Middlesbrough College

STRATEGIC PLAN
2018 - 2023

FOR SKILLS • FOR JOBS • FOR UNIVERSITY

www.mbro.ac.uk
Welcome

Welcome to Middlesbrough College’s Strategic Plan 2018-2023 which has been developed in consultation with our students, staff, employers, parents and key stakeholders. This document reviews what we have achieved over the last five years and sets out our statement of ambition for the next five.

At Middlesbrough College, from the Governing Body to every staff member we are driven by a determination to generate opportunity, employment and prosperity across our communities. This is reflected in our new Mission statement:

To provide high quality education and skills that enhance economic and social prosperity.

Over the last five years, the College has been through a period of significant growth, successfully realigning our offer to the skills requirements of our economy; developing and expanding our STEM offer (science, technology, engineering and maths), and forging strong partnerships with employers to develop the talent and productivity of their businesses. In 2016, we welcomed the former NECC training company into our Group as we renamed our apprenticeship training arm, Northern Skills Group, and offered our services across a wider geography. All of this, whilst maintaining a commitment to build confidence and independence in our most vulnerable learners and those furthest from the jobs market.

Whilst this journey has not been without its challenges, we enter this new period, with student outcomes stronger than ever before. More of our students than ever, complete their courses, achieve their qualifications with good grades, gain additional competencies and employability skills, and successfully progress into employment, an apprenticeship, self-employment or further / higher education.

We aim to build on this success over the next five years, supporting the delivery of our national and local industrial strategy and continuing our drive to prepare people for sustainable and fulfilling careers.

This will include innovating our delivery through flexible online learning; developing a new higher skills portfolio in partnership with the Open University, which will reduce the levels of graduate debt whilst better preparing our students for new technical and professional higher skilled work. Alongside this we will continue to expand our support for employers to develop their existing and new talent, through offering T Levels alongside high quality apprenticeships at all levels.

We firmly believe that everyone of us has the potential to achieve great things and through building confidence, developing new skills and unlocking ambitions we can support everyone, no matter what their starting point, to achieve a brighter future.

Our staff are central and crucial to the success of this plan. Their enthusiasm, passion and dedication shine through every day and with economic challenges and uncertainties inevitably ahead, we aim to place an increased focus on developing the ‘One Team’ culture which makes the College such a fantastic place to learn and work.

We believe this plan sets out an exciting future which will ensure we continue to be at the heart of our community, providing high quality education and training, playing a meaningful role in improving the lives of our students and the productivity of our businesses. We have therefore retained our ‘public value statement’ to reinforce our commitment to this endeavour and very much hope you will join us on our journey.

Rob Davies
Chair of Governors

Zoe Lewis
Principal and Chief Executive
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About Middlesbrough College

Middlesbrough College can trace its roots back to educational provision delivered in the nineteenth century which encompassed both academic education alongside technical, scientific and commercial training, set up specifically to meet the needs of local industry.

The current College is the product of a number of mergers over many years, and until relatively recently operated from four separate college sites; Longlands College, Kirby College, and two sixth-form colleges, Acklam Hall and Marton campus. In 2008, we relocated from these four campuses, to a state of the art new facility in Middlehaven.

This relocation formed part of a wider plan to regenerate Middlesbrough, releasing the former sites for much needed housing development, whilst maximising the opportunity to develop a brown field site with historic importance and with excellent transport and town centre links and great potential for further development.

Whilst many colleges took the opportunity to develop new, largely ‘service sector’ campuses, we held true to our roots and ensured the facility serves all areas of the economy including the many and varied important technical disciplines, which are still very much in demand by our employers.

This, alongside serving new and emerging industries such as digital and advanced manufacturing, has resulted in a vibrant, general further education college (GFE) which is unique in the Tees Valley, in serving every sector of the local economy.

Today, Middlesbrough College remains the largest GFE college in the Tees Valley, serving around 13000 students each year; offering courses from Entry Level through to Level 7.

Whilst the College is proud to serve all areas of our economy, over the last five years, we have actively focussed our developments on areas identified as priorities in the Tees Valley Strategic Economic Plan, namely:

- Process Technologies, Chemicals, Energy
- Health, Care and Health Innovation
- Advanced Manufacturing
- Business and Professional
- Digital / Computing

Our course portfolio and student numbers have therefore grown exclusively in these areas over the last five years, with the mix and balance of provision currently being as follows:

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 - 16 year olds</td>
<td>14</td>
<td>27</td>
<td>41</td>
</tr>
<tr>
<td>School Leavers</td>
<td>3,803</td>
<td>103</td>
<td>3,906</td>
</tr>
<tr>
<td>Adult - Classroom Based Courses</td>
<td>450</td>
<td>2,233</td>
<td>2,683</td>
</tr>
<tr>
<td>Adults - Distance Learning</td>
<td>-</td>
<td>1,200</td>
<td>1,200</td>
</tr>
<tr>
<td>Apprentices</td>
<td>-</td>
<td>2,450</td>
<td>2,450</td>
</tr>
<tr>
<td>Higher Education</td>
<td>261</td>
<td>375</td>
<td>636</td>
</tr>
<tr>
<td>Commercial Courses</td>
<td>-</td>
<td>1,685</td>
<td>1,685</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>343</td>
<td>343</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,528</strong></td>
<td><strong>8,416</strong></td>
<td><strong>12,944</strong></td>
</tr>
</tbody>
</table>
Key Learner Analysis By Level

**School Leavers**

<table>
<thead>
<tr>
<th>Level</th>
<th>16-18 year olds</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>L1</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>L3</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>L4</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

**Non-regulated**

<table>
<thead>
<tr>
<th>Level</th>
<th>16-18 year olds</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry</td>
<td>500</td>
<td>1000</td>
</tr>
<tr>
<td>L1</td>
<td>600</td>
<td>800</td>
</tr>
<tr>
<td>L2</td>
<td>700</td>
<td>600</td>
</tr>
<tr>
<td>L3</td>
<td>800</td>
<td>400</td>
</tr>
<tr>
<td>L4</td>
<td>500</td>
<td>200</td>
</tr>
</tbody>
</table>

**Apprenticeships**

<table>
<thead>
<tr>
<th>Level</th>
<th>16-18 year olds</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>L2</td>
<td>700</td>
<td>300</td>
</tr>
<tr>
<td>L3</td>
<td>800</td>
<td>400</td>
</tr>
<tr>
<td>L4</td>
<td>500</td>
<td>200</td>
</tr>
<tr>
<td>L5</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Higher Education**

<table>
<thead>
<tr>
<th>Level</th>
<th>16-18 year olds</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>L4</td>
<td>350</td>
<td>150</td>
</tr>
<tr>
<td>L5</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td>L6</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>L6+</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>
Key Learner Analysis By Local Authority

School Leavers

Adults

Higher Education

Apprenticeships
Key Learner Analysis By Sector

Adults and School Leavers

Apprentices

Higher Education
Awards and Celebrations
The College continues to place a high emphasis on celebrating the success of our staff, students and our many and varied awards and accolades.
Our Student Outcomes

2016/17 DfE National Rates and 2016/17 Middlesbrough College Performance

16-18 Overall QAR (220 Colleges)

Level 3 Progress Applied General Score (202 Colleges)

Level 3 Progress A Levels Score (157 Colleges)

Maths Progress (206 Colleges)

English Progress (205 Colleges)

Apprenticeship Overall QAR (212 Colleges)

Tech Level Completion and Attainment Score (203 Colleges)

Tech Certificates Completion and Attainment Score (192 Colleges)

Level 2 Voc Quals Completion and Attainment Score (205 Colleges)

Results success places Middlesbrough College amongst top in the country

IN THE TOP 25% FOR
APPRENTICESHIP ACHIEVEMENT AND A LEVEL & VOCATIONAL PROGRESS

ONLY FE COLLEGE IN THE TEES VALLEY TO BE AWARDED TEF GOLD STATUS
Department for Education (DfE) Performance Measure Tables 2017

The 2017 Performance Measure Tables published by the Department for Education (DfE) in January 2018 combined with National Achievement Rate tables published in March 2018 once again show Middlesbrough College to be the top in the Tees Valley - well done to all of our students and staff.

<table>
<thead>
<tr>
<th>College</th>
<th>Overall Ranking</th>
<th>Applied General Progress</th>
<th>L3 Attainment</th>
<th>Tech Certificates L2 Attainment</th>
<th>L2 Vocational Attainment</th>
<th>English Progress</th>
<th>Maths Progress</th>
<th>16-18 Achievement Rate</th>
<th>Overall Apprenticeship Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middlesbrough College</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hartlepool College of FE</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Redcar &amp; Cleveland College</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Darlington College</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Stockton Riverside College</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Adult Achievement rates by qualification type 2017

The College offers a wide range of adult learning programmes. The majority of courses are substantial in size and provide learners with valuable qualifications which are recognised by industry and university. These include vocational courses, access to higher education programmes, GCSEs, functional skills English and mathematics qualifications and ESOL courses.

<table>
<thead>
<tr>
<th>Qualification type</th>
<th>Achievement Overall %</th>
<th>National Rate Achievement Overall %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Level</td>
<td>100.0</td>
<td>88.3</td>
</tr>
<tr>
<td>Access to HE</td>
<td>80.8</td>
<td>78.8</td>
</tr>
<tr>
<td>AS Level</td>
<td>100.0</td>
<td>67.4</td>
</tr>
<tr>
<td>Award</td>
<td>89.1</td>
<td>92.0</td>
</tr>
<tr>
<td>Basic Skills Maths and English</td>
<td>72.1</td>
<td>74.0</td>
</tr>
<tr>
<td>Certificate</td>
<td>88.2</td>
<td>91.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>80.6</td>
<td>81.1</td>
</tr>
<tr>
<td>ESOL</td>
<td>89.5</td>
<td>87.7</td>
</tr>
<tr>
<td>GCSE Maths and English</td>
<td>70.2</td>
<td>80.0</td>
</tr>
<tr>
<td>GCSE Other</td>
<td>81.8</td>
<td>82.1</td>
</tr>
<tr>
<td>Other Non-Regulated</td>
<td>84.5</td>
<td>94.4</td>
</tr>
<tr>
<td>Other Regulated</td>
<td>82.9</td>
<td>84.9</td>
</tr>
<tr>
<td>QCF</td>
<td>89.9</td>
<td>95.6</td>
</tr>
</tbody>
</table>

FACT

96% of our students progress on to positive destinations when they complete their College course including higher education, apprenticeships or employment.
Our £100m Campus

After a string of investments, we are proud to be custodians of arguably the best single site, college campus in England.
Our main site was developed in 2008 and extended in 2012 and offers industrial standard equipment across the widest range of sectors.
Our A Level facility was developed in 2012 and extended in 2014, due to the increasing demand for science and maths subjects, following our STEM investment strategy.
STEM Centre
This innovative industrial training centre was developed ‘by industry, for industry’ in direct response to the call from employers and local stakeholders for an increasing focus on STEM subjects. It offers additional competency training for our full time engineering students, day and block release training for our apprentices and technical training for our employers and partners. It is also now the headquarters for our training arm the Northern Skills Group.
The Wider Context

The UK Skills funding system continues to place more emphasis and value on school and university education. Whilst parents, young people and employers are increasingly demanding better funding for further education, alongside a review of tuition fee loans, until there is a significant shift in policy, colleges and other 16-19 education providers will be faced with economic challenges for the foreseeable future.

As the cost of education is gradually switching from taxpayers to individuals and employers, students are increasingly seeing themselves as consumers. This has been most acutely observed in the area of higher education where value for money is increasingly being called into question as university fee levels have risen significantly in excess of inflation.

Government is therefore encouraging high quality higher education providers who can offer more cost effective, high quality alternatives to expand their offer.

### The UK Skills Funding System

**Value - £’s per student per year**

<table>
<thead>
<tr>
<th>Level</th>
<th>Value (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools 11-16 Yrs</td>
<td>£9000</td>
</tr>
<tr>
<td>College 16-17 Yrs</td>
<td>£6000</td>
</tr>
<tr>
<td>College 17 Yrs</td>
<td>£3000</td>
</tr>
<tr>
<td>University</td>
<td>£0</td>
</tr>
</tbody>
</table>

### Taught hours per year

<table>
<thead>
<tr>
<th>Level</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools 11-16 Yrs</td>
<td>1800</td>
</tr>
<tr>
<td>College 16-17 Yrs</td>
<td>1000</td>
</tr>
<tr>
<td>College 17 Yrs</td>
<td>0</td>
</tr>
<tr>
<td>University</td>
<td>0</td>
</tr>
<tr>
<td>Canada/Singapore College</td>
<td>0</td>
</tr>
<tr>
<td>Working Week</td>
<td>0</td>
</tr>
</tbody>
</table>

### Changing Population

The make-up of our population is changing with young people staying in education for longer and an increasingly ageing population. This means our working population is proportionately reducing each year.

AGE 65+

WORKING POPULATION

IN EDUCATION (16–21)
The number of young people leaving year 11 continues to decline until 2019, when across most areas of the Tees Valley, the numbers start to significantly increase over the following ten years:

**Education Levels**

Whilst collectively, our education providers continue to improve the education levels of our population year on year, we remain behind the national population at the higher levels:

<table>
<thead>
<tr>
<th>NVQ4+</th>
<th>NVQ3+</th>
<th>NVQ2+</th>
<th>NVQ1+</th>
<th>No Quals</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>20%</td>
<td>40%</td>
<td>10%</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Tees Valley**

**Great Britain**

The Make Up of Our Local Economy

Whilst our local industrial strategy is planning a growth in the number of higher skilled jobs, currently, the Tees Valley has the highest number of jobs in the low wage bracket.

**Median Gross Weekly Earnings for Full-time Employees**

**April 2016 and 2017**

<table>
<thead>
<tr>
<th>Year</th>
<th>Tees Valley</th>
<th>North of England LEP Average</th>
<th>UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>£495.10</td>
<td>£498.80</td>
<td>£538.60</td>
</tr>
<tr>
<td>2017</td>
<td>£506.30</td>
<td>£506.30</td>
<td>£550.40</td>
</tr>
</tbody>
</table>

Source: ONS, ASHE
**Sector Summary**

The Tees Valley economy continues to have a heavy reliance on public sector jobs including in health, care and education, but also benefits from higher than national average technical and high value work for example, in the growing advanced manufacturing and digital sectors.

**LARGER THAN AVERAGE:**
- Health Care
- Education
- Advanced Manufacturing
- Construction

**Increasing Productivity**

**Employment Growth**

- Health and Social Care
- Professional & Business Services
- Engineering Services
- Higher Education
- Process, Chemical & Energy
- Biologies

**Higher Productivity & Higher Job Growth**

- Public Administration & Education
- Construction
- Retail
- Logistics
- Advanced Manufacturing
- Digital & Creative

**Increasing Productivity**
Economic Regeneration

The Tees Valley Combined Authority has set an ambitious plan to grow 25,000 new jobs in the next ten years and the new South Tees Development Corporation is now in place to manage the long term development of the former SSI site (map below) – the largest regeneration scheme outside of London. We will actively support these developments, alongside others such as the Tees Advanced Manufacturing Park in Middlesbrough and will work collaboratively to ensure that any inward investor is fully supported with their skills needs. Middlesbrough College lies two miles away from the boundary of the South Tees Development Corporation and will therefore be key to providing the skills new employers require.

### TVCA Predictions:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Additional Jobs, 2016-2026</th>
<th>Lower Level (L2 and below)</th>
<th>Intermediate Level (L3)</th>
<th>Higher Level (L4 and above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Carbon / Process, Chemical and Energy</td>
<td>2,000</td>
<td>700</td>
<td>400</td>
<td>880</td>
</tr>
<tr>
<td>Advanced Manufacturing</td>
<td>1,500</td>
<td>480</td>
<td>375</td>
<td>645</td>
</tr>
<tr>
<td>Other Manufacturing</td>
<td>-4,000</td>
<td>-1,600</td>
<td>-1,000</td>
<td>-1,400</td>
</tr>
<tr>
<td>Construction</td>
<td>3,000</td>
<td>1,380</td>
<td>930</td>
<td>690</td>
</tr>
<tr>
<td>Professional, Business Services</td>
<td>7,000</td>
<td>2,450</td>
<td>980</td>
<td><strong>3,640</strong></td>
</tr>
<tr>
<td>Logistics</td>
<td>3,000</td>
<td>1,500</td>
<td>660</td>
<td>810</td>
</tr>
<tr>
<td>Digital</td>
<td>3,000</td>
<td>660</td>
<td>360</td>
<td><strong>1,980</strong></td>
</tr>
<tr>
<td>Higher Education</td>
<td>1,000</td>
<td>140</td>
<td>160</td>
<td>700</td>
</tr>
<tr>
<td>Health and Social Care</td>
<td>3,500</td>
<td>770</td>
<td>630</td>
<td><strong>2,100</strong></td>
</tr>
<tr>
<td>Services</td>
<td>2,000</td>
<td>600</td>
<td>420</td>
<td>980</td>
</tr>
<tr>
<td>Culture and Leisure</td>
<td>3,000</td>
<td>1,230</td>
<td>570</td>
<td><strong>1,230</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25,000</strong></td>
<td><strong>8,310</strong></td>
<td><strong>4,485</strong></td>
<td><strong>12,255</strong></td>
</tr>
<tr>
<td>% of total</td>
<td>33.2%</td>
<td>17.9%</td>
<td>49%</td>
<td></td>
</tr>
</tbody>
</table>

Source: ekosgen assumptions based on Working Futures sectoral data
Unemployment

Whilst the make-up of the economy remains stubbornly low, and underemployment remains an issue, the number of actual unemployed people is falling at twice the national rate, meaning the gap is closing positively between the Tees Valley and the rest of the UK.

Economic Inactivity

The biggest reason for economic inactivity in our population is long term sickness demonstrating our need to remain inclusive and to invest heavily in our student support structures and our work with external agencies.
Our Staff

Whilst we are proud of our campus and equipment, we are clear that it is the experience and dedication of our staff which make the positive difference to the lives of our students. We encourage and support our teaching staff to spend time each year keeping their industrial and professional skills up to date, whilst committing to an annual plan of continuous professional development. This ensures our teaching and learning remains of the highest standard, and our support staff are fully equipped to play their part in ensuring the success of our students.

Whilst our staff terms and conditions remain competitive, and our sickness and turnover levels remain low, we are not complacent. The challenges facing the sector are not to be underestimated and the pressure that this constant change places on individuals at work needs careful consideration. The growth in mental health concerns in both the working population and young people nationally remains a concern and therefore the need to develop resilience and adaptability in both our students and our staff will be a key priority for us going forward.

This alongside a management culture which seeks to remove barriers, provide swift and supportive decision making, offers effective communication and nurtures a culture which is true to our core values, will ensure that our workforce can maintain their levels of commitment and enthusiasm and in turn support our students to realise and maximise their own individual potential.
Benefits of Working at Middlesbrough College

We have expanded the benefits for staff

Pay Related Benefits

Above regional averages for:
- Pay
- Pension
- Holidays
- Adoption/ maternity/ paternity leave
- Leave of absence
- Flexible working
- Buying / selling annual leave
- Childcare voucher scheme

Transport

- Subsidised parking
- Accessible by train
- Cycle to work scheme/ cycle pods
- Corporate season rail card
- Electric vehicle charging

Staff Development

- Extensive staff development opportunities
- Staff development days
- Mentor/ buddy scheme
- Professional updating

Staff Support

- Confidential counselling
- Phased return to work
- Flexible or phased retirement
- Expectant parents meetings
- Stress risk assessments
- Flexible working requests
- Supportive sickness policy

Celebrating Success

- STAR awards
- Long service awards
- Exceptional contribution award

One Team Atmosphere

- July conference - festival food
- Christmas festivities/ party
- Christmas market
- Single campus
- Common values
### About MC

- **Active Staff Voice**
  - Monthly JCNC
  - Staff council
  - Staff suggestion scheme
  - Ad-hoc staff working groups

- **Regular Communications**
  - Minimum of 5 staff conferences per year
  - Principal bulletins
  - Regular meaningful team meetings
  - Regular surveys
  - Annual report/strategic plan
  - Bi-annual 1:1 performance reviews

- **Working Environment**
  - Modern building
  - Access to affordable high quality food
  - IT access from home
  - Town centre proximity

- **Start for Success**
  - Comprehensive induction
  - Buddy scheme

- **Staff Health and Wellbeing**
  - Yoga
  - Men’s health
  - Lifestyle machine
  - Subsidised gym
  - Cycle to work scheme
  - Coffee and catch-up vouchers
  - Cycle pods
  - Mental health support
  - Critical illness policy
  - Physiotherapy service (MC Therapy)
  - Staff well being events/initiatives
  - Flu vaccine
  - Health needs assessment
  - Health screenings/procedures
  - Health plan (Simplyhealth)
  - Occupational health
  - Occupational counselling

- **Staff Benefits**
  - NUS discounts
  - Car buying discounts
Age profile of staff

Our staff numbers have grown by 37% over the last five years to around 750 FTEs (1050 staff members), with the growth being predominantly in the 30-59 age brackets. This largely reflects our drive to grow skills priority areas and bring in experienced staff from industry, to train and support future generations of workers.

Average annual sickness level over last five years

3.3%

Average staff turnover levels over the last five years

7%
In 2012, the College launched its Strategic Plan 2012-2017 and embarked on an ambitious programme of investment in Science, Technology, Engineering and Maths, in direct response to calls from employers and our local enterprise partnership’s strategic economic plan. This investment was not only in facilities and equipment, but also in new staff, new course development, interactive labour market information, alongside primary, secondary and community STEM initiatives and employer engagement and partnership teams. This investment has changed the nature and profile of the College significantly, both in terms of the mix and balance of our courses, the nature of our engagement with employers and the successful progression of our students.

Over the last five years we have:

- Invested £20m in new facilities and equipment to support our growing sectors
Sixth Form Centre MC6 Expansion

Health and Care Ward

Engineering and Manufacturing
Grown our full-time numbers, exclusively in skills priority sectors:

**Full-time Learners in LEP and Non-LEP Priority Areas**

Before and After strategic investment:

**16-18 Full-time Enrolments**

- **Before strategic investment**
- **After strategic investment**
Developed our offer for adults wishing to return to higher levels of education in skills priority areas:

Strengthened our links with employers resulting in significant growth in apprenticeship numbers across a wider geography:

Access to HE Learner Numbers and Number Studying in LEP Priority Areas

- In 2016 we welcomed 72 staff from NECC training into the College group, renaming our apprenticeship training arm Northern Skills Group and becoming the largest STEM apprenticeship provider in the North East of England.
Increased our inclusivity

Whilst we are proud to have played an active role in reducing unemployment rates over recent years, we are conscious also, that we continue to serve an area of considerable social and economic deprivation. We have therefore maintained our commitment to develop and expand our work with those furthest from the jobs market, those with special educational needs or learning/physical disabilities and those returning to education after a long break; making our College a truly special and inclusive, welcoming environment for all who choose to come here.

Supported re-training to minimise economic shock associated with the closure of SSI UK (2015)

2000+ workers retrained over an 18 month period
Financial Position

Five years ago we assessed the strength and appropriateness of the training provision across the Tees Valley and predicted that without investment aligned to our skills priority areas the local economy would be disadvantaged.

We therefore set out on an ambitious programme of investment which has seen our turnover increase by almost 40% over the five year period - developing courses exclusively in skills shortage areas.

However, this increase has been financed by loan funding which over the same period has increased from £0m to £18m – adding an additional risk to our future financial planning.

The College has secured excellent borrowing rates from our bank, has met all financial covenants and continues to enjoy a good relationship with our bank and funders.

However, Brexit, austerity, policy shifts, declining demographics and increasing competition continue to raise the level of financial risk going forward.

Whilst we continue to be in a strong position, our future business plan has been prepared with these sector wide risks very much in mind.

To see our five year journey video ‘Past, Present and Future’ please visit Middlesbrough College’s YouTube channel https://www.youtube.com/user/mbrocollegeofficial/videos
During 2017, the Governing Body and Management Team of Middlesbrough College undertook a series of workshops to inform the development of a draft strategic plan including:

- A full evaluation of our previous strategic plan and our current student profile
- An assessment of our Strengths, Weaknesses, Opportunities and Threats (SWOT)
- An evaluation of the direction of government policy
- An assessment of our staff, student and stakeholder surveys
- A review of the cultural issues and behaviours currently shaping our College
- A review of labour market information and the priorities set out in our national and local industrial strategies
- A review of technological and regulatory influences
- A review of our demography

This review also assessed the challenges facing the sector going forward namely:

- Increasing expectations of educational outcomes and changing performance measurements
- Declining demography of school leavers and unemployed adults
- Increasing competition from colleges, training providers, universities and schools / sixth forms
- Frozen funding rates from government with austerity likely to continue for many years
- Significant reform of education policy including apprenticeships levy, T Levels and skills devolution
- Rapid and revolutionary advances in personal and industrial technology
- Uncertainty surrounding Brexit and the strength of our economy going forward
- Qualification reforms
- Increasing levels of mental health concerns, particularly in young people
- The likely continued growth of our small and medium enterprises

After taking all of the above into account, a high level draft strategic plan was developed in the Autumn of 2017 following which we carried out a significant period of consultation on our emerging priorities, with a wide range of stakeholders.
This feedback has very much shaped our strategic plan for the next five years.

<table>
<thead>
<tr>
<th>Stakeholder consultation</th>
<th>Key messages</th>
</tr>
</thead>
</table>
| Students                                 | • Ensure our focus remains on their preparation for higher education and / or employment  
• Reduce graduate / education debt levels  
• Remain inclusive to all  
• Continue to focus on safety and mental/physical health support  
• Provide more varied delivery modes to allow for study around work / family |
| Employers                                | • Ensure our portfolio continues to adapt to meet their current and future skills needs  
• Support employers to navigate through the complex education and training world, particularly apprenticeships.  
• Adapt our higher education offer to ensure it offers more technical skills development, is more closely linked to work and is shorter in duration and more cost effective  
• Provide more flexible delivery modes including expanding evening provision and online learning |
| Parents                                  | • Focus on courses linked to employment  
• Improve advice and guidance for young people at an earlier age  
• Expand the hours of teaching on post 16 courses  
• Continue the high levels of learning support for those who need it |
| Ofsted                                   | • Continue to develop courses linked to skills priority areas and sustainable destinations  
• Focus on maximising the progress students make from their starting points on both their main programme and on English and Mathematics  
• Prepare for technical reforms and T Levels, including transition year development |
| Tees Valley Combined Authority           | • Focus courses on Strategic Economic Plan sector priorities  
• Build a higher skills offer linked to employment  
• Support adults most distant from the jobs market  
• Focus on economic growth and reducing unemployment levels  
• Work collaboratively with other providers where it is in the interests of students and employers |
| Other stakeholders Including Schools     | • Continue to improve the transition between school and college  
• Continue to develop English and Maths skills, particularly for those who failed to achieve grade C (4) at school  
• Continue to support those most vulnerable in our society |
| Staff                                    | • Provide stability of employment  
• Support their development and career progression aspirations  
• Develop a culture of excellence in all we do and support and respect one another in our working lives  
• Listen and respond to staff views including removing barriers  
• Facilitate course development opportunities for example in higher skills. |
Our Vision

To be a leading provider of education and training, which improves educational outcomes, employment prospects and lifetime opportunities for our students.

OUR MISSION AND PRIORITIES

MISSION
To provide education and skills that enhance the region's economic & social prosperity.

ONE AMBITION
Deliver excellent teaching & learning and student outcomes.

ONE COMMITMENT
Support our employers with their workforce development needs.

ONE COMMUNITY
Provide a safe, welcoming, supportive and responsive student community.

ONE TEAM
Attract, develop and retain a highly skilled, value driven and passionate team of staff.

ORGANISATIONAL RESILIENCE
Maintain financial and regulatory stability.

ONE VOICE - Work closely with our external partners shaping policy and adapting our offer.
To provide education and skills that enhance the region’s economic & social prosperity.

Delivering our mission through our teaching, learning and assessment strategy

The ambitions laid out within this strategic plan cannot be realised without the successful implementation of our Teaching, Learning and Assessment Strategy. How we teach is as important as what we teach, and our ability to engage students through dynamic pedagogical approaches will ensure each individual realises their full potential.

We see our students as partners in learning, and so our approach to delivering consistently good or outstanding teaching, learning and assessment is driven by developing communities of practice, in which staff and students work collaboratively and co-operatively in order to achieve shared aims and quality outcomes.

In order to achieve this, we have developed the Middlesbrough College Gold Standard for Teaching, Learning and Assessment:

The Gold Standard provides a framework by which we judge the quality of teaching, learning and assessment across all areas of the curriculum. The standard also fully articulates for staff the expectations of each phase of the learning cycle, and embeds the importance of effective planning for meeting individual needs, the power and impact of dialogic feedback, and the need for delivering dynamic student-centred activities that drive individual progress.

In delivering this strategic plan our teaching and learning practice will continually flex and adapt in order to meet the needs of our increasingly diverse student body. We will ensure our curriculum offer meets the needs of study in a digital age, where traditional access to learning is enhanced, and participation is enriched, through technology, and where students are able to develop the knowledge, skills and behaviours they will need in order to gain and sustain meaningful future employment in a global market.
Our Strategic Priorities

ONE AMBITION

To deliver excellent teaching and learning which enables our students to achieve the highest possible outcomes and prepares them to progress positively on to their chosen next step.

We will:

• Deliver high quality teaching, learning and assessment at all times
• Ensure all students achieve their full potential with all student outcome measures being at least in the top quartile when compared nationally
• Ensure no achievement gaps exist between different groups of learners
• Ensure positive progression rates between levels and to higher education, apprenticeships, sustained employment, self-employment or career enhancement
• Ensure all students are provided with meaningful work experience and work related practices to enhance employability and entrepreneurial skills
• Provide a vibrant enrichment and tutorial offer which complements our curriculum and enhances personal development, promoting positive citizenship
• Develop innovative digital technologies to support independent learning and our growing base of digital employers
• Develop T-Levels and transition year courses, expanding our work experience offer
• Develop the English and mathematics skills of all our students to increase their life chances

ONE COMMITMENT

To develop progressive partnerships with employers, which develop the talent and skills of their workforce, creating a competitive edge and increased productivity for their business.

We will:

• Develop innovative and bespoke workforce development solutions for employers, to support their business growth and productivity
• Develop and expand our offer of apprenticeships including higher and degree apprenticeships, to create a full and comprehensive workforce development offer
• Support the development and expansion of our high value industries and of companies looking to invest in the Tees Valley
• Continue to support the STEM agenda across all levels of the education system
• Lead regional partnerships delivering and securing funding for education and training
• Encourage and expand engagement with employers in curriculum development, delivery and work experience
To welcome diversity and create an environment in which students and staff are safe, supported, and develop as people, providing a student experience which is responsive to their views.

We will:

- Actively promote and embed equality of opportunity and promotion of diversity in our staff and student body
- Ensure continued commitment and support for those with learning difficulties, physical disabilities, language barriers or health/mental health issues
- Develop our campus and culture to provide an environment where students, staff and visitors are welcome, safe, valued and respected
- Provide outstanding information, advice, guidance and support that meets the needs of all learners and the Gatsby Career Benchmarks
- Ensure personal safety is the highest priority at all times and the College community feel confident to report any issues or concerns
- Listen carefully to the student voice and respond swiftly in order to provide the best possible student experience
- Support and enrich the social, cultural, economic, sustainable and physical well-being of our community

To attract, develop and retain a highly skilled workforce who provide an excellent, stable and innovative learning environment, demonstrating our core values at all times.

We will:

- Continually foster a ‘one team’ culture based on a common set of goals and values
- Maximise the potential, talent and performance of our staff through effective leadership, support, resourcing and training and development
- Ensure we demonstrate the highest standards of customer service and expect the highest standards of our students at all times
- Listen carefully to staff and respond to suggestions to improve the College and its service to students, employers and the wider community
- Ensure our staff sickness and turnover levels remain below national rates
- Recognise and celebrate achievement
- Talk openly about the importance and strength of our own mental health and provide effective support where required
To engage positively with stakeholders, allowing us to influence and swiftly enact skills policy, working in partnership with like-minded organisations that share our values and commitment.

We will:

• Listen closely to our stakeholders, and respond swiftly to the priorities identified by national government and by the Tees Valley Combined Authority in the Strategic Economic Plan 2016-2026
• Use our experience and knowledge to actively influence skills policy at both a national and local level and be proactive in our implementation of these policies
• Work collaboratively with like-minded organisations who share our values and commitment to the local community and economy
• Work closely with schools to ensure positive progression rates at age 16 and assist with high quality impartial advice and guidance to our school leavers
• Work closely with employers and employer representative organisations to strengthen the links between education and employment
• Utilise labour market intelligence to inform and shape our curriculum offer
• Develop close partnerships with schools, charities and other agencies who can support our students to succeed

To deliver our strategy through maintaining financial stability and appropriate investment in our assets and offer, which in turn is shaped by our economy, partners and our communities.

We will:

• Ensure financial stability and meet bank covenants and ESFA health ratings at all times
• Provide an annual investment in our IT, estate and equipment which maintains an outstanding learning environment which keeps pace with changing technologies
• Ensure growth opportunities are assessed against the positive impact on learners, employers and the local community
• Provide a forum which regularly assesses and manages risk
• Ensure adequate arrangements are in place to safeguard our reputation and continuity of business
• Ensure our governing body includes a broad range of skills and experience and is able to set and review our strategic plan with objectivity and ‘value driven’ decision making and provide appropriate levels of challenge and support to ensure its delivery
Our Values

These values have been developed in consultation with staff and students and represent both who we are now and how we aim to be perceived by others. We will nurture and develop these values across our wider College community and aspire for all staff and students to display these core values at all times.

TAKE RESPONSIBILITY
AIM HIGH
RESPECT OTHERS
WORK HARD
DO WHAT’S RIGHT
CHALLENGE YOURSELF
TAKE PRIDE
Our Development Priorities

After a five year period of investment and re-alignment and after considering the external environment and challenges ahead, we have prepared a prudent set of business plan assumptions for the forthcoming five years.

Our business plan has been developed in direct response to student, employer, parent and Tees Valley Combined Authority feedback and will aim to actively grow our apprenticeship offer alongside a programme of development in higher skills (level 4-7).

Any growth will continue to be targeted at skills sectors identified in the Tees Valley Strategic Economic Plan 2016-2026, but will bring in other new developments, where the employment need can be evidenced, for example serving the currently buoyant construction sector.

SCHOOL LEAVERS

- T Levels - technical equivalent to A Levels with substantial work experience
- Transition year – to support progression to T Levels
- Online independent learning
- Refresh our digital curriculum and expand live employer projects
- Continue to improve English and mathematics skills of all school leavers

ADULTS

- Support the national and local industrial strategy including the South Tees Development Corporation
- Create and expand our maths, English and IT offering, across the community
- Expand our part time and evening offer – to better fit around family and employment
- Expand further our Access to HE offer for adults wishing to retrain into higher skilled work
- Create flexible employer led courses – and advise on the flexing of funding rules required to support more adults to retrain into meaningful employment
- Continue to expand our distance learning offer

APPRENTICESHIPS

- Continue to expand our apprenticeship offer in priority sectors – including higher and digital apprenticeships
- Develop an End Point Assessment capability where appropriate
- Expand our Apprenticeship Training Agency where appropriate
- Secure national contracts where they fit our strengths locally

HIGH NEEDS STUDENTS

- Extend supported internships and adapt our personalised learning offer

HIGHER EDUCATION

- Launch our new partnership with The Open University and Pearson UK to develop a more affordable, flexible, higher skills offer – with better links to employment
Strategic Financial Plan
2018-2023

Whilst the College remains ambitious to support more students and employers with their skills needs over the forthcoming five year period, the risks associated with declining government funding and demographics are best mitigated through prudent financial planning as demonstrated in the Strategic Financial Plan below:

<table>
<thead>
<tr>
<th>Income and Expenditure</th>
<th>2017/18</th>
<th>2022/23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>£41.53m</td>
<td>£42.03m</td>
</tr>
<tr>
<td>Pay</td>
<td>£23.45m</td>
<td>£24.10m</td>
</tr>
<tr>
<td>Non Pay</td>
<td>£13.17m</td>
<td>£13.46m</td>
</tr>
<tr>
<td>Depreciation and Interest</td>
<td>£4.58m</td>
<td>£3.81m</td>
</tr>
<tr>
<td>Operating Surplus / (Deficit)</td>
<td>£0.33m</td>
<td>£0.66m</td>
</tr>
<tr>
<td>One Off Costs</td>
<td>£0.22m</td>
<td>£0.10m</td>
</tr>
<tr>
<td>Operating Surplus / (Deficit)</td>
<td>£0.11m</td>
<td>£0.56m</td>
</tr>
<tr>
<td>EBITDA</td>
<td>£3.25m</td>
<td>£2.87m</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balance Sheet</th>
<th>2017/18</th>
<th>2022/23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed Assets</td>
<td>£79.18m</td>
<td>£63.7m</td>
</tr>
<tr>
<td>Net Current Assets</td>
<td>(£1.0m)</td>
<td>(£0.9m)</td>
</tr>
<tr>
<td>Borrowing</td>
<td>£17.74m</td>
<td>£10.7m</td>
</tr>
<tr>
<td>Reserves</td>
<td>£15.0m</td>
<td>£17m</td>
</tr>
<tr>
<td>Cash At Bank</td>
<td>£2.01m</td>
<td>£3.3m</td>
</tr>
<tr>
<td>Financial Health</td>
<td>Satisfactory</td>
<td>Good</td>
</tr>
</tbody>
</table>
Risks to Achieving our Strategic Plan

There are a number of challenges and risks in the current economic, educational and competitive environment with the top ten risks to the successful delivery of our Strategic Plan being identified below:

<table>
<thead>
<tr>
<th>Risk event</th>
<th>High / Medium / Low Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Increasing competition reduces college market share</td>
<td>H</td>
</tr>
<tr>
<td>2 Decline in demography has a short term negative impact on financial health and ability to invest in new initiatives</td>
<td>H</td>
</tr>
<tr>
<td>3 Reluctance of employers to invest in skills / T Level work placements</td>
<td>M</td>
</tr>
<tr>
<td>4 Inability to recruit and retain staff in key areas</td>
<td>M</td>
</tr>
<tr>
<td>5 Decline in government funding rate per student / further austerity / policy cuts</td>
<td>M</td>
</tr>
<tr>
<td>6 Unavoidable security incident impacts negatively on reputation</td>
<td>L</td>
</tr>
<tr>
<td>7 Poor student outcomes damage reputation and therefore enrolment</td>
<td>L</td>
</tr>
<tr>
<td>8 Inability to manage an unexpected business continuity event</td>
<td>L</td>
</tr>
<tr>
<td>9 Lack of capacity / expertise / succession plan in management team</td>
<td>L</td>
</tr>
<tr>
<td>10 Weak relationship with key stakeholders</td>
<td>L</td>
</tr>
</tbody>
</table>
Measuring our Success

Whilst this strategic plan sets out our priorities and ambitions over the next five years, we need to remain nimble and agile in our review and delivery of it. To measure our success and consider any adaptations required, we will:

- Produce a five year financial plan each year, which monitors progress against the plan, considers risks and sensitivities and suggests adaptations based on our annual review.

- Produce an annual report for our key stakeholders, which sets out our progress made each year and sets priorities for the forthcoming year.

- Monitor a wide range of key performance indicators at every governing body meeting, which in turn feed through into departmental and personal performance reviews and targets.

The College maintains a wide range of key performance measures and sets aspirational 3 year targets which have been successful in moving the majority of our measures into the upper quartile nationally. We will not be driven by metrics where we believe them to be against student or employer interests, but will challenge ourselves to ensure all directly comparable performance measures are in the top quartile nationally by 2023 with the majority in the top decile.
Our aim: to ensure all student outcomes are in the national upper quartile, with the majority in the top 10% by 2023.

<table>
<thead>
<tr>
<th>ONE AMBITION</th>
<th>Current Performance</th>
<th>Target 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDY PROGRAMMES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timely Achievement Rate % (FE 16-18)</td>
<td>87</td>
<td>&gt;89</td>
</tr>
<tr>
<td>English and Maths Progress Measure</td>
<td>-0.2</td>
<td>&gt;0</td>
</tr>
<tr>
<td>DfE A Level Value Added Score</td>
<td>0</td>
<td>0.3</td>
</tr>
<tr>
<td>DfE Applied General Value Added Score</td>
<td>0.06</td>
<td>0.5</td>
</tr>
<tr>
<td>DfE Tech Level 3 Attainment</td>
<td>0.02</td>
<td>0.25</td>
</tr>
<tr>
<td>DfE Tech Cert Level 2 Attainment</td>
<td>0.09</td>
<td>0.25</td>
</tr>
<tr>
<td>DfE Applied General Value Added Score</td>
<td>0.06</td>
<td>0.25</td>
</tr>
<tr>
<td>Teaching Learning Satisfaction (FE Induction) (%)</td>
<td>95</td>
<td>&gt;95</td>
</tr>
<tr>
<td><strong>ADULTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to HE</td>
<td>80.8</td>
<td>86</td>
</tr>
<tr>
<td>Award</td>
<td>89.1</td>
<td>96</td>
</tr>
<tr>
<td>Basic Skills Maths and English</td>
<td>72.1</td>
<td>80</td>
</tr>
<tr>
<td>Certificate</td>
<td>88.2</td>
<td>94</td>
</tr>
<tr>
<td>Diploma</td>
<td>80.6</td>
<td>87</td>
</tr>
<tr>
<td>ESOL</td>
<td>89.5</td>
<td>93</td>
</tr>
<tr>
<td>GCSE Maths and English</td>
<td>70.2</td>
<td>85</td>
</tr>
<tr>
<td>Other Non-Regulated</td>
<td>84.5</td>
<td>99</td>
</tr>
<tr>
<td>Other Regulated</td>
<td>82.9</td>
<td>88</td>
</tr>
<tr>
<td>QCF</td>
<td>89.9</td>
<td>100</td>
</tr>
<tr>
<td><strong>APPRENTICESHIPS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Achievement Rate (%) (Apprentices)</td>
<td>82</td>
<td>&gt;85</td>
</tr>
<tr>
<td>Timely Achievement Rate (%) (Apprentices)</td>
<td>68</td>
<td>&gt;80</td>
</tr>
<tr>
<td><strong>HIGHER EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Rate (%) (HE)</td>
<td>83</td>
<td>&gt;85</td>
</tr>
<tr>
<td>Employment/Further Study HE</td>
<td>93</td>
<td>&gt;95</td>
</tr>
<tr>
<td><strong>ONE COMMITMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Programme Work Experience Target (%)</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>Employer Satisfaction (QDP Annual Survey) (%)</td>
<td>94</td>
<td>&gt;95</td>
</tr>
<tr>
<td>National Employer Survey</td>
<td>8.6</td>
<td>&gt;9</td>
</tr>
<tr>
<td>Positive Destinations (Apprentices) (%)</td>
<td>95</td>
<td>&gt;95</td>
</tr>
<tr>
<td>Positive Destinations (Full-time FE) of Leavers (%)</td>
<td>90</td>
<td>&gt;95</td>
</tr>
<tr>
<td>Positive Destinations (Part-time FE) (%)</td>
<td>89</td>
<td>&gt;95</td>
</tr>
<tr>
<td><strong>ONE COMMUNITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Student Satisfaction Exit Survey (FE - QDP) (%)</td>
<td>87</td>
<td>&gt;90</td>
</tr>
<tr>
<td>Overall Student Satisfaction (FE - National Survey) (%)</td>
<td>87</td>
<td>&gt;90</td>
</tr>
<tr>
<td>Overall Student Satisfaction Apprentices (%)</td>
<td>87</td>
<td>&gt;90</td>
</tr>
<tr>
<td>Overall Student Satisfaction HE (NSS %)</td>
<td>88</td>
<td>&gt;90</td>
</tr>
<tr>
<td><strong>ONE TEAM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Sickness</td>
<td>4</td>
<td>&lt;4%</td>
</tr>
<tr>
<td>Staff Turnover</td>
<td>8.3</td>
<td>&lt;9%</td>
</tr>
<tr>
<td><strong>ORGANISATIONAL RESILIENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Health Grade</td>
<td>Satisfactory</td>
<td>Good</td>
</tr>
<tr>
<td>Annual Capital Investment</td>
<td>£1.5m</td>
<td>£1.8m</td>
</tr>
<tr>
<td>Bank Covenants</td>
<td>Met</td>
<td>Met</td>
</tr>
</tbody>
</table>
Public Value Statement

Middlesbrough College is committed to adding value to the social, economic and physical well-being of the local community it serves.

We are committed to raising aspiration, increasing opportunity and providing a foundation for sustainable economic growth and prosperity.

Central to our responsibility is our work with partner organisations and our obligation to enrich the social, cultural, economic and physical well-being of our whole community.

In practice, this means we are ready, willing and able to respond to the needs of our community whatever and wherever they may be.

In making this commitment we may be challenged to work in new ways and, at times, our own capability or capacity may be tested.

We are nevertheless determined to devote ourselves to, and measure ourselves against, this endeavour.
Middlesbrough College

STRATEGIC PLAN

2018 - 2023