



STRATEGIC PLAN

2017 - 2020

PUTTING TOGETHER THE PLAN



We have consulted widely with our key stakeholders in putting together our new strategic plan. We have listened to the views of employers, to our local councils, to Greater Lincolnshire Local Enterprise Partnership, to the local community, to staff and to our learners. We have done this through a variety of means including face to face, email, the local press, via our website and through our regular business network meetings and events. A strategic plan working party was formed comprising of governors and members of the senior leadership team. The feedback received from all our stakeholders has fed into the final plan which we feel sets a clear vision for the direction of travel for Boston College for the next 5 years. We are confident about the future of Boston College and are looking forward to the opportunities that lie ahead.



Amanda Mosek, Principal

DELIVERING OUR COMMITMENTS

The strategic plan is an important document which signals our future direction but it is not fixed in stone. The priorities will be reviewed and amended each year to ensure that they are still relevant and that the College is acting responsively to changes in the operating environment. Each department in the College will develop its own business plan based on the priorities in the strategic plan and these will be regularly monitored and reviewed at quarterly performance monitoring. A leadership business plan detailing specific key performance indicators will be created by which governors will be able to monitor progress against the overall plan.

VISION

“To be a brilliant college that transforms people’s lives and makes an outstanding contribution to the economy of Greater Lincolnshire by working in partnership with employers and other key stakeholders.”



VALUES

Boston College is an inclusive organisation that is based on the following values:

Trust
Openness
Respect
Challenge
Honesty
Excellence

ABOUT BOSTON COLLEGE

BOSTON COLLEGE HAS BEEN SUCCESSFULLY PROVIDING EDUCATION AND SKILLS TRAINING FOR OVER 50 YEARS, HAVING CELEBRATED ITS 50TH ANNIVERSARY IN 2015.

The College plays an important role in the life of the town and the region helping businesses to meet their skills needs and local people to improve their life chances. We offer a broad curriculum in all areas of provision from Entry Level to Level 5 and deliver skills and qualifications to around 1,700 young people and several thousand adults and employers each year. We have a vibrant and relevant curriculum plan that has been endorsed by the Greater Lincolnshire Local Enterprise Partnership. As we are 35 miles from the nearest college, our priority is to offer a broad based curriculum up to Level 3 to ensure that local people have an adequate choice. Whilst we take account of local skills priority areas, we are keenly aware that we are preparing some of our young people for careers on the national stage and therefore have deemed it inappropriate to specialise in a limited curriculum at Level 3 and below. We also work with many employers whose businesses are not in the priority sectors but who are critical to the local economy and need help with skills training.

Over recent years we have pro-actively increased our Apprenticeship numbers and grown our numbers of Higher Education students and these will be important priorities moving forward. We work very closely with local employers in both of these areas and develop provision according to their needs. We hold regular networking meetings for employers and work closely with the Greater Lincolnshire Local Enterprise Partnership and the Employment and Skills Board as well as our local councils.

As the second largest employer in Boston, we are acutely aware of our role in helping to grow the local economy and improve productivity. We have high numbers of young people who are not yet ready to study at Level 3 and significant numbers needing to continue to study English or maths which is a significant challenge. Every year a number of international students choose to study at the College, most living in the halls of residence on our main campus.



BOSTON COLLEGE

“70% of employers say that employing an Apprentice improved the quality of their product or services and that the cost of Apprenticeship training pays for itself in 1 to 2 years through increased productivity.”

Where it all began...



*First to enrol
at the new
college*

Miss Thesca Sudlow — 16-year-old daughter of Mr. and Mrs. A. J. Sudlow, 19, Donington Road, Quadring, is the first person to enrol at Boston's new College of Further Education. She will begin a training course in domestic science at the college in September, 1964, and hopes to enter the catering trade eventually. Thesca left Donington Cowley's Secondary School at the end of last term. She told the "Standard": "I shall take an evening course in English and a cadet nursing day course at Pilgrim College in between times." ("Standard" photo)

FIVE DECADES OF LEADERSHIP

1964



Alan Moon
1964 – 1986



David Pursell
1986 – 2001



David Pomfrett
2001 – 2005



Sue Daley
2005 – 2011



Amanda Mosek
2011 – Present

NOW



CONTINUED...

Boston and the surrounding areas have traditionally been areas of low aspiration and since 2012 we have been working hard to address this issue through a specific strategy. Enabling learners to reach the highest standards has been a key priority and encouraging them to enter competitions has been a successful way of doing this.

We will have two learners representing the College at the National Skills Show in Birmingham in November 2016, in Computing and in Health and Social Care.

Our Future Business Leaders Programme is helping our most gifted young people to realise that they can stay in Lincolnshire and have successful careers. Our Be Brilliant Foundation helps to support those learners who have the potential to achieve at the highest levels.

We are based on a large campus close to Boston town centre and have a number of other centres in Boston. The Ingelow Centre is our base for the delivery of programmes for foundation learners and provision for unemployed adults.



INGELOW CENTRE

The Peter Paine Performance Centre is the campus for sports students and it offers significant community provision at weekends and in the evenings.

The Sam Newsom Centre is newly refurbished and is the base for our music and performing arts students.



SAM NEWSOM CENTRE

We also have an important centre in Spalding which is very much a community resource with a number of local employers leasing premises on the second floor of the building and other community organisations hiring conference and meeting facilities. Some provision for 16-18 year olds is delivered from Spalding along with an adult offer. The intention is to grow the adult and Higher Education curriculum at the centre.

The College has continued to work with some local partners through sub-contracted delivery. This is a deliberate policy because we believe that our partners enhance the offer that the College is able to provide and reach markets that traditionally the College find difficult to attract. The achievement rates of our partners are outstanding.

The Board is committed to ensuring that the College is providing public value for money by having a positive impact on the social, economic and physical well-being of the community it serves. The College is rated as good by Ofsted and achievement rates have increased year on year since 2012. Latest national success rate data shows that...

Boston College is the No. 1 Top Performing College in Lincolnshire for young people, adults and Apprentices.



The delivery of high quality teaching and learning leading to excellent outcomes for learners is of critical importance and in 2015 the College was shortlisted for a Beacon Award for the outstanding leadership of teaching and learning. There is a real focus on progression and destination. The College has developed a reputation over recent years for supporting young people who wish to set up their own business, including social enterprises, and has been awarded high impact status for three years in Global Entrepreneurship Week.

The opportunity to set up their own businesses has also been made available to the local community with several people actually doing so. The College is well regarded by local people as an important hub for the town. We are outward facing and learners undertake many voluntary community activities and support local initiatives. Equality, diversity and inclusion are particularly important and we work with the local community on a variety of projects.

The College has stable finances, achieving surpluses in 2014/15 and 2015/16 and is predicted to be in outstanding financial health from 2017.



Numbers of 16-18 year olds applying to the College have increased over recent years as the College's academic reputation has grown. Whilst there are a number of schools offering sixth form provision in and around Boston, we try to work collaboratively with all of them to help ensure that local young people are able to make informed post 16 choices. Our careers, information, advice and guidance services are Matrix accredited.

No. 1

**TOP PERFORMING
COLLEGE
in Lincolnshire**



ROCHFORD CAMPUS



THE ENTERPRISE ZONE



SPALDING CAMPUS

TRIUMPH FOR LINCOLNSHIRE HEALTH AND SOCIAL CARE STUDENT AT WORLDSKILLS 2016

Health and Social Care student, Rhianna Berry, not only proved excellence by taking first place in her heat of the World Skills Health and Social Care competition, but went one further to secure herself a place in the national final.

The competition aims to find the best adult health and social care workers in the country, determined by the delivery of excellent health care in a mix of written tests and live activities which are assessed by a panel of expert judges.

With only eight high scoring individuals from across the country going forward to the National Finals, this is an amazing achievement. Rhianna will be competing at the Skills Show, held at the NEC in Birmingham in November 2016.



Rhianna Berry



PAM LEIGH TURKEY CHEF

PAM LEIGH WINS BRITISH TURKEY CHEF OF THE YEAR

From 25 colleges nationwide, 6 students were shortlisted to take part in the finalist's cook-off. The competition final included creating starter and main course dishes with British Turkey meat that were judged by a highly skilled panel of experts from the industry. As a result of this amazing achievement, Pam will be cooking for approximately 280 guests at The Sheraton Park Lane Hotel in London.

BOSTON COLLEGE STUDENT WINS SEBTA 2016 TITLE

The annual Student Electrotherapy Beauty Therapist Award recognises the best student electrotherapists in the whole of the UK out of those qualified to Level 3 and above. This year marked the 10th year of SEBTA, sponsored by Carlton Professional and Boston College is extremely proud to be home to the winner of this year's title, Theresa Nelson.



THERESA NELSON

COLLABORATION

The College is now working in collaboration with Grantham College and New College Stamford.

Talks were initiated in July 2015 and there followed eight months of data sharing and due diligence to determine the best form of collaborative venture. Full merger was ruled out at this stage because the distance between the three colleges meant that it was not possible to achieve significant curriculum rationalisation or estates efficiency. The need to retain provision within each population centre was considered critical in order not to worsen the already difficult access to services created by the county's rurality. Seven areas of collaboration were agreed and these are now in various stages of development, monitored by a collaboration working party comprising of representatives from each college's governing body and senior leadership team. It is anticipated that these projects will enable efficiency savings to be made, good practice to be shared and will be helpful to employers by supporting them with the Apprenticeship agenda and helping them to address some of the higher level skills shortages. The most significant projects are the creation of a joint venture company for the delivery of Apprenticeships and the development of a leadership and management programme for local industry that will be partly delivered online. In addition to this collaboration, Boston College is leading on a collaborative initiative on Apprenticeship assessment centres for all Further Education colleges in Greater Lincolnshire.





LOCAL CONTEXT

The College mainly serves the borough of Boston and the districts of South Holland and East Lindsey although its geographical reach is wider than this. The areas are characterised by a low skills, low wage economy and consequently high level of deprivation and rural poverty. The Indices of Deprivation show that Lincolnshire's coastal wards stand out as being amongst the most deprived 10% of neighbourhoods nationally. All the Local Authority areas have high levels of deprivation for education, skills and training. People of all ages have lower levels of qualifications than national averages. In Greater Lincolnshire only 27% of residents are qualified to at least Level 4, compared to a national figure of around 40%. The educational attainment at Key Stage 4 has shown a marked decline over recent years with young people in Lincolnshire only gaining 65% of good GCSEs in 2014 compared with 85% the previous year. Breaking this figure down to local authority areas shows an even worse picture for Boston, South Holland and East Lindsey. The youth unemployment figure in Greater Lincolnshire at 21% of all job seekers is higher than the national figure of 17%. Businesses tell us that it is the attitudes and work readiness of young people that they value more than the qualifications that they may hold.

South Lincolnshire has seen a significant amount of inward migration from other EU countries, particularly from Poland, Lithuania and Latvia over recent years. The vast majority of people move here to work within agriculture or in food production and the local economy is very dependent on this migrant labour. The impact of migration can be seen within the College with over 25% of learners now from a white non British background. This level of migration is not fully reflected in official population statistics which rely largely on the 2011 census. The difficulty in collecting accurate inward migration statistics amongst the population has led to the local public sector feeling that it is underfunded

and the subsequent pressure on services such as health has led to some tension. In the 2016 EU referendum, Boston had the highest percentage of leave votes across the UK.

Local Enterprise Partnerships are now very important in localities, working closely with local businesses and playing a key role in the economic prosperity of areas. The priority sectors within Greater Lincolnshire are agri-food, manufacturing and engineering, the visitor economy and the low carbon economy. Health and care, and ports and logistics are regarded as being emerging sectors for the economy. Greater Lincolnshire has become the first rural area in the country to be granted a devolution deal and the new Combined Authority will become responsible for the funding of adult skills by 2019. Greater Lincolnshire is also playing a role in the development of the Midlands Engine and the College is involved with others, working on the skills agenda.

Access to services is problematic for some people living in Greater Lincolnshire because of the size of the county and its rurality. In South Holland only 71% of people have access to a Further Education college by public transport or by foot. In East Lindsey the figure is 75%.

The population of Greater Lincolnshire is growing and ageing. Forecasting models have predicted that the businesses will need to fill around 200,000 jobs by 2022 and that there will be a greater demand for more highly skilled workers in sectors that are traditionally seen as low skilled. Boston College will need to play a key role in supporting this agenda.

THIS YEAR SAW ANOTHER AMAZING 100% PASS RATE ACROSS ALL 12 A-LEVEL SUBJECTS FOR BOSTON STUDENTS. THIS RESULT PUTS BOSTON COLLEGE ABOVE THE NATIONAL AVERAGE PASS RATE OF 98.1%.

REDBUBBLE SUCCESS FOR AMBER

Boston College's Visual Arts & Media department's year-long competition linked to the successful website, Redbubble, came to an end recently with Amber de Vries coming out on top. The competition saw students using artwork they have created in lesson being placed on products, such as t-shirts, phone cases and mugs, and then using social media to generate interest in their products. Amber was the top seller out of all students taking part.



AMBER DE VRIES



BOSTON COLLEGE ENTERPRISE ZONE

AMAZING SOCIAL ENTERPRISE OPPORTUNITIES

Not only has Boston College's Enterprise Zone successfully secured a new partnership with UnLtd for the 'Do It For Real' project, supporting social entrepreneurs under the age of 30 to explore their social action / enterprise ideas, further supported by a partnership with social entrepreneur and previous BBC 1's Apprentice star Melody Hossaini.

THE GRADUATION BISHOP GROSSETESTE UNIVERSITY

July saw 37 Boston College Higher Education students from the Learning Support degree courses graduate from Bishop Grosseteste University. All students will be progressing on to the next step in their career, with some going on to employment and others are continuing to study further, on courses such as Primary BA (Hons) with QTS, Education degree at BGU, and BA (Hons) Early Childhood.



GRADUATION

NATIONAL POLICY CONTEXT

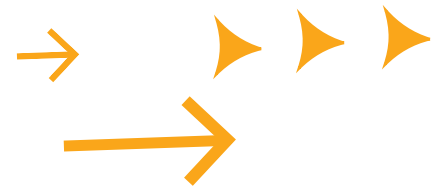
The last few years have been very challenging for the Further Education sector. Reductions in public funding and other economic challenges have resulted in many colleges contracting, with a minority in serious financial trouble. Area based reviews are being carried out in all parts of the country and this is resulting in a number of mergers meaning that

the FE landscape is likely to look very different in 2020 to how it did in 2016.

Significant changes to Apprenticeships are on the horizon. The Government is keen for employers to be in the driving seat and new Apprenticeship standards are being developed by groups of employers, known as trailblazers, to replace Apprenticeship frameworks. Funding for Apprenticeships will be given to employers who will be responsible for choosing the training provider they wish to work with and triggering payment to providers. The Government sees Apprenticeships as being one of their key means of addressing the impending skills shortage and has set a target of 3 million Apprenticeship starts by 2020. In order to ensure that they deliver on this target, a new tax called the Apprenticeship levy is to be introduced. All employers with a pay bill of more than £3 million will have to pay this and in return they will receive an allowance towards the cost of employing and training Apprentices.

The country's decision to leave the EU has caused major political upheaval. The prime minister resigned and by the end of July 2016 the United Kingdom had a new prime minister and a new cabinet. The decision to put all elements of education and skills under the Department of Education was made which means that colleges will now only be accountable to one Government department, rather than two as has been the case for a number of years. At the time of these changes, the Sainsbury Review had just been published outlining the most dramatic changes to professional and technical education for many years. It remains to be seen whether the new Government will continue to pursue this agenda. We can confidently expect to see significant change in the sector over the next few years.

STRATEGIC PRIORITIES FOR 2017-2020



1 TO ENSURE THAT TEACHING, LEARNING AND ASSESSMENT ARE OF THE HIGHEST QUALITY AND LEAD TO EXCELLENT LEARNER OUTCOMES

- 1.1 We will strive to become an outstanding college in all areas
- 1.2 We will continue to improve our achievement rates so that they consistently exceed national averages
- 1.3 We will increase the amount of outstanding lessons that are delivered
- 1.4 We will ensure that we offer very high quality study programmes to 16-18 year olds incorporating work experience that will prepare them for work or higher level study
- 1.5 We will improve our Apprenticeship achievement rates in all programme areas
- 1.6 We will ensure that every learner is stretched and challenged to do their very best and will improve our value added and high grades percentages
- 1.7 We will prioritise the teaching of English and mathematics and improve our achievement rates in these subjects
- 1.8 We will ensure that learners are able to enter competitions as a means to raise skills levels and increase motivation
- 1.9 We will fully utilise our electronic tracking systems (VITAL and e-Track) so that we track learners' progress very effectively and make interventions in a timely manner
- 1.10 We will listen to our learners and act on feedback received to further improve our provision

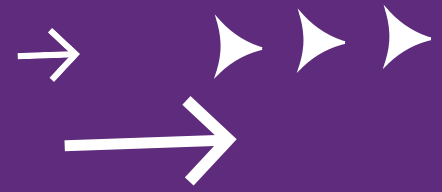
2 TO RAISE ASPIRATIONS, PROVIDE EFFECTIVE SUPPORT AND SECURE HIGH LEVELS OF PROGRESSION INTO EMPLOYMENT AND FURTHER OR HIGHER EDUCATION

2

- 2.1 We will ensure that all programme teams adopt specific strategies to raise learner aspirations
- 2.2 We will ensure that our curriculum is relevant and up to date, working with employers to ensure this is the case
- 2.3 We will provide learners with bespoke, effective and timely support to maximise their chances of success
- 2.4 We will ensure that all learners receive high quality information, advice and guidance and careers services to maximise progression to employment or higher education
- 2.5 We will promote local employment opportunities to learners more pro-actively and work with employers on this
- 2.6 We will ensure that we maintain effective communication with parents, carers and employers
- 2.7 We will maintain outstanding practice with regard to safeguarding, the Prevent agenda and health and safety
- 2.8 We will ensure that learners from Boston College are well prepared for the world of work
- 2.9 We will monitor our progression and destination data carefully and continually try to increase the number of positive outcomes
- 2.10 We will celebrate and promote our learners' destinations more pro-actively
- 2.11 We will have the highest standards and expectations for learner behaviour



STRATEGIC PRIORITIES FOR 2017-2020



3

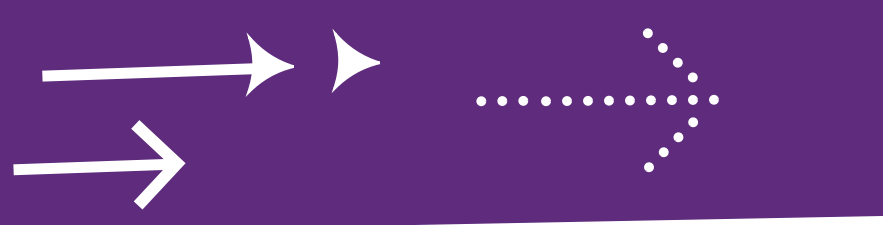
TO DRIVE THE SKILLS AGENDA WITHIN LINCOLNSHIRE, ENGAGING WITH EMPLOYERS AND THE COMMUNITY TO DEVELOP AN OUTSTANDING REPUTATION FOR MEETING LOCAL AND REGIONAL SKILLS NEEDS

- 3.1 We will work closely with the Greater Lincolnshire LEP and other organisations to support growth and improve productivity in the local economy
- 3.2 We will work closely with the Combined Authority on the devolution agenda to ensure that the skills offer for adults is strong
- 3.3 We will become the leading provider of Apprenticeships in our area and will support employers through the Apprenticeship changes
- 3.4 We will work collaboratively with other colleges in Greater Lincolnshire on the development of Apprenticeship assessment centres
- 3.5 We will begin delivery of Apprenticeships in logistics via our joint venture company with Grantham College and New College Stamford
- 3.6 We will work closely with employers to ensure that we are meeting their skills needs effectively
- 3.7 We will work closely with partners in the community to support unemployed people to get back into work
- 3.8 We will offer our support to local schools to help them to ensure that learners are making informed post 16 choices
- 3.9 We will be a key player within the local community, engaging regularly and pro-actively with others in order to create a vibrant local community
- 3.10 We will ensure that employers, parents and other stakeholders rate our services highly
- 3.11 We will continue to work with local employers to develop work based academies to meet their needs

TO DEVELOP OUR BUSINESS WHILST MAINTAINING FINANCIAL STABILITY

4

- 4.1 We will grow our Apprenticeship numbers, increase the range of Apprenticeships that we offer and develop more higher level Apprenticeships
- 4.2 We will grow our number of trainees and continue to offer supported internships
- 4.3 We will further develop our Higher Education offer including the development of degree programmes
- 4.4 We will develop our Spalding campus as a HE and adult centre
- 4.5 We will build a new centre for the delivery of engineering, manufacturing and technology in order to address the major skills shortages in these areas
- 4.6 We will continue to promote ourselves to international learners and grow our international numbers
- 4.7 We will seek out opportunities to bid for grant funding to support our activities
- 4.8 We will be proactive in pursuing additional growth opportunities
- 4.9 We will continue to develop our collaboration with Grantham College and New College Stamford
- 4.10 We will work within financial constraints and ensure that the College's financial health remains at least good
- 4.11 We will actively seek to obtain best value for money solutions and ensure effective procurement processes are in place
- 4.12 We will continually improve our buildings and invest in technology to support effective learning



5 TO SET HIGH EXPECTATIONS FOR ALL OUR STAFF AND FOSTER A CULTURE OF CONTINUOUS IMPROVEMENT AND INNOVATION IN A SUPPORTIVE ENVIRONMENT

- 5.1 We will listen to our staff and value their opinions
- 5.2 We will expect the highest levels of customer service and professionalism from staff towards our learners, potential learners, employers and visitors
- 5.3 We will establish a reputation as an excellent employer by investing in, developing and valuing our staff
- 5.4 We will expect all areas in the College, both academic and business support, to implement plans to become outstanding
- 5.5 We will embrace the code of good governance and strive to secure outstanding governance
- 5.6 We will develop the leadership and management skills of our staff
- 5.7 We will encourage innovation amongst our staff and support them to take risks and, wherever possible, try out new initiatives without fear of failure
- 5.8 We will ensure that all staff have the opportunity to contribute to business planning and quality improvement processes
- 5.9 We will continually seek to improve communication across the College
- 5.10 We will manage performance rigorously but also supportively and encourage all staff to reach their full potential

TO ADVANCE EQUALITY, DIVERSITY AND INCLUSION SO THAT IT IS CENTRAL TO OUR COLLEGE CULTURE

6

- 6.1 We will work to eradicate gaps in success rates between different groups of learners
- 6.2 We will adopt a zero tolerance approach to discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
- 6.3 We will actively promote the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs
- 6.4 We will support lecturers to embed equality and diversity in their teaching and ensure that it is relevant and meaningful to learners' studies and career paths
- 6.5 We will work to encourage learners and staff from under-represented groups to study and work at the College
- 6.6 We will provide enhanced support to learners for whom English is not their first language
- 6.7 We will ensure that everyone has the same opportunities to achieve their full potential by removing barriers to participation in learning
- 6.8 We will ensure that all staff, governors and partners receive high quality training in equality, diversity and inclusion
- 6.9 We will create a culture in which the discussion of diversity can facilitate greater understanding of tolerance

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