



THE  
TRAFFORD  
COLLEGE  
GROUP

# Strategic Plan 2021 - 24



THE  
**TRAFFORD  
COLLEGE**  
GROUP



**MARPLE  
SIXTH FORM  
COLLEGE**



THE  
**CHEADLE  
COLLEGE**



**STOCKPORT  
COLLEGE**



**UNIVERSITY  
CENTRE**  
STOCKPORT COLLEGE



**TRAFFORD  
COLLEGE**



**TRAFFORD  
COLLEGE**  
SIXTH FORM





## A MESSAGE FROM THE PRINCIPAL

As Principal and CEO of The Trafford College Group (TCG), it is a great privilege to introduce our new Strategic Plan for 2021 – 24.

TCG was formed in April 2018 following the merger between Stockport College and Trafford College. Since then, a further merger took place in May 2021, with Cheadle and Marple 6th Form College joining the Group.

As a result of these two mergers, TCG now operates across five main campus sites within Stockport and Trafford and serves around 11,000 students including education for adult learners, apprenticeships, Higher Education and young people.

The purpose of TCG is “Unlocking Potential, Fostering Success”. We pride ourselves on always striving to deliver the highest quality education and training to all our students and helping them realise their ambitions. And yet our purpose goes beyond the education we provide to individual students and relates to how we unlock the potential of the businesses, communities and our own TCG colleagues with whom we work, and how we ultimately foster their success.

The context of this Strategic Plan is a period of unprecedented change in all our lives. As I write, the Coronavirus (COVID-19) pandemic is still very much with us having caused immense disruption to all and not least to education settings. The impact of BREXIT is starting to be seen on the labour market, as well as risks and opportunities around skills shortages. Further Education remains subject to significant policy and funding volatility, with a new Skills White Paper heralding much change for the sector.

Our Strategic Plan reflects the changes that TCG has undergone in recent years, and a response to enable us to successfully navigate the policy and funding changes ahead. At its heart is our constant endeavour to meet the needs of our students, staff, local businesses and our communities; whilst ensuring we provide financial sustainability, excellent facilities and ways of learning that are fit for the digital age.

I have always said that no college is an island, and our continued success will not be possible without the support from the many partners that work closely with us. My huge thanks to all the parents and carers, community partners, businesses and many other stakeholders who are integral to helping TCG realise the ambitions of this Strategic Plan.

Best wishes

**James Scott**

Principal and CEO  
The Trafford College Group



## A MESSAGE FROM THE CHAIR OF GOVERNORS

I am delighted to introduce The Trafford College Group's 3-year Strategic Plan which establishes the direction we will take from 2021 to 2024. The Plan outlines our ambition to be a leading Further and Higher Education provider, both regionally and nationally.

In the last four years, we have transformed our organisation by expanding rapidly through two mergers with Local Further Education and Sixth Form providers. During this time we have outperformed our income targets and substantially grown our business.

The Trafford College Group (TCG) has been remarkably successful in improving outcomes and achievements for students. We are also creating new fit-for-purpose buildings across all our five campuses. Our aim is to be fully engaged with the communities we serve and ensure that the Group plays a significant role in the local and regional economy. We work with a large range of employers ensuring real marketable benefits for learners.

I am particularly proud of the way in which TCG has responded to the challenges of the pandemic. A great deal of thought and work has gone into ensuring the safety of our learners and staff during this difficult time.

Our new plan builds on our past successes and we will always go the extra mile to work collaboratively with our partners to fulfil our joint aims and ambitions. The staff will continue to be given every opportunity to develop their own skills and talents. They are key to the continued development of our plans and the success of our students.

We can celebrate our success of the last few years whilst recognising the need to consolidate and continue on our improvement pathway. We believe as Governors and senior leaders, that this Strategic Plan is a solid foundation for the next stage of our development. It will lead to both high academic achievement and increasing employability for our learners. We will ensure that we continue to be an inclusive organisation welcoming all those who want to learn and develop.

As The Trafford College Group, we will continue to establish ourselves as an outstanding provider of Further and Higher Education, and a great place to work and study.

**Graham Luccock**

Chair of Governors  
The Trafford College Group

A handwritten signature in black ink, appearing to read 'G Luccock', written in a cursive style.











## PURPOSE

'Unlocking Potential, Fostering Success'

## VISION

To be a leading provider of education and skills that supports community cohesion and drives local and regional productivity.

## OUR MISSION

To provide the highest quality of education and training to all our students and employers through an inclusive and career focused curriculum.

## VALUES

- Ambitious
- Resilient
- Collaborative
- Inclusive
- Respectful



# STRATEGIC PRIORITIES

## Strategic Priority 1

Providing high quality, responsive education and training for all our students enabling their success and supporting their progression.

## Strategic Priority 2

Establishing TCG as a sector leading employer so that our colleagues thrive and deliver the highest quality of education and experience to all our students and stakeholders.

## Strategic Priority 3

Driving business recovery, renewal and productivity through transformational relationships with employers.

## Strategic Priority 4

Clearly defining and delivering our corporate social responsibility and civic duty as an anchor institution for our local communities.

# STRATEGIC ENABLERS

## Strategic Enabler 1

Transforming our college estate to meet the skills and education needs of now and the future.

## Strategic Enabler 2

Delivering our Digital Strategy to enhance learning and ways of working with highly effective use of technology.

## Strategic Enabler 3

Ensuring good financial health, managed growth and value for money.





# CONTENTS

CONTEXT OF THE STRATEGIC PLAN .....10

THE TCG APPROACH .....12

LOCAL, REGIONAL AND NATIONAL CONTEXT .....14

STRATEGIC PRIORITIES .....22

STRATEGIC ENABLERS .....28

# CONTEXT OF THE STRATEGIC PLAN

## The Trafford College Group

The Trafford College Group (TCG) as it stands today has been nearly 15 years in the making. In 2007, North Trafford and South Trafford College merged into one college for the borough, Trafford College, with a £29m turnover. In 2018, Stockport College merged with Trafford College to form The Trafford College Group. Then, in May 2021, Cheadle and Marple Sixth Form College joined The Trafford College Group to create a £45m institution serving the educational needs of young people, adults and businesses extensively across the boroughs of Stockport and Trafford.

TCG provides a broad curriculum offer, meeting the needs of many student groups across the local area and wider sub-region. This offer includes academic, adult education, apprenticeships, commercial programmes, higher education, and vocational / technical courses. Student numbers consist of around 5100 young people, over 4000 adults, around 1500 apprentices and over 500 higher education students.

Over recent years, TCG has rationalised and consolidated its education provision within Trafford, which also retains a high-quality reputation within the local area. Provision is located at the Altrincham Campus (primarily 16-18 academic and vocational) and the Stretford Campus (16-18 technical, adult, apprenticeships and higher education). Delivery includes a large Foundation Learning provision and across the programmes there are around 200 students with an Education Health & Care Plan (EHCP) and around 35 students with High Needs. In addition, TCG operates an extensive community learning provision across the borough and a vibrant employability programme at the Trafford Centre. There are a number of longstanding and successful relationships with local employers including Kellogg's, Cargills, Trafford Council, L'Oréal and Total Fitness.

Following the two most recent mergers, TCG now operates three main campus sites within the borough of Stockport. These consist of Stockport College (16-18 vocational / technical, adult, apprenticeships and higher education), The Cheadle College (16-18 academic / vocational and adult education) and Marple Sixth Form College (16-18 academic and vocational). Across the offer there are also around 200 students with EHCPs and over 50 students with High Needs.

Since the merger with Stockport College in 2018, TCG has worked on developing the reputation of the college across the local area. A £23m redevelopment of the Stockport College campus is well underway and due for completion in 2022. The quality of education and student outcomes have steadily improved, and relationships with a number of local businesses continue to thrive such as Thales, The Seashell Trust and The Together Trust.







## The TCG Approach

TCG has grown significantly over the past 4 years, following two mergers to almost double its size in terms of income, offering high quality education and training across the whole of Trafford and Stockport. However, although this growth has been significant, it also strives to maintain, for staff and students, the sense and feeling of belonging to a local place at each of its campuses. The drive to ensure a 'One College' approach in terms of the quality of service to learners and stakeholders, whilst recognising the importance of fostering a sense of belonging to place is underpinned through the TCG structure, processes, and culture.

We have high ambitions for the Group, for our staff and for our students, and we set the bar high in terms of student success and the quality of our educational offer. To achieve our high ambitions, we have developed purposefully as a 'learning college' and one that is highly resourceful and receptive to change. The development of our staff in terms of sharing good practice, carrying out action research and being innovative in the way we review our successes has been an integral part of our journey and will continue to be so. This is especially relevant and important to our current situation as we search for what the new 'normal' will look like post-COVID-19; with the current crisis certainly accelerating digital transformation and new ways of working, as well as changing the composition of challenges that our students face now and in the future. Our approach in putting staff development and research at the heart of our strategy will also ensure that we continue to grow and attract the best staff and our local community to our college.

As a learning organisation it is also clear that looking through a narrow lens at our performance is not an effective way to judge our impact and will not support the transformation the newly merged college will need to implement. We will continue to drive change through developing a culture of support and challenge; making local autonomy within an overarching group framework an integral part of the way we do things and the fabric of our college. Teachers not only provide face to face learning opportunities but more frequently now will be offering blended learning to students.

Setting our aspirational bar high also requires the organisation to ensure that it is as supportive as it is demanding in terms of the quality of our work. Organisations where innovation thrives and challenges are met, are those that have a no-blame and enabling culture, one that encourages adaptation, change and the piloting of new approaches, in full knowledge that some will not succeed. Therefore, TCG will foster openness and transparency throughout the organisation. It will share the organisation's strategy with all staff and clearly identify how all can play their part in the Group's success.







## The Communities we Serve

TCG serves the communities of Trafford and Stockport to the south of Manchester and, for many of its programmes, including Higher Education and Apprenticeships, the wider Greater Manchester catchment area. The Group has strong links to its local and regional stakeholders. In particular, it works as a key partner with the two local authorities of Trafford and Stockport. The Group is a civic partner and educator and has a strong sense of place and service to its communities. This is not only in terms of its educational offer but also in the role it plays in supporting the economic development of Greater Manchester and supporting local community cohesion.





We play an important role in supporting business and the economic prosperity of Greater Manchester. Specifically, we aim to be the college provider of choice for all business education and training requirements. We already have a strong reputation with many local businesses, and we are an integral part of the business and marketing communities of both local authority areas.

However, given the current COVID-19 crisis and the likely impact on the education of young people and adults, it will also be an imperative to work with Trafford and Stockport Borough Councils to ensure that we put in place strategies to reduce the number of potential young people not engaged in education or training in our local area. The now lengthy period that young people have been without a full-time education and training programme will put many and particularly disadvantaged learners, at risk of not progressing and remaining in education. With the availability of Apprenticeships likely to be restricted and the risk of increased unemployment we must do all we can to maintain a high level of participation.

The Group already has very good links with a significant number of schools, and it will be important that we maintain our relationships and continue to build closer working arrangements to ensure the Group's offer at all of its campuses is widely understood by teachers, career officers and students. The Group currently provides a range of programmes for students with High Needs, as well as serving around 400 students with Education, Health and Care Plans (EHC).

Another key constituent is the local university sector. TCG will need to be a key player within the newly formed Greater Manchester joint General Further Education College Principals and University Vice Chancellors Group. Given the uncertainty of the higher education landscape post-COVID-19 it will be important to work on strategies that support the Group in maintaining its higher education provision, both full and part-time. The further development of degree apprenticeships, foundation/level 4 & 5 programmes will support the Group's mission of being a college focused on careers and inclusion.

One area to be explored further is in the establishment of an alumni community. Many ex-students are the Group's greatest supporters and promoters. There is an opportunity to tap into the wealth of talent from student alumni and investigate the opportunities for the Group to develop approaches under the working title of 'lifetime opportunities for alumni and the entrepreneurial spirit'.

The Group has a commitment to be a sector leading employer both in terms of its working practices and the career opportunities it offers to staff. This area of work is a major strategic priority especially at a time of great change with a recent merger, COVID-19, education reform and, potentially, institutional reform. Therefore, our approach will be to build on our current good record of employee relations and promoting from within where possible whilst also taking the opportunities to attract new and exceptional talent to the Group.



## Local Context

The local authority areas of Stockport and Trafford are the most prosperous of the Greater Manchester city region. Yet within them they contain some stark inequalities between different local wards. Areas such as Partington and Old Trafford in Trafford, and Brinnington and Edgeley in Stockport have stark challenges around economic wellbeing compared to the likes of Bowdon and Bramhall. Given the nature of the selective education system that still operates in Trafford, and the highly competitive landscape in Stockport; many students who enrol with TCG are from more disadvantaged backgrounds and have in some cases not benefited from their previous educational experiences as much as they should. In addition, many students who have achieved well at key stage 4 join TCG as their first-choice provider, rather than electing to enrol at a local school sixth form or another college. This context drives our mandate of being a truly inclusive college.

Within Trafford, TCG works closely with the local council as part of the Trafford Partnership. This includes key involvement in matters relating to education, skills, employment and inclusion. In addition, TCG operates a leading role as part of the Trafford Partnership's Recovery and Renewal Plan in response to COVID-19. This plan is focused on the four priorities of Business Recovery, Employment & Skills, Community and Children & Young People.

The relationship with Stockport Council is now strong and TCG is a key partner within the new proposed One Stockport Borough Plan, developed within the context of current and future challenges and opportunities for a borough with great potential. Prior to the COVID-19 pandemic, significant regeneration work was underway across Stockport and despite the current context, this looks set to continue with many new businesses still committed to relocating to the local area due to its excellent connectivity.

One of the main developments for TCG over the past 18 months has been the establishment of the Stockport College and Trafford College Community Partnerships. These Community Partnerships have enabled us to embed our standing and extend our reach across the local communities, drawing together a wealth of expertise and support for our students and colleagues and supporting our drive to be a true anchor institution for the communities we serve.

### **Sector areas of importance:**

Across Trafford and Stockport, the following sectors of importance have been identified:

- Financial, Professional and Business Services
- Creative, Digital & Technology
- Life Sciences
- Advanced Manufacturing





In the area of Advanced Manufacturing, opportunities present around low carbon and advanced materials as the government and consumers push industry to consider their carbon footprint. For example, low carbon sector targets include battery manufacturers and sustainable construction companies. In addition, logistics and fulfilment centres are also in demand with the rise of e-commerce because of the pandemic.

The key focus areas for the Life Sciences include healthy aging, digital health, and diagnostics with drivers around connected healthcare, access to data, ageing populations/co-morbidities. Partnerships with home developers/housing providers and community groups are an opportunity while the availability of lab space is a challenge.

In the area of Creative, Digital & Technology there are opportunities in gaming and content creation as well as machine learning and automation, and e-commerce. The sector faces a skills challenge identifying 'new to industry' candidates (skills future pipeline) as well as the logistical challenge of securing the flexible office space that is of appeal to tech and digital companies.

The local Financial, Professional & Business Services sector will be influenced by the on-going work to establish Greater Manchester as a FinTech and Shared Services hub. As LawTech/InsureTech/RegTech catch up with FinTech, skills shortages and opportunities are both a challenge and opportunity.

#### **Labour Market Information:**

Across Trafford and Stockport, the 16-19 learner population is increasing with potential recruitment improving over the next three years to +150 and +50 in the respective boroughs vs. 2020/21 levels. Individuals Not Engaged in Education or Training (NEET) levels in Trafford have declined by c.100 over the most recent 3-year period where data is available (2016-19) although Stockport saw an increase of c.50 over the same period.

In terms of deprivation and social mobility, Trafford is in Band 1 and Stockport is in Band 3 nationally for boroughs best able to provide opportunities for learners to succeed who come from poorer backgrounds. Trafford has less than 10% of its residents in the two most deprived bands and c.50% of residents in the three least deprived bands. Stockport has 18% of its residents in the two most deprived bands and 33% of residents in the three least deprived bands.

However, given the context of local area education providers and typical recruitment intakes at both Trafford College and Stockport College, the Group is currently classed in the highest band of deprivation.

## Regional Context

Greater Manchester is the UK's largest city-based economy outside of London. It is a devolved city region with an ambitious strategy of making Greater Manchester one of the best places in the world.

The Greater Manchester Strategy has several objectives that are particularly relevant to the context of TCG. These include:

- Ensuring all schools and colleges are classed as "good" or "outstanding"
- Providing a clear line of sight to education, skills and employment
- Providing an entitlement to employability skills, including maths, English and digital
- Improving adult entry to the labour market and sustained employment
- Increasing the take-up of level 4 and 5 technical education
- Increasing employer investment in workforce development and health

Greater Manchester (GM) has strong employment sector presence in the areas of business and professional services, construction, creative and digital, health, hospitality and tourism, and manufacturing and advanced materials. The impact of COVID-19 on some of these areas has resulted in short-term consequences but a view that they will "bounce back" is prevalent.





Devolution has had an impact on education and skills in several ways since the agreement was established. The Adult Education Budget (AEB) has been devolved to the Greater Manchester Combined Authority (GMCA) for the past two years. This has resulted in a number of flexibilities to support engagement and outcomes. GMCA also takes a leading role in the development of technical education, including the implementation of T Levels, supported by the Gatsby Foundation. The Mayor of GM has taken a particular interest and a lead across several initiatives including the development of a common careers and application platform for post-16 and free bus travel for 16-18-year-olds.

The changing landscape of employment, education and skills across GM has coincided with a more collaborative approach to working amongst the nine General Further Education Colleges that serve the city region. The Greater Manchester Colleges Group (GMCG) now works together across a number of themes including:

- Developing a joint approach to delivering some key elements of the Skills White Paper – particularly in relation to working with employers through the Strategic Development Fund (SDF)
- Working closely with the GMCA on the on-going implementation and delivery of the AEB and the development of the careers platform and common application system
- Working collaboratively on technical education and in particular the implementation of T Levels across GM
- Sharing approaches to addressing mental health and wellbeing across our colleges
- Exploring a collaborative approach to working with the Greater Manchester Universities









## National Context

At a national level there is now perhaps more of a significant focus on the importance of further education and skills than there has been for many years. In part, this is a reaction to the challenges thrown up by both BREXIT and COVID-19, as well as a realisation that more so-called traditional forms of education (A levels followed by Degree) are not always the answer to the skills we need in the future as well as the skills shortages we currently face.

The sector is therefore seen as a crucial part of the government's "levelling up" agenda, and this has been reflected in the recent white paper "Skills for Jobs: Lifelong Learning for Opportunity and Growth" as well as the draft Skills and Education Bill announced in the May 2021 Queen's Speech. Within this, there are five main areas of focus: employer responsiveness, technical education, lifetime skills guarantee for adults, funding & accountability and outstanding teaching.

The focus on employers includes the development of Local Skills Improvement Plans, driven by Chambers of Commerce, ensuring that provision meets the needs of local businesses and the economy. This is to be complemented by the creation of College Business Centres, providing responsive and innovative solutions for local skills needs. Existing programmes such as Apprenticeships and Traineeships will still form a major part of the offer for employers.

The focus on technical education includes the roll out of the new T Levels, which TCG will start delivering from 2021 in the areas of Construction, Computing and Education, to be followed with Business, Engineering and Health. The new Higher Technical Qualifications (HTQs) at levels 4 and 5 will then follow a similar national rollout programme and will form a key part of the TCG offer as this develops.

The focus on adult education is aimed to improve entry to the labour market and increase upskilling opportunities through the lifetime skills guarantee and more flexibility around funding level 3 adult qualifications. It is hoped that the white paper will simplify the existing funding landscape and enable providers to be more responsive to local skills needs through reduced complexity of funding agreements. The increase in accountability is aimed to ensure that providers are following through on a duty to meet such local skills needs. Finally, the focus on outstanding teachers is a welcome one, as many challenges remain in attracting talent to such a complex and diverse sector.

# STRATEGIC PRIORITIES

## Strategic Priority 1

Providing high quality, responsive education and training for all our students enabling their success and supporting their progression.

Objective	2024 Outcome/Impact Measure
Improve the skills, knowledge and outcomes of all our students, as well as their engagement and motivation for learning, ensuring that everyone achieves their full potential.	Self-assessment is at least "good" or better for Quality of Education. Student Outcomes in line with KPI targets.
Meet local, regional and national skills priorities through effective partnerships and an innovative, industry led, well-designed and highly responsive curriculum offer.	Student numbers and destinations in line with KPI targets. Employer feedback in line with KPI targets. New DFE Skills Measure met to benchmark.
Further develop our technical offer at levels 3 and above in line with government ambitions for T Levels and Higher Technical Qualifications (HTQs) to ensure that students are well equipped to meet the requirements of the labour market.	T Level student numbers and outcomes at target. Objectives in TCG Higher Skills Strategy achieved.
Continue to develop an adult offer to support retraining and upskilling, improve personal wellbeing and contribute to a strong and resilient local and regional economy.	Adult education student numbers in line with KPIs. Adult progression / destination rates in line with KPIs.
Provide a high-quality personalised experience in a supportive environment for our High Needs/SEND students that raises aspirations, supports progression and leads to high levels of student success.	No significant gaps in outcomes between High Needs / SEND students and their peers.
Provide effective and targeted learning support, pastoral support and student engagement opportunities, linked to education recovery, so that all our students can develop the skills, attitudes and behaviours necessary for success in life and work.	Personal Development and Behaviour & Attitudes self-assessed as "Outstanding".
Ensure delivery of high-quality careers education, information, advice and guidance (CEIAG) through the TCG Careers Programme to ensure that all students are well equipped for their next steps.	Student destinations in line with KPIs. Student WRL / WEX targets met. Matrix Accreditation retained.
Establish transformational partnerships with local high schools to enable more effective transition arrangements and development of targeted programmes to support CEIAG at key stage 4.	16-18 student numbers in line with KPI targets . College Ready student numbers in line with targets.





## Strategic Priority 2

Establish TCG as a sector leading employer so that our colleagues thrive and deliver the highest quality of education and experience to all our students and stakeholders.

Objective	2024 Outcome/Impact Measure
Embed a diverse and inclusive culture with a workforce that can represent the different perspectives from our communities and where all staff feel they can progress.	People Objectives included within the TCG Equality, Diversity and Inclusion Strategy are achieved against targets.
Deliver a post-merger cultural alignment programme which achieves a values led, inclusive and engaging environment where all colleagues understand and support our purpose, vision, mission, values and ambitions.	Objectives and targets in priority area 1 of the TCG People and Culture Strategy are delivered against targets. Achieve an improved score on the TPI culture survey following the completion of the programme. Monitoring against mandatory employee requirements demonstrates consistent compliance from all staff.
Establish TCG as a sector leading employer within the Northwest.	Achievement of an external accreditation to celebrate the value of the work delivered by TCG colleagues and which demonstrates TCG's achievements as an employer to future employees. Objectives and targets included within priority area 2 of the People and Culture Strategy for talent attraction are achieved. Metrics (including candidate acceptance rates) demonstrate a strong employee brand.
Maximise organisational capabilities and capacity to ensure essential skills across all staff groups are developed and retained to enable the delivery of organisational objectives and support the career aspirations of colleagues.	Objectives and targets within priority area 3 of the People and Culture Strategy are achieved.
Deliver a "People First", positive employee experience where colleagues are provided with the necessary support to promote their well-being and achieve excellence.	Objectives and targets within priority area 4 of the People and Culture Strategy are achieved. Staff surveys demonstrate high satisfaction for all staff groups. Achievement of external accreditation to demonstrate TCG's commitment to employee well-being.







### Strategic Priority 3

Driving business recovery, renewal and productivity through transformational relationships with employers.

Objective	2024 Outcome/Impact Measure
Increase the recruitment of high-quality apprenticeships across the Group as a key driver to supporting the skills needs of local and regional employers.	Apprenticeship numbers and income in line with KPI targets.
Establish a clear employer responsive offer linked to local and regional skills priority areas and across the range of TCG provision beyond apprenticeships, including Adult Skills, Higher Skills, Work Placements, and bespoke Commercial Programmes.	Student numbers and funding in line with KPI targets for each type of provision.
Develop transformational, as opposed to just transactional, relationships with employers including the development of Employer Advisory Groups (EAGs) in every key sector of delivery.	EAGs established in all key sector areas.
Ensure delivery of high-quality education and training for employers.	Apprenticeship outcomes in line with KPI targets. Employer satisfaction rating in line with KPI targets.
Establish effective internal operations for employer engagement including account management processes and the establishment of a robust CRM system.	Student numbers and funding in line with KPI targets for each type of provision. Employer satisfaction rating in line with KPI targets.
Develop an effective marketing proposition for employer engagement including solutions focused and sector-based approaches to responding to the skills needs of employers.	Increase income from employer-based activity by at least £500k on 2021/22 baseline.
Contribute proactively to collaborative regional developments around employer engagement including the Strategic Development Fund (SDF).	At least two sector-based College Business Centres established as part of SDF and other regional / national pilot-based activity.



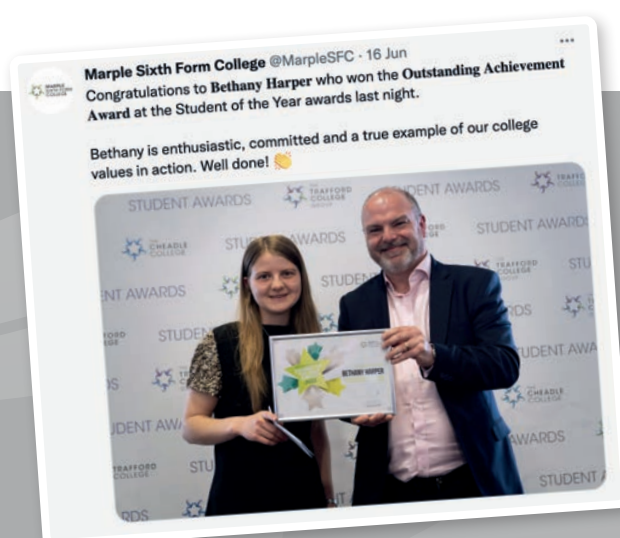




## Strategic Priority 4

Clearly defining and delivering our corporate social responsibility and civic duty as an anchor institution for our local communities.

Objective	2024 Outcome/Impact Measure
Establish a high-quality community learning offer to support community cohesion, wellbeing and "building back better" within our local areas of Stockport and Trafford.	Community learning targets met.
Embed the Community Partnership model within Stockport and Trafford to enable a coordinated multi-agency approach to student support, engagement and community cohesion.	Achieve a nationally recognised award for the Community Partnership approach.
Create a clear proposition for the Group around its wider responsibility to "civic duty", its contribution to social value and its role as a community asset.	Clear measure(s) of Social Value established and attained.
Establish the next phase of the "Unlocking Potential, Fostering Success at Stockport College" project to enable the continued reputational turnaround of Stockport College .	Outcomes in the project delivered to target.
Establish highly effective and innovative approaches to working with young people and adults not engaged in education or training (NEETs) and work in partnership with local agencies to tackle isolation.	AEB income targets achieved. At least 100 additional young people enrolled on flexible programmes to reduce NEETs from 2021 /22 YP baseline.
Develop an approach to student engagement that includes opportunities for alumni to remain invested in the Group.	Each campus has an established Alumni community supporting student engagement activity.
Develop an approach to embed Education for Sustainable Development (ESD) and Student Engagement around the Green Agenda within the Group's offer and delivery .	Green College Assembly in place across all Campus Sites. ESD established as part of a Study Programme entitlement.





# STRATEGIC ENABLERS

## Strategic Enabler 1

Transforming our college estate to meet the skills and education needs of now and the future.

Objective	2024 Outcome/Impact Measure
Deliver the Group's "Buildings for Everyone" programme as part of the 5 Year Estates Plan through inclusive design and/or estates management practices across all campuses.	Achieve BS 8300 (or equivalent and appropriate accreditation) for the Cheadle campus in recognition of an inclusive estate.  Achieve inclusion targets detailed in the 5 Year Estates Plan.
Achieve excellent accommodation and create a professional environment with industry standard facilities across all campuses, including the delivery of: <ul style="list-style-type: none"> <li>- Stockport redevelopment project,</li> <li>- Cheadle project</li> <li>- Timperley surplus land solution</li> <li>- sports facilities at Woodley &amp; Wood Lane resolution</li> </ul>	Achieve a minimum eMandate condition grade B at each campus by 2024. Stockport Redevelopment Project delivered against target. Cheadle Project delivered against target Resolution of the mothballed Timperley sports pitch and overflow carpark. Resolution regarding the future use of Woodley and Wood Lane sports facilities.
Design and deliver a "smart" estate to improve building and campus efficiency and ensure new buildings are designed to facilitate the achievement of the digital strategy.	Single building management platform across all campuses delivered against milestone targets set out in the 5 Year Estates Plan.  Design and construction of Stockport Phase 2 and Cheadle Projects enable the digital strategy target of 50% IT classroom conversions across the 5 main campuses.
Contribute to the delivery of sustainable communities through building design and working practice, and through the delivery of environmental objectives which support the reduction of TCG's carbon footprint.	Achieve ISO 14001 for the Stockport, Cheadle and Marple campuses.  Ensure capital projects are designed to deliver a BREEAM rating of 'Very Good' for redevelopment projects and 'Excellent' for new build projects.  Achieve environmental targets as detailed in the sustainability strategy.
Ensure health and safety best practice across all campuses.	Achieve ISO 45001 for the Stockport, Cheadle and Marple campuses.  Achieve RoSPA Gold.









## Strategic Enabler 2

Delivering our Digital Strategy to enhance learning and ways of working with highly effective use of technology.

Objective	2024 Outcome/Impact Measure
Deliver a digital skills plan to ensure colleagues have the necessary up to date and relevant skills for their role.	Objectives for digital development included within the organisational development plan are delivered against target.
Ensure a secure and compliant IT framework that enables best possible use of TCG's digital resources and minimises risk of disruption from Cybersecurity threats.	Achieve Cyber Essentials and Cyber Essentials +. Simulated phishing campaigns demonstrate staff have received effective Cyber awareness training.
Engage, enhance and enable learning through the use of digital technology and the achievement of creative learning environments across all campuses.	Publish and deliver a digital entitlement for respective student cohorts. Delivery of the digital resource plan including the establishment of a fully supported BYOD. Convert 50% of classrooms with PCs into modern, engaging learning environments.
Deliver a communications tool that meets future organisational needs by unifying/merging communication and collaboration tools for meetings, phone calls into a single flexible platform suitable for on-site and work-from-home staff.	Through the use of Microsoft Teams achieve a unified communications tool across the Group incorporating internal/external telephony, internal/external meetings for colleagues, students and customers.
Achieve a financially and environmentally sustainable Digital Estate incorporating: <ul style="list-style-type: none"> <li>- End-user devices.</li> <li>- Server devices.</li> <li>- Network devices.</li> <li>- Print devices.</li> <li>- Mobile phones.</li> </ul>	Reduce the student PC estate implement BYOD in student cohort against target. Rationalise staff laptops/PCs to achieve "one device per person". Reduction in TCG's on-premises server estate against target as a result of making best use of Microsoft Azure Cloud services. Complete the retirement of laser printers. Reduce print volume against target by the use of digital alternatives. Facilitate the use of personal staff mobiles for accessing college systems.
Ensure our digital systems are inclusive and are accessible for all students and colleagues.	Assessment of all college systems for accessibility completed with identified areas for development implemented. Accessibility features within MS365 are utilised to support TLA and exams. Accessibility features within Teams telephony are utilised. Accessibility features within Windows to support colleagues and students are utilised.
Improve the efficiency and effectiveness of enabling services by undertaking a "Digital Assessment" of each enabling team and implementing streamlined business processes using MS365 technology.	"Document template" forms replaced by fully "on-line forms". Survey feedback demonstrates business processes through MS365 have improved. AI feature of MS365 installed to enable automated responses to common questions (Chatbots, Team Chatbots).

Ensuring good financial health, managed growth and value for money.

Objective	2024 Outcome/Impact Measure
Ensure highly effective and responsive financial management to ensure the Group maintains a sound financial position – based on EBITDA, Current Ratio and Level of Borrowing.	Financial Health rating of “Good” achieved and met in financial plans .
Maintain a healthy cash position, including close monitoring of the underlying cash position, whilst not compromising required investment in the Group’s estate and resources.	Operating cash to be greater than £3m. Maintain cash days > 30 days.
Increase the financial management capability and commercial awareness across the wider Group leadership and management team to support financial resilience and achievement of growth opportunities.	All income targets and KPIs met or exceeded. Overall budget targets and financial KPIs met or exceeded.
Develop an effective approach to measuring and improving curriculum efficiency and contribution across all departments and types of provision.	Overall curriculum contribution > 50%.
Further develop the Group’s procurement strategy to drive social value, improve value for money and drive economies of scale across all non-payroll expenditure and project expenditure.	Reduction of £300k pa in non-pay costs. Clear measure(s) of Social Value established and attained.





THE  
**TRAFFORD  
COLLEGE**  
GROUP

Manchester Road,  
West Timperley,  
Altrincham,  
Cheshire,  
WA14 5PQ

**T:** 0161 886 7070

**E:** [info@trafford.ac.uk](mailto:info@trafford.ac.uk)

**W:** [www.trafford.ac.uk](http://www.trafford.ac.uk)