assistants. • Courses for PGCE and Cert Ed. • Pilot with one student of Level 5 Learning and Skills Teacher Apprenticeship. • MA in Education. 	<ul style="list-style-type: none"> • Growth in online Teaching Assistant programmes. • Review of HE offer, consideration to be given to a 2+1 Model (ie Foundation Degree, HN or HTQ plus top up) to widen participation. • Wider introduction of the Level 5 Learning and Skills Teacher Apprenticeship, including for CI staff.

<p>Health, Care and Med Tech</p> <p>ALSO A NATIONAL PRIORITY</p>	<ul style="list-style-type: none"> • Health and Social Care study programmes and Apprenticeships at Levels 1-3. • ‘Career Start’ and P3 (Preparation, Placement and Progression) programmes delivered as additionality to full time Health and Social Care students in conjunction with local NHS Trust (ESNEFT). • Level 4 and 5 Apprenticeships in Adult Care. • Apprenticeships in Dental Nursing (GDC registered). 	<ul style="list-style-type: none"> • Online Access programme to widen participation in programmes that provide entry to degrees in nursing, health sciences and other health disciplines. • Introduction of T Levels (Adult Nursing as a minimum) for 2025. • Building on strong NHS relationships, further partnership work with local hospitals’ trust and other ICB organisations to assist in recruitment and training of workforce. • Introduction of Biomedical Sciences as a new pathway for L3 Applied Science students with placements at Colchester and Ipswich hospitals. • Consider T Level in Mental Health, Therapy Team and Midwifery Team.
<p>Professional Services</p>	<ul style="list-style-type: none"> • Study Programmes in Business and Accounting at Levels 2-3. • Career Ready programme for selected Business students. • Part time courses (including blended learning options and apprenticeships) in Accounting at Levels 2-4. • Apprenticeships and Full cost courses in Associate Project Manager (L4); Commercial Supply and Procurement (L4); Professional Accounting/Tax Technician (L4); HR Consultant/Partner (L5); Operations/ Dept Manager (L5).Senior Leader and Senior People Leader (L7). • BA Hons course in Business and Management and Chartered Manager Degree Apprenticeship. 	<ul style="list-style-type: none"> • Continue to respond to employer demand for programmes in professional areas. • Seek industry and work placement opportunities in range of professional service organisations to introduce students to the wide range of sectors, including using apprenticeship employers as possible hosts. • Develop T Level in Accounting to replace Defunded AAT Level 3 from August 2025.

<p>Transport and Logistics</p> <p>ALSO A NATIONAL PRIORITY</p>	<ul style="list-style-type: none"> • L1-L3 Study programmes in Automotive Engineering. • L1-L3 Study Programmes in Vehicle Accident Repair and Paint. • MoT Testing C&G L2 Award (classes 4 and 7) – short adult courses. • Apprenticeships (Autocare Technician (L2), Service and Maintenance Tech (L3); Vehicle Damage Paint Tech (L3). • College leavers with qualifications and skills in Professional Services, Engineering, Construction and Digital Skills will provide a future workforce for the wider transport and logistics sector. 	<ul style="list-style-type: none"> • Electric vehicle service and repair as part of study programmes and apprenticeships, and as standalone programmes for employers, building on recent development of full-cost programmes. Supported by LSIF capital funds.
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DfE National Skills Priority	Existing Colchester Institute Provision	Future Opportunities
<p>Science and Mathematics –</p> <p>NATIONAL PRIORITY</p>	<ul style="list-style-type: none"> • L3 Study Programmes in Forensic Science and Applied Science. • Access to Higher Education programmes – Science and Health Science pathways. • Science and maths to Level 3 and above, taught as part of Engineering programmes from Levels 3 – 6. • Maths GCSE delivered to c1,100 16-18 year old students each year. • Maths GCSE available to adults, both through Access and as a standalone enrolment. • Over 100 engagements through the Multiply programme in Spring 2023. • Entry level to Level 2 Functional Skills and Basic Skills programmes offered to Apprentices and Adult learners through the four Adults Skills Centres. 	<ul style="list-style-type: none"> • Access programme to include a Health Science pathway will be offered online, to increase participation in this programme. • Consideration of T Level in Laboratory Sciences as replacement for BTEC Science programmes. • Further activity through Multiply. • Introduction of Biomedical Sciences pathway – Level 3 Applied Science from September 2024 • Lobby to prevent the removal and non-replacement of all forms of Forensic Science at L3 (as is current plan) – a popular, high demand subject.

5.1.3 Essex Skills System Priorities

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

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

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



Artwork developed to promote a 'Turn Your Skills to Teaching' staff recruitment event held in June 2024 to attract candidates for job vacancies in Teaching Roles at Colchester Institute. There were 45 attendees at the event.

6. Local Needs Duty

The Skills and Post-16 Education Act 2022 requires governing bodies to discharge their duty to review how well the education or training meets local needs and to consider what actions might be taken (including actions in conjunction with other governing bodies) to better meet local needs.

These actions could include, for example, decisions to expand the curriculum offer to respond to emerging needs relating to securing local employment, or to collaborate with other providers to strengthen the quality and resilience of local provision.

In January 2024 the Chairs, Principals and Governance Professionals of all Greater Essex Colleges attended an LSIP conference to agree the wording of a 'Commitment Statement' which confirms our intention to collaborate with other providers in order to strengthen the quality and resilience of local provision. This statement is included below in [Appendix 1](#).

Colchester Institute has a long history of working in partnership with other education and training providers, public and private sector employers and other agencies (including DWP, Employer Representative Bodies and Tier 1 and Tier 2 Local Authorities) to ensure the best possible provision of education and training opportunities to meet local and regional social and economic needs.

7. Corporation Statement

On behalf of the Colchester Institute Corporation, it is hereby confirmed that the plan as set out above reflects and agreed statement of purpose, aims and objectives as approved by their Corporation Board on 27 June 2024.

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



Signed:

Chair of Governors



Principal and Chief Executive

Date:

28 June 2024

28 June 2024

8. Supporting Documentation

Other relevant and supporting documents can be found below.

[Colchester Institute Strategic Plan \(2021-2024\)](#)

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

[Essex Green Skills Infrastructure Review \(2022\)](#)

[Essex Sector Development Report 2023](#)

[Colchester's Economic Strategy 2022-2025](#)

Greater Essex - Federation of Essex Colleges Commitment Statement

The Federation of Essex Colleges is a well-established group within Greater Essex. We work collectively for the benefit of our Essex geography to support high quality education, training and skills provision that meet the needs of our economy.

Mission

To support the region's economy and drive up the prosperity of all people in Greater Essex through the transformational power of learning and skills development. Our partnership approach delivers relevant post-16 learning and skills for individuals and businesses.

Vision

All individuals, communities and businesses in Greater Essex will benefit from an inclusive, relevant and responsive post-16 further education and skills system, which empowers each person to aim high, progress in their careers, prosper in life and value their lifelong learning.

Through our Greater Essex partnership, we aim to accelerate skills levels and make Essex the place for businesses to invest in through growing the talent pool.

Our members will be held in high esteem in their communities, will be well connected with the changing needs of individuals and industry and will attract learners and employers looking for relevant learning, upskilling and reskilling.

Through effective management of funding and resources and innovative ways to secure funding, we will make our organisations financially sustainable, well maintained and provide a compelling employment opportunity for people looking to enter and move through an education career pathway.

Our Commitment

We believe in a systems approach through:

- Speaking as one voice to promote and raise the profile of further education and skills, including apprenticeships, adult education and higher education, to influence change for the benefit of our learners, communities, region and members.
- Collaborative planning and delivery of a cohesive regional skills offer, building on our successful models from the Strategic Development Fund and the current Local Skills Improvement Fund.
- Collaboration and sharing of experience, expertise and resources at all levels within providers, as well as growth and efficiency opportunities.
- Strategic partnerships with key stakeholders in business and government.
- Working collaboratively with the Essex Provider Network (EPN) towards these common goals.