



The Windsor Forest
Colleges Group (WFCG)

Annual Accountability Statement



Vision, Purpose and Values

Our Vision

Our students will be recognised locally and nationally for their positive impact on the communities and industries in which they choose to work.

Our Purpose

To inspire our students to gain the skills, knowledge and behaviours they need to be resilient and thrive in an ever changing world.

Our Values

Excellence

A culture of creativity, high expectations, ambition and aspiration.

Respect

Showing fairness, courtesy and mutual respect to each other and our environment.

Integrity

Honesty, openness and trust at the heart of college life.

Diversity

Celebrating diversity and inclusivity as a key to our success.



1. OUR PURPOSE & STRATEGIC PLAN

The Windsor Forest Colleges Group (WFCG) strategic plan was approved by our governing body in September 2022 following the merger with Berkshire College of Agriculture (August 2022) and can be viewed [here](#).

Our purpose and curriculum intent is to inspire our students to gain the skills, knowledge and behaviours needed to fulfil their potential and successfully progress into the workplace meeting national, regional and local skills needs.

The college has six strategic priorities:

- Priority 1: Successfully grow our provision across all areas and specialisms.
- Priority 2: Maintain 'good' financial health, improving financial point score year on year.
- Priority 3: High quality, always, everywhere.
- Priority 4: Inclusion – the right programme for every learner.
- Priority 5: Develop secure strategic alliances to support our students, employers and our local communities.
- Priority 6: Maintain resources to provide inspirational learning.

The annual accountability statement incorporates the strategic aims of the group and maps against the LSIP and work of the Thames Valley Berkshire LEP, Surrey/M3 and West London Local Skills Improvement Priorities (LSIPs). The Group continues to secure capital funding for the development of local and regional skills provision and has recently been in receipt of Local Enterprise Partner (LEP) capital funding for Green Skills, Aviation and Agriculture. The group has secured Strategic Development Funding for Skills Bootcamps with focussing on Green Skills within key priority industry sectors.

2. OUR COLLEGES AND THE COMMUNITIES THAT WE SERVE

The Windsor Forest Colleges Group (WFCG) is comprised of four separate colleges. There are two Sixth Form Colleges: Strode's College in Egham, Surrey and Windsor College in Berkshire. We also have Berkshire College of Agriculture (BCA), a specialist Land-based college in Maidenhead, and Langley College, a Further Education College in Slough, Berkshire. Collectively we serve the communities of East Berkshire, West London, North Surrey, South Buckinghamshire and South Oxfordshire. As such we are working collaboratively with the LSIPs for Berkshire & Oxfordshire, Surrey and London.

Langley

Langley, our FE College serves the communities of East Berkshire and West London. The travel to learn patterns are tight with most of our students coming from Slough and West London. Most of the local wards are classed as areas of high deprivation. The College has outreach centres in West London, Slough and Maidenhead for the provision of ESOL and essential digital skills. The district of Slough has 72.6% ethnicity (ethnic minority groups), 34% of the population only have a Level 1 or no qualification. Language skills are a significant barrier to learning and parental/carers participation.

BCA

BCA is a specialist Land-based college serving East Berkshire, South Buckinghamshire and South Oxfordshire. In addition to the land-based specialism, the college has an outstanding reputation in the region for the training, education and support that we provide to young people and adults with learning difficulties. The college runs a dedicated transport system which allows for a wide travel to learn pattern supporting the important land based regional provision. The districts served have a mainly white ethnicity of 85%. BCA currently has 296 16-19 students from low-income households.

Strode's

Strode's is a Sixth Form College situated in Egham, northwest Surrey offering predominantly Level 3 programmes for full time 16–18-year-old students and professional courses for part-time adult students. It serves the boroughs of Runnymede and Spelthorne but also attracts a considerable number of students from neighbouring London Boroughs, Surrey and Berkshire.

Windsor

Windsor is a Sixth Form College with a growing adult community provision including ESOL and leisure courses in the heart of Windsor town centre. Full-time 16–18-year-old students follow predominantly Level 3 programmes of study with the majority living in Slough, Windsor and Maidenhead. The travel-to-learn pattern is smaller than that seen at Strode's with the largest percentage of learners, 60%, having a Slough postcode.

3. OUR KEY STAKEHOLDERS

The Group works closely with its key stakeholders and partners to ensure that it meets local, regional and national skills. Representation from local and regional employers in the design and delivery of the vocational curriculum ensures that most of our students have access to meaningful industry placement and that our curriculum is updated to reflect the needs of our employer community. In our specialist Landbased and Green Skills Academy learning takes place on our employer partner farms to support access to the industry standard technology required for skills development. The Sixth Form (SF) and Further Education (FE) provision work as specialist partners to ensure an effectively co-ordinated curriculum that avoids duplication and minimizes travel to learn patterns. In this way we aim to provide clear progression pathways which allow for specialisation where appropriate to meet local and regional needs. Apprenticeships and adult provision is formed with employer input and engagement to ensure the skills gaps within local, regional and national priorities are a focus of the curriculum. We have well-established relationships with our key stakeholders and work collaboratively with other colleges to the benefit of our communities. WFCG delivers a wide range of programmes in the identified priority sectors, we are continually striving to deliver more and have established a specialist training brand to delivery short course commercial provision and apprenticeships to our employer base in green skills and retro fitting, digital and land based.

3. OUR KEY STAKEHOLDERS

In addition, the Group continues to work closely with a range of key stakeholders to achieve our strategic objectives, these include:

- Slough Borough Council
- The Royal Borough of Windsor & Maidenhead
- Surrey County Council
- Buckinghamshire County Council
- The Federation of Small Businesses (Thames Valley)
- The Thames Valley Chamber of Commerce
- Our local Councillors and MPs
- The Berkshire Principal's Group
- The West London Principal's Group
- The Virtual Schools
- Learning to Work
- Slough Secondary Schools
- Thames Valley Police

Universities

We work closely with several universities both in the planning and delivery of our undergraduate degree programmes and in preparing students for progression to further study. These include the key stakeholders listed:

- University of West London
- St Mary's University
- Reading University
- Royal Holloway University London
- Bucks New University
- Pearson (HND)
- University Arts London

3. OUR KEY STAKEHOLDERS

We are part of an established regional (wider Thames Valley) partnership of colleges which began working together in 2021 specifically in order to develop ways of working together collaboratively in order to help meet skills needs and to shape individual college priorities. Locally these colleges in Berkshire are Activate Learning (Reading and Bracknell Colleges) and Newbury College. The partnership extends across Oxfordshire including Activate Learning (Oxford and Banbury), Henley College and Abingdon and Witney College.

This partnership sees a genuine collaboration between the colleges to collectively address priority skills needs in LSIP identified priority areas.

Current partnership priorities are focused on the delivery of a second phase Skills Development Fund (SDF) project and priorities running until Summer 2023. For our college this includes:

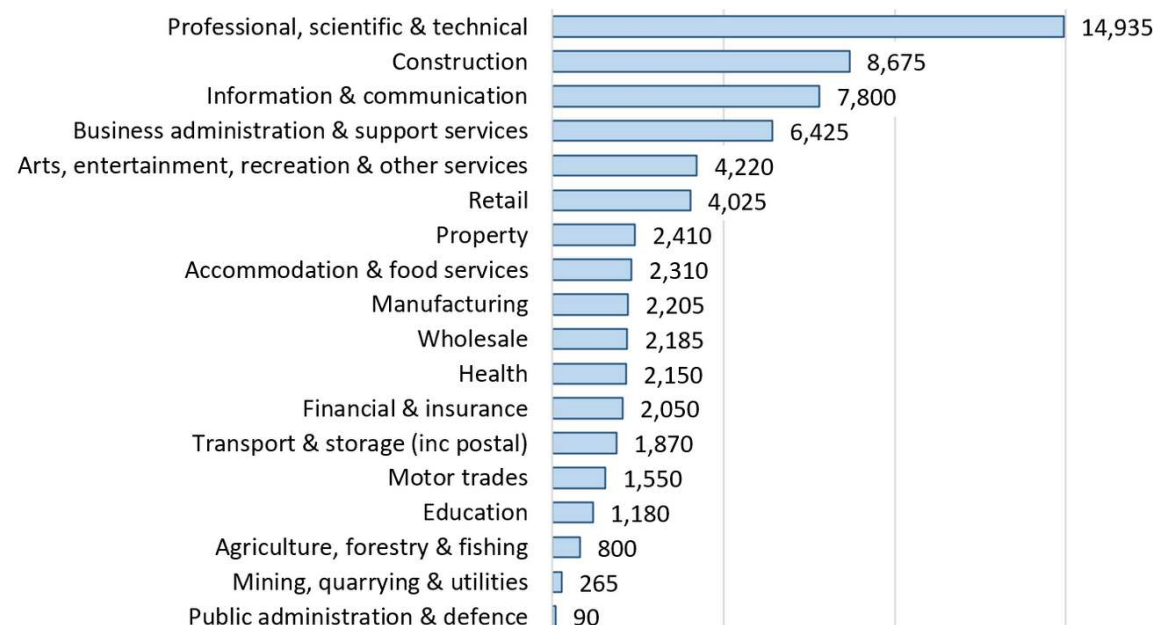
- **Green Skills Courses**
- **Electric Vehicle Courses**
- **Agri Tech Courses**

Under the project the colleges are working together on a regional vocational teacher recruitment programme called [Share Your Skills](#).

4. BUSINESS AND ECONOMIC PROFILE

(Source: Thames Valley Berkshire LEP)

There are 97,711 businesses in Berkshire. The number of registered businesses in Berkshire grew by an average annual growth rate of 2.7% between 2011 and 2021. The vast majority (90%) of registered businesses in Berkshire are micro (0-9 employees) or small (10-49 employee enterprises).

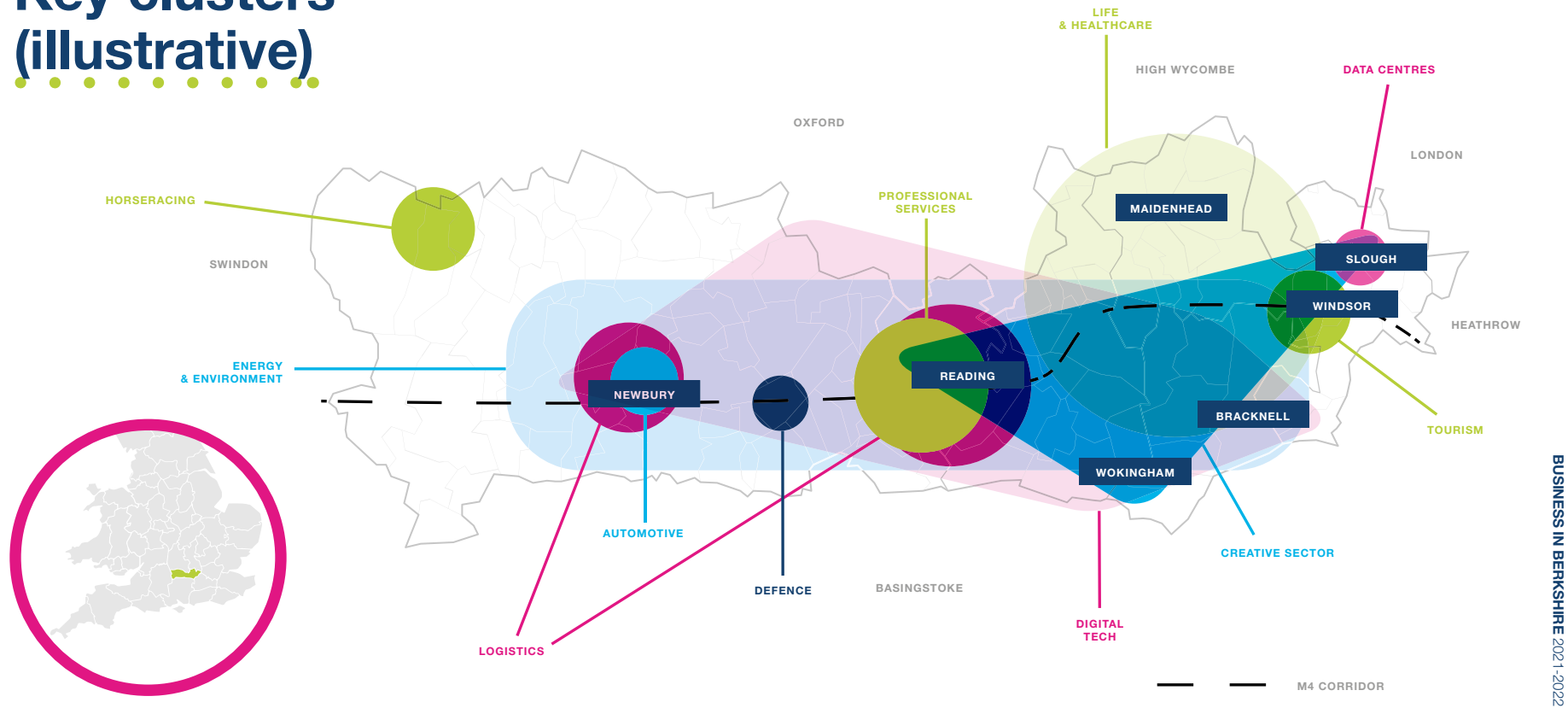


[Businesses in Berkshire 2021-2022](#)

[TVB Intelligence](#)

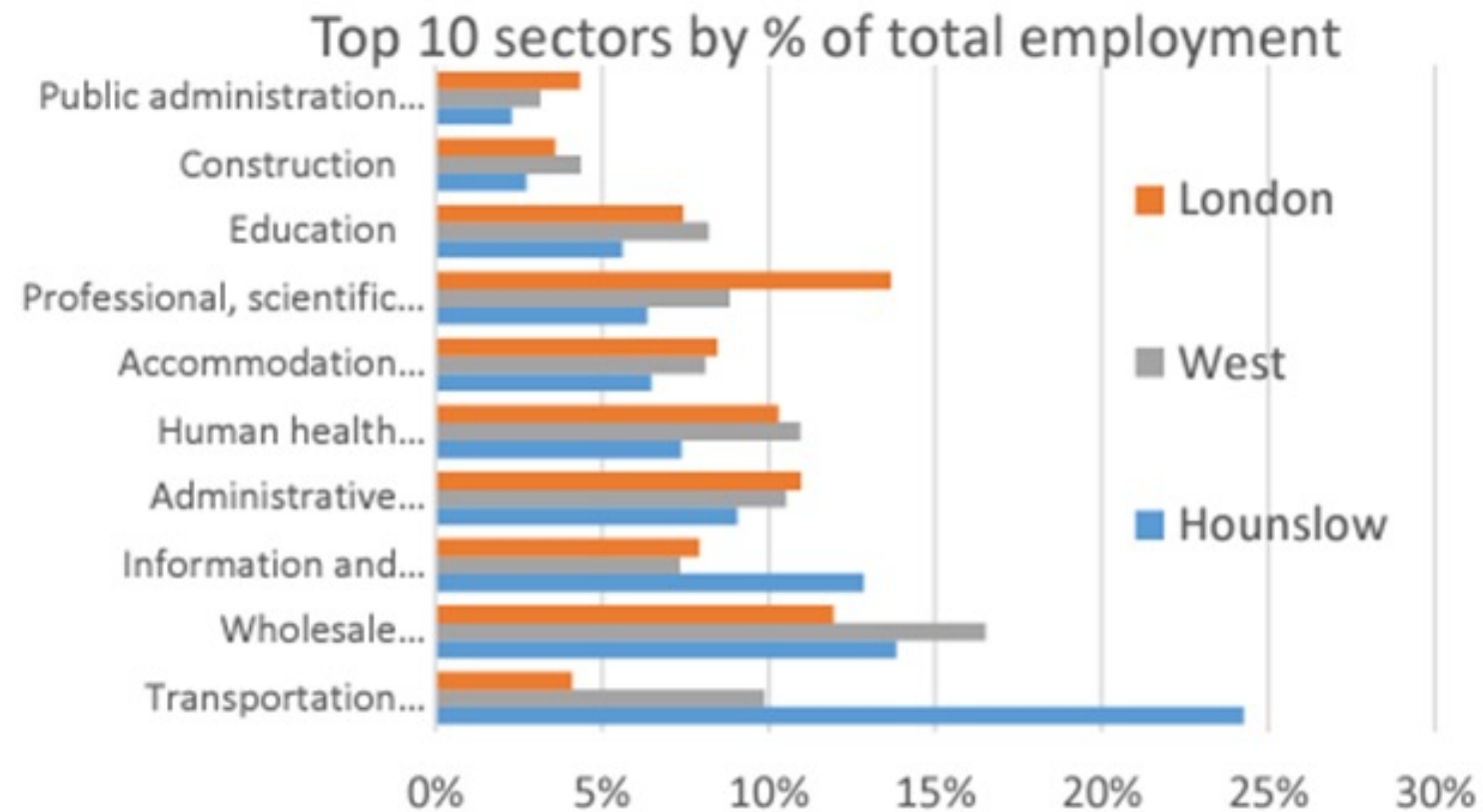
<https://www.surreyi.gov.uk/dataset/24jw6/local-businesses-and-enterprises-in-surrey-including-survival>

Key clusters (illustrative)



The M3 & Surrey area has an £80bn economy with business density approximately 28% above the national average. In 2021, there were 65,150 enterprises in Surrey. It has a workforce of 1.2 million but an aging population which has implications for retention, recruitment and growth for many businesses. The area has a high concentration in professional, scientific, technical, Information and communications sectors relative to national and regional averages and a high concentration of finance and insurance relative to regional averages.

60% of the resident workforce are employed in professional and technical jobs compared to 51% nationally and 54% regionally; over half (51%) are qualified at Level 3 and 4 in 10 (44%) have degrees or above.



www.londoncouncils.gov.uk/sites/default/files/Hounslow%20report.pdf

Our key demographic from West London surrounds the Hillingdon and Hounslow boroughs. The top ten sectors by employment account for 91% of total employment in Hillingdon and Hounslow. The transportation and storage sector is the largest, accounting for 17% of all employment in Hillingdon and 24% in Hounslow.

Demographic growth in 16-24 provision

In Berkshire the number of 16–24-year-olds is expected to increase by circa 3% year on year for the next 5 years. The comparable demographic growth for Surrey is 0.2%, Buckinghamshire 3.4% and West London 9.1%

ONS Population Growth 16/17 year olds

	2022 Pop	Peak yr	Peak no	2024	2025	2026	2027	2028	2029	2030
Buckinghamshire	13992	2027	1565	1135	1463	1543	1565	1473	980	445
Slough	4384	2028	875	523	536	668	833	875	858	841
Hillingdon	7498	2029	1581	462	590	652	869	1278	1581	1574
Runnymede	1821	2028	223	189	218	165	179	223	154	144
Wokingham	4458	2027	836	532	710	777	836	818	690	397
West Berkshire	4153	2024	210	210	113	59	152	74	-52	-210
Windsor and Maidenhead	4360	No growth	0	-203	-343	-239	-256	-303	-480	-665

5. HOW WE MEET LOCAL, REGIONAL AND NATIONAL SKILLS NEEDS

Our strategic plan has been developed in consultation with our key stakeholders. The accountability plan maps across the strategic plan to support the work that we do with our employer stakeholders. Our strategic plan sets out a wide range of goals with clear accountability. These included our civic and community responsibilities as well as capital and people investment plans and objects to improve our environmental sustainability.

We continue to use the work of the LSIPs to inform and shape our curriculum planning.

WFCG delivers a wide range of programmes in the identified priority sectors, we are continually striving to deliver more and have established a specialist training brand – Land-based Training and Green Skills Academy - to deliver short-course commercial provision, and in conjunction with our employer base in green skills and retrofitting, digital and land-based skills.

Cross-cutting themes of Leadership and Management, Digital and Numeracy are embedded into AEB provision as well as in the personal development for the 16-18 learners. WFCG deliver Multiply for 4 local boroughs with a range of engaging programmes to upskill 19+ learners.

Local Skills Improvement Plan (Priorities)

Skills priorities as identified by the Berkshire and Oxfordshire LSIP,
West London LSIP, Surrey LSIP (May 2023)

SKILLS PRIORITY	NATIONAL REGIONAL LOCAL	OUR CONTRIBUTION TO MEETING THE SKILLS PRIORITIES (all curriculum programmes include English, Maths & Digital skills)
Health & Social Care	NATIONAL REGIONAL LOCAL	<p>The Group offers a broad range of academic and vocational courses from L1 to L6 providing students with qualifications and progression pathways to all health care sectors including adult social care.</p> <p>WFCG will offer the T-Level in Health & Social Care from September 2023 to meet local skills' needs.</p> <p>Access to specialist facilities such as a dedicated Health Sciences Centre, laboratories and infection control room enables students to develop required skills and knowledge. Local and regional employers work closely with curriculum teams to support students in developing identified skills through activities such as our dementia café programme with the Alzheimer's Society, industry placements and care certificate.</p> <p>Apprenticeships provision is focussed on residential care which fulfils the local need in our area.</p> <p>HE and Access to HE courses offer adult learners progression pathways into and access to higher level skills in health and social care.</p>
Haulage & Logistics	NATIONAL REGIONAL LOCAL	<p>WFCG offers motor vehicle & engineering programmes from Entry Level 3 through to Level 3.</p> <p>The group is helping to deliver the Strategic Development Fund's project through providing short courses to upskill the local workforce to meet the identified skills gaps. WFCG provides short courses to local employers utilising industry standard equipment and have been supported by significant investment through the Strategic Development Fund (SDF) to enable curriculum teams to offer short courses to employers seeking to upskill current employees. This has enabled curriculum planning and design to be influenced by key stakeholders in the industry and increase the volume of industry placements available to students improving our student outcomes.</p> <p>Apprenticeships in motor vehicle and engineering in both light and electric vehicle and heavy goods vehicle occupational standards offer progression routes for our full time FE learners. Apprenticeships currently in planning with employers include logistics, aviation and warehousing with Heathrow Airport.</p> <p>Langley College offers the level 3 Team Leader apprenticeship standard to support employers with developing their continuous improvement talent pipeline in line with the Oxfordshire and Berkshire draft LSIPs findings.</p>

5. HOW WE MEET LOCAL, REGIONAL AND NATIONAL SKILLS NEEDS

Digital & Technology	NATIONAL REGIONAL LOCAL	<p>Langley College offers IT provision designed to develop the skills needed to progress in to cyber security and software industries. Students can choose to progress on to the level 4 ICT practitioner apprenticeship to further develop their skills in industry. Langley College will commence delivery of level 2 E Sports from September 2024 broadening the scope of the current IT provision to attract students interested in opportunities within the creative technology industries.</p> <p>The wider curriculum across the Group incorporates digital skills and business skills and education for sustainable development. For example, construction students learn about the impact of digital technologies on their sector as part of a ‘Digital Construction’ project with the Career Colleges Trust. The Digital Construction project links staff and students to an employer board that provides industry specific guidance on the digital tools used in the rapidly evolving construction sector.</p> <p>Apprenticeship provision includes local needs such as data analyst, digital marketer and infrastructure technician. The adult focus is on statutory entitlement to digital Skills as well as focussed ‘Prep Up to.’ courses for retraining and upskilling 19+ learners.</p> <p>Students in animal management take part in industry leading research using up-to-date technologies to support an increase in biodiversity at BCA in line with national needs. Alongside this agricultural engineering students have access to the latest technologies through the funding received from the Strategic Development Fund to ensure that graduates can support the industry in its journey to Net Zero.</p> <p>A level computer science and BTEC Level 3 in IT deliver progression into digital and technology careers as do our A levels in graphic design, 3D design and business.</p> <p>The HND in digital technologies will be offered from September 2023 providing further progression into this sector.</p>
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**5. HOW WE MEET LOCAL, REGIONAL
AND NATIONAL SKILLS NEEDS**

Construction & Retrofit	NATIONAL REGIONAL LOCAL	<p>The Group has growing relationships with a wide range of construction and building engineering employers including Mears and Octopus Energy. The SDF investment has enabled curriculum managers to design programmes to support both new entrants to the market as well as upskilling current employees. Courses include air source heat pump training and solar panel installation.</p> <p>Apprenticeship provision includes the traditional trades as well as planning with employers for the new low carbon technician and corporate responsibility and sustainability practitioner.</p> <p>We continue to work with our employers to develop the emerging retro fit industries and apprenticeships. Students from across the construction, built environment and building services engineering curriculum areas undertake extensive industry placements in these sectors.</p>
Life Sciences	REGIONAL LOCAL	<p>A level science programmes and BTEC L3 applied science across the college group deliver progression routes into a range of life sciences careers supported by industry placements and strong links to HE providers and employers.</p> <p>Level 3 NQF animal management, equine and health programmes include a wide variety of life science subjects and give students an excellent grounding in the core science principles required to be successful at university and to progress into a wide variety of health, microbiology and health science careers.</p>

**5. HOW WE MEET LOCAL, REGIONAL
AND NATIONAL SKILLS NEEDS**

<p>Creative Industries (Screen Industries)</p>	<p>REGIONAL LOCAL</p>	<p>Vocational and A levels in art & design provide students with a range of pathways to develop knowledge and skills for the creative industries. Art & design practice and A Level 3D design develops skills in prop making, mould making, casting, sculpture scale construction and model making whilst costume design is delivered within our L3 Fashion and Interior Design course. L2 and L3 hair and make-up effects for film and theatre prepare students in using hair, wigs, make-up and prosthetics.</p> <p>Vocational courses in creative and digital media equip students with skills in pre and post-production and special effects (SFX) lighting and sound. Our partnership with industry provides students with guidance and training on the use of cameras.</p> <p>A Levels in creative subjects including drama, music technology alongside vocational courses in music performance, dance and performing arts provide alternative pathways into the creative industries offering students experience in performance, stage management and technical aspects of theatre.</p> <p>Students benefit from access to L4 foundation courses in art and design, creative media and performance. These enable students to further develop their knowledge, skills and experience including technical and production practice and storyboarding enabling them to successfully progress into the creative industries.</p> <p>Strong relationships with external providers including The Old Court Theatre in Windsor and a growing relationship with the creative and digital arts department at Royal Holloway University London (RHUL) support students in developing skills and an understanding of progression pathways and opportunities within these industries.</p> <p>Apprenticeship provision for 23-24 includes two apprenticeships: content creator and creative venue technician.</p>
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**5. HOW WE MEET LOCAL, REGIONAL
AND NATIONAL SKILLS NEEDS**

Specialist Land based Provision	REGIONAL LOCAL	<p>Berkshire & Oxfordshire have vibrant farming communities, the agriculture provision at BCA has been developed with the requirements of this community directly. Local farmers have been working alongside the college for several years helping us to develop our curriculum in livestock and crop production. Students have access to numerous employers, many of whom support the college through providing equipment and expertise through co delivery and industry talks. Students utilise these contacts to complete industry placements where they progress successfully into the industry.</p> <p>The recent SDF investment in agricultural technology has enabled BCA to invest in specialist facilities including an electric tractor and tractor driving simulator. These facilities are used to ensure that students are leaving the college with the skills required within the sector.</p> <p>Other niche markets in the local area include the ever-growing sport horse and horse racing industries as well as the veterinary science sector. BCA has excellent links in these sectors and has a long-standing history of supplying new talent to the local businesses in Berkshire, Oxfordshire and Surrey as well as progressing a large number of students into Higher Education provision nationally.</p> <p>Landbased Training and Green Skills Academy provide specific industry competency accreditation and courses required by local, regional and national employers for adults and apprentices.</p>
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5. HOW WE MEET LOCAL, REGIONAL AND NATIONAL SKILLS NEEDS

Hospitality and Visitor Economy	REGIONAL LOCAL	<p>The college group is based in the locality of numerous tourist destinations e.g. Windsor and Heathrow Airport. Across the group we have developed a range of courses to meet the needs of local people and employers. Skills Boot Camps in aviation have been incredibly successful with some courses boasting a 100% success rate when completing students were interviewed by local aviation firms e.g. EasyJet. The college's Travel and Tourism provision continues to grow, the new aviation suite at Langley that replicates industry-standard training facilities enables learners to be fully prepared for industry during their time studying at the college.</p> <p>Local hospitality and travel and tourism companies are strong supporters of our Foundation and Adult Learning for Independence and Employment (ALFIE) curriculums. Many of these employers take supported interns and work experience students from these provisions and help the college to successfully transition these learners into the job market.</p> <p>Langley College has a commercial training restaurant where students are taught catering and front of house skills. The curriculum is designed with experienced chiefs and students have had numerous guest chef experiences with local and national chefs to inspire them to move into this key regional sector.</p> <p>The apprenticeship provision is expanding to include L2-L4 routes for each tier of the industry. Adult funded courses, L2 and L3 entitlement as well as non-regulated routes have been planned to support the skills shortage and provide skilled staff.</p>
Manufacturing and Innovation	NATIONAL REGIONAL LOCAL	<p>Langley College's engineering provision has well established roots with apprenticeship employers across Slough. The curriculum has been designed in collaboration with our employers to ensure key skills are developed allowing our students and apprentices to undertake additional training via our short course provision.</p> <p>The full time FE engineering curriculum offer is broad and allows students to have a choice of progression routes at Level 3 that aligns to local industry need. Students can choose a practical manufacturing route, learning advanced machining and programming skills or an academic route that will enable progression into university and support them to be successful in Computer Aided Design (CAD) and engineering service roles in the future.</p>

All areas above are considered to be priorities across the three LSIPS

6. HOW OUR CURRICULUM MEETS THE WIDER NEEDS OF OUR LOCAL AND REGIONAL COMMUNITIES

COMMUNITY NEED	OUR CONTRIBUTION TO MEETING LOCAL NEED
Supporting older workers	<p>We offer a range of professional, vocational and academic courses which support older workers in gaining skills and qualifications enabling them to progress in their current employment or change pathway to meet local and regional needs.</p> <p>English, Maths and Digital Skills. AAT, Counselling, Teacher Training; Access and Degree qualifications (Business, Digital, Health Care, Nursing and Education); Green Skills, Construction, Hair and Beauty, RHS</p> <p>Multiply funds for numeracy training and Skills Network funding for retraining and upskilling.</p> <p>We work with Job Center Plus (JCP) on a range of initiatives to train over 50 learners in the local community, including conferences such as 'Inspiring Women' and Recruitment cafes involving employers.</p>
Supporting adults and young people with additional learning needs	<p>Across FE, we have students with additional needs across all curriculum areas as well as discrete provision (Foundation Learning) at Langley and Berkshire College of Agriculture.</p> <p>Our Foundation Learning courses start from Entry Level 1 up to Level 1, and all have a focus on developing independence and preparation for adulthood. We currently have students accessing our courses from 14 Local Authorities.</p> <p>We have two Foundation departments, one at BCA and one at Langley, with 160 students across both sites. We also run a range of short courses for adults with disabilities called Adult Learning for Independence and Employment (ALFIE). ALFIE staff work with local communities including day centres and adult social care. Our courses are regularly full and in the past 2 years we have almost doubled our ALFIE offer. We plan to continue to grow both specialist areas across FE so we can meet the local need.</p>

**6. HOW OUR CURRICULUM MEETS
THE WIDER NEEDS OF OUR LOCAL
AND REGIONAL COMMUNITIES**

COMMUNITY NEED	OUR CONTRIBUTION TO MEETING LOCAL NEED
Supporting adults and young people for whom English is a second language	<p>We teach English as a second language to 16 to 18 year-olds as part of a study programme, which also includes ICT and maths. Adult learners study on average 5 hours a week.</p> <p>As part of our curriculum development we offer ICT lessons to our adult learners as well as a 'Living and Working in the UK' qualification, as we understand that in order to help our learners integrate into the society, and find better jobs, we need to equip them with more than English lessons. ESOL learners take part in our 'Prep up to' and 'Step up to' provision to allow them skills to access higher education and improved job opportunities.</p>
Supporting asylum seekers and refugees	<p>We have a specialist provision for asylum seekers and refugees, both at the hotels they are housed in and within our campuses. ESOL, Multiply, Digital Skills programmes are offered as well as courses in Living and Working in the UK and Employability skills. The provision includes families and we have created workshops including 'Grow and Cook' and Local treasure hunts.</p> <p>Within our Langley campus, we have a nominated safeguarding lead and pastoral tutor working with our unaccompanied asylum seekers (under 18). These members of staff advocate for our learners and attend regular meetings with multi-professionals to ensure students' needs are being met and they are making good progress with their studies. We currently have 94 looked after children, 87 of them are Unaccompanied asylum seekers (UASC).</p>
Supporting rural communities	<p>Our specialist land-based provision is well respected within the local community. Senior staff at the college attend local council rural forums to ensure that all parties can engage in meaningful discussions about how the college can support the local rural community with achieving their future plans for the rural economy. The college takes part in environmental surveys and is supporting the local community council rural forum in meeting its net zero targets.</p> <p>Our curriculum is designed in conjunction with our local farming network who work with the college to ensure our students are exposed to the most up to date equipment and farming practices.</p>

7. SKILLS PRIORITY TARGETS AND ACTIONS

Skills Priority	Aim/Action	Outcome/Impact
Health & Social Care	<p>Use LSIPs to help shape curriculum planning</p> <p>Offer pathways for adult learners to upskill through development of Pre-Access to Working in Health & Social Sciences and Foundation Degree in Professional Practice in Health & Social Care.</p> <p>Use funding from T Level Specialist Equipment Allowance grant to support development of resources</p>	<p>Continued offer of a broad range of courses from L1 to L5 which meet national, regional and local</p> <p>Introduction of T-Level in Health (supporting the adult nursing team) from September 2023 to provide students with qualifications to progress directly into NHS roles and social care.</p>
Haulage & Logistics response	<p>Develop apprenticeship and adult routes into local and regional employer need.</p> <p>Increased focus and curriculum including the cross-cutting themes of Leadership and Management, Digital Skills, transferrable employability and net zero economy.</p>	<p>Apprenticeships from L2 to L4 in Logistics and Warehousing. Involvement of stakeholders such as Heathrow Airport in creation and delivery of Aviation Customer Service, Corporate Responsibility and Sustainability Practitioner, Ground Controller and Cabin Crew.</p> <p>Adult skills provision in regulated and non-regulated provision in both haulage and logistics as well as the cross-cutting themes.</p>

7. SKILLS PRIORITY TARGETS AND ACTIONS

Skills Priority	Aim/Action	Outcome/Impact
Creative Industries (Screen Industries)	<p>In collaboration with partner LSIP colleges, map out a curriculum that incorporates, apprenticeships and T Levels to support the development of career pathways into the screen and associated industries.</p> <p>Offer pathways for adults to upskill through the development of short course provision.</p> <p>Conduct a strategic review of the arts provision at Windsor College and the future industry partnership role for the college in the development of an employer curriculum for the screen skills industry.</p>	<p>Introduction of T level provision with associated capital funding to support the development of cross cutting provision at Windsor College.</p> <p>Apprenticeships from L2 to L7 in all provision areas to support the screen industry sector.</p> <p>Adult skills provision in regulated and non-regulated provision.</p>
Digital & Technology	<p>Increase the essential digital skills offer to ensure that all adult learners at the college are improving their digital literacy to increase their employment opportunities</p> <p>Develop skills bootcamps and free courses for jobs opportunities to increase the number of students graduating with skills in networking, programming and cyber security.</p> <p>Develop a CPD and recruitment plan to strengthen the teaching team's ability to deliver courses that support the needs of local business in these subjects.</p> <p>Apprenticeship digital offering Data Analyst, Digital Marketer, Infrastructure Technician.</p>	<p>Increased adult learner participation in essential digital skills courses to improve the economic prosperity and future participation in lifelong learning of adults.</p> <p>Offering adult evening courses in networking, programming and cyber security by January 2024.</p> <p>Increased offer of digital and technology apprenticeships for local stakeholders.</p>

7. SKILLS PRIORITY TARGETS AND ACTIONS

Construction	<p>Increase the volume of apprenticeships available to young people through continued development of relationships with employers in the sector and engagement with LSIPs events.</p> <p>Offer upskilling and reskilling opportunities for adults through skills boot camps and free courses for jobs by ensuring resource utilisation covers evenings, week-ends and holidays to increase opportunities for those adults in low paid work. Increased focus on Women and over age 50 learners, upskilling and reskilling the sector.</p> <p>Focus on low carbon and sustainable apprenticeships.</p>	<p>Increased adult participation in construction free courses for jobs at L2 and L3.</p> <p>Introduction of a L4+ apprenticeship offer for construction workers to enable lifelong learning for our local communities.</p>
Engineering and manufacturing	<p>Improve the colleges facilities and resources through the T Level capital build fund and Specialist Equipment Grant to offer the occupational specialisms outlined in the LSIPs as in demand.</p> <p>Develop a CPD and recruitment plan to strengthen the teaching team's ability to deliver courses that support the needs of local business in these subjects.</p>	<p>Offering engineering T Levels from September 2025 with industry standard resources.</p>
Science and Mathematics	<p>Improve the colleges' facilities and resources through the T Level capital build fund and Specialist Equipment Grant to offer the occupational specialisms outlined in the LSIP as in demand.</p>	<p>Introduction of T Level from September 2025 with industry standard resources.</p>

Corporation Statement

On behalf of The Windsor Forest Colleges Group, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives approved by the corporation at their meeting on 19th May 2023.

Chair of Governors

Group Principal/Chief Executive and Accounting Officer

Dated:

Dated:



windsor-forest.ac.uk