



Farnborough College
of Technology



SUSTAINABLE TRANSFORMATION STRATEGY 2022-2032

WHERE THERE'S A WILL, THERE'S THE FCOT WAY



SUSTAINABLE TRANSFORMATION STRATEGY 2022-2032

WHERE THERE'S A WILL, THERE'S THE FCOT WAY

OVERVIEW:



OUR PURPOSE



OUR OFFERING



OUR STAKEHOLDERS



OUR SUCCESS

Our vision is to create learners who will be a success for themselves, the economy, and society.

Our mission is to be a Technical Community University, facilitating learners' social mobility, fuelling sustainable industries, and empowering inclusive lifelong learning communities.

- Further Education Qualifications
- Higher Education Qualifications
- Apprenticeships
- Technical Qualifications
- Academic Qualifications
- Special Educational Needs and Disabilities Education
- Lifelong Learning
- Continuing Professional Development
- Community/Leisure Courses

- Learners
- Staff
- Governors
- Employers
- Community/Civic (including schools and local authorities)
- Parents

- Advancing through the richness of diversity
- Advancing a modern learning experience
- Delivering a beyond outstanding institution:
 - Outstanding kitemarks
 - Outstanding financial health
 - High satisfaction levels
- Advance responsibly to support the environment and society, enabling learning to fulfil their potential



FOREWORD

I am pleased to present the 2022-32 Sustainable Transformations Strategy (STS) for Farnborough College of Technology (FCoT), home of the University Centre Farnborough. It is the result of almost 12 months of information gathering and analysis. This ensured a broad perspective was taken in the development of this strategy, including consultation with schools, Hampshire County Council, Rushmoor and Hart Councils, internal consultation with governors and staff, consideration of government policies, labour market information, and EM3 LEP priorities. We have taken on board the views of industry bodies such as the Farnborough Aerospace Consortium, CBI, and Chamber of Commerce. Altogether, the evidence gathered contextualises the environment in which we currently operate and are predicted to operate in for the foreseeable future. This strategy has therefore been shaped and endorsed by our Board, community/industry partners, staff, and learners. You will see it provides clarity of direction for the next 10 years on how we will continue educating learners with the knowledge, skills, behaviours, and attitudes, to add value to society as net-positive contributors.

Naturally, the STS considers FCoT's accomplishments over the last six years, growing income by c£6m and maintaining an unwavering focus on outstanding quality of education.

Going forward, there are fresh challenges and opportunities:

- Covid-19's impact, that accelerated technological advancement within months rather than years

- Responding to the government's Skills Bill with Further Education at its core as a means of improving social mobility to get people into good and high-value jobs
- Supporting the government's agenda, including Post-16 Skills + Education, 'levelling up', UK Prosperity, and optimising the benefits of Brexit
- Tackling our common and global 'sustainability' challenges to gift future generations a sustainable environment
- At the touch of a button, we now operate in a global community and therefore the strategy has also been influenced by global strategies and changes, the UN's 17 Sustainable Development Goals, the Paris Climate Agreement, the 4th Industrial Revolution, post-pandemic LMI and more.

So, not for the first time in FCoT's history, we are gearing up in response to known and emerging opportunities and challenges. Rather than resting on our laurels, we are committed to taking even greater responsibility over the next 10 years, to achieve even more with partners, diverse communities, and industries.

FCoT must maintain Outstanding Financial Health to meaningfully contribute and pursue this dual sustainability strategy:

1. To be a 'beyond outstanding' provider for increasingly more young people and adults from all social strata, for SMEs, and corporate businesses, locally and beyond.

2. To pursue an uncompromising green strategy towards achieving the government's ambition for the UK education sector, to be a world leader in sustainability and climate change well before 2050; thereby ensuring we are part of a solution rather than part of a problem.

We will excel by focusing our efforts and investments on the areas where we can most clearly differentiate ourselves and where we can have the greatest impact. At a time of high public debt due to Covid-19, high-cost inflation, and chronic labour shortages, this includes continuing to demonstrate best value for public funds, and turning out graduates who will be a success for themselves, the economy, and society.

Finally, we thank our staff and our other valued stakeholders who continue to support and champion the College's unique place within Hampshire. Their service to FCoT is deeply appreciated. Together we will build on our achievements over the last six years, to achieve our shared ambition for North Hampshire and beyond.

Virginia Barrett
Principal CEO

Dr Femi Oduneye
Chair of Governors

**“WHERE
THERE’S A
WILL, THERE’S
THE FCOT WAY”**



OUR PURPOSE

Our overall purpose (vision, mission, values, and culture) is at the foundation of the STS. Equally important, and fundamental to our success as an outstanding educator, are committed, productive, and caring staff. It is therefore fitting, that as a learning organisation, we will nurture a growth mindset culture through shared growth mindset values, thereby empowering our dedicated staff to be their best and do their best. Ultimately, we are committed to collaborative partnerships 'to help people add value to our economy and society, as net-positive contributors.'

Where there's a will, there is the FCoT Way: To be a Beyond Outstanding provider in pursuit of our vision, mission, values and culture.

VISION

Creating learners who will be a success for themselves, the economy, and society.

MISSION

A Technical Community University, facilitating learners' social mobility, fuelling sustainable industries, and empowering inclusive lifelong learning communities.

GROWTH MINDSET VALUES

We will respect and live our values, endeavouring always to:

- Celebrate effort, dedication, growth, and lifelong learning.
- Inclusive empathy and respectful of diversity.
- Demonstrate commitment to our selfless vocation.
- Embrace successes and challenges equally.

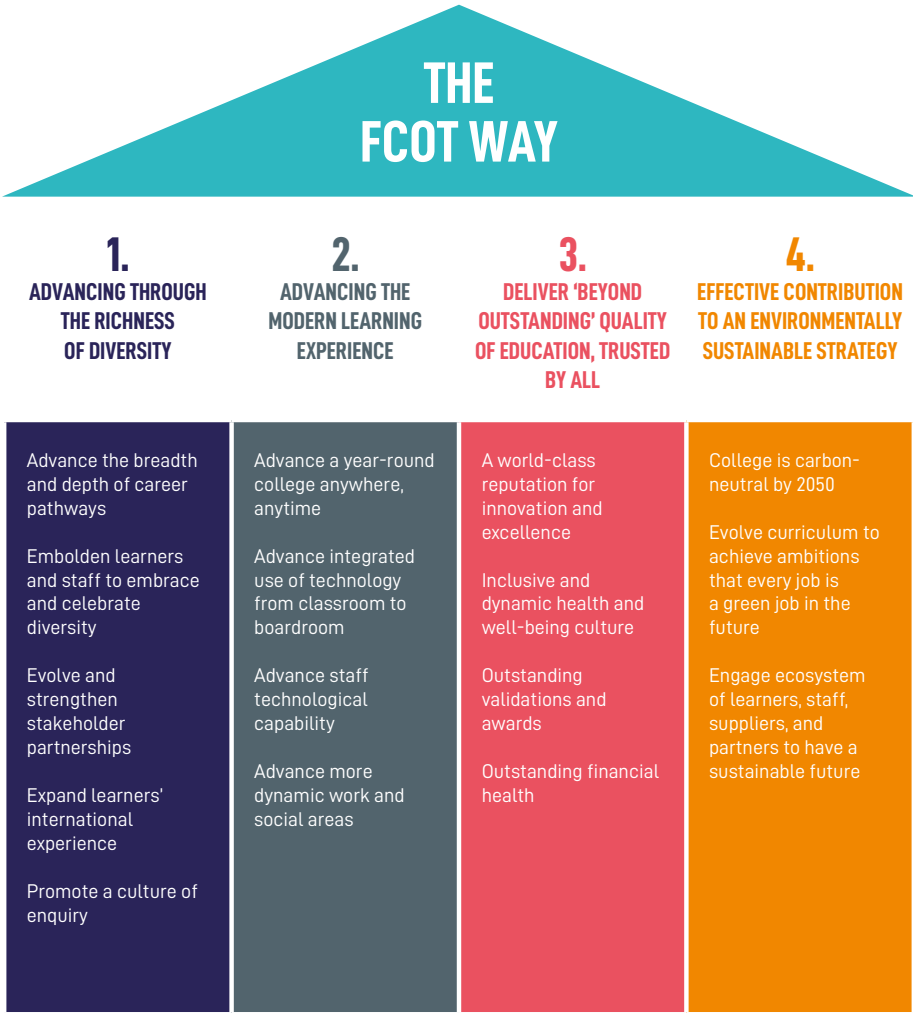
GROWTH MINDSET CULTURE

We will:

- Hold each other accountable to high expectations.
- Nurture a virtuous circle, in which we continuously improve, learning from successes & failure alike.
- Evolve through collaborative and innovative practices to be a 'beyond outstanding' 21st Century institution.

FOUR ENABLING GOALS: OUR PILLARS OF SUCCESS

Where there is a will, there is the FCoT Way, to achieve our long-term goal to be a beyond outstanding provider with growing and empowering participation from learners, employers, communities, and Civic stakeholders. To support the effective implementation of this long-term goal, there are four enabling goals which are our underpinning pillars of success:



FCOT COMMUNITY OF STAKEHOLDERS

Where there is a will there is the FCoT Way, to provide for critical stakeholders, for whom the strategy will afford individual and collective advantages. This commitment to stakeholders and partners is a fundamental part of our being. We will therefore harness our partnership communities for whom this strategy will deliver bespoke value:

| LEARNERS | STAFF | EMPLOYERS | COMMUNITY / CIVIC | PARENTS |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| <p>Learners are required to bring their whole selves and fully engage.</p> <p>One of FCoT's USP is its excellent 'wrap around care' offered to our diverse student body, which empowers them to add value to society as net-positive contributors.</p> <p>Learners are required to develop and progress as employees and/or entrepreneurs, for independent or supported living, with the knowledge and skills to care for themselves, the environment, and successfully contribute to an inclusive society.</p> <p>Learners care about the environment and the health of society more widely. We will therefore maintain excellent finances to evolve a zero-carbon estate that is a centre of inspiration for learners, industry, and communities more widely.</p> | <p>Staff will be supported to be their best selves and to do their best work. We will therefore maintain outstanding financial health to:</p> <ul style="list-style-type: none"> • Improve the work environment for a diverse workforce. • Invest in continuous professional development that empowers staff to deliver outstanding personal best and support outstanding, collegiate working and outcomes. • Annually recognise their contribution to beyond outstanding outcomes | <p>A place where employers and employer representative groups (Chamber of Commerce, FAC, CBI..) can collaborate with us to shape what they need, grow, innovate, and sustain their businesses.</p> | <p>These invaluable partnerships include the following and others who rely on the College to provide opportunities for progression, levelling-up, social mobility, and economic prosperity.</p> <ul style="list-style-type: none"> • Rushmoor Borough Council • Hart District Council • Hampshire County Council • Schools • The University of Surrey & others • The Government, DFE / ESFA • EM3 LEP | <p>A trusted service for dependents and lifelong learning</p> |



ENABLING GOAL 1

A. ADVANCING THROUGH THE RICHNESS OF DIVERSITY

Technical education has never had a higher profile.

Across the world, acquiring knowledge and adaptable skills to successfully participate in the workforce is no longer an option as two-thirds of jobs over the next decade require technical and higher technical skills to at least level 5. Furthermore, post-lockdown research also suggests 4th Industrial Revolution soft skills must also complement these hard skills to enable flexible adaptation for career progression and to support evolving industry needs. Thanks are due to employer members of the College's Careers' Industry Advisory Committees and the Board for their invaluable contributions to the depth and breadth of the College's T-Shaped Professionals' framework. It will enable us to prepare learners more fully for opportunities in industry and the world at large.

We will, therefore:

1. Recruit and retain learners in line with our financial, quality, and diversification targets
2. Advance the breadth and depth of the T-shaped professionals' framework with excellent life-changing impact
3. Embolden learners and staff, to embrace and celebrate the diversity of race and ethnicity, ability, and disability (SEND/LLDD), gender and sexual orientation, sexual reassignment, young people and adults, religion and geographic origin, political perspective, and socio-economic groups
4. Promote a culture of enquiry that encourages staff and learners to contribute to the College's inclusive agenda and technical excellence through research, international experience, entrepreneurship, and other activities/events.
5. Advance STEAM+S (Science, Technology, Engineering, Art, Maths+ Sustainability) initiatives and careers for all genders and socio-economic groups





ENABLING GOAL 1

B. GROWTH THROUGH THE RICHNESS OF DIVERSE STAKEHOLDER PARTNERSHIPS

FCoT has an unwavering resolve to serve a diverse community. We will therefore expand strategic partnerships to enhance learner success, address external needs, and leverage resources for our greater good.

1. Embed a solution-focused employer relationship as integral partners in Local Skills Improvement Plan and other stakeholder groups. Through brokerage services for SMEs, agreements for Local Area Training support the UK's ambition to evolve every job as a green job
2. Evolve and strengthen partnerships (schools, local authorities/districts, HCC, and others) to strengthen choice and develop the use of diverse talent
3. Develop our civic role in Hampshire and beyond to the benefit of the communities and businesses we serve
4. Support local businesses and communities to meet government targets for Zero Carbon by 2050
5. Develop and harness strategic partnerships that enable us to grow and expand





MAPPING YOUR CAREER

I CAN CARE...
IN HAMPSHIRE

MEET YOUR
CARRIAGE
LEADERS

ENABLING GOAL 2

ADVANCING THE MODERN LEARNING EXPERIENCE

Modern learning now involves using available technology to enhance the learning experience and improve engagement. As examples: facilitate a more personalised experience; create a more immersive learning environment; enable learning anytime, anywhere from any device; track learners' engagement and progress; support collaborative learning and social networks-based learning; support independent learning through flip learning, hybrid formative, and summative assessments.

We will therefore identify and implement technologies that enable FCoT to optimise the advantages of the 4th Industrial Revolution, to better engage learners, streamline processes, support FCoT's environmental sustainability, and enhance communication:

1. Advance transformational use of technology to strengthen flexible access from local to global levels via FOCAL (Farnborough Online College Advancing Learning)
2. Strengthen systematic and integrated use of technology to improve efficiency, contribute to our sustainable environment, and improve learning resources and technological proficiency amongst staff and learners
3. Be an ethical leader in implementing technological changes for the benefit of learners, staff, and employers
4. Advance a year-round college with an FCoT community that extends Teaching Learning and Assessment (TLA) beyond the classrooms, termly and globally
5. Advance an innovative culture that permeates throughout the organisation



IMMERSIVE
LEARNING
ENVIRONMENTS



ENABLING GOAL 3

DELIVER 'BEYOND OUTSTANDING' QUALITY OF EDUCATION, TRUSTED BY ALL

We remain firmly committed to strengthening all aspects of learning/training as both a learner and employer-centric organisation. We are therefore building on the strength of our current position with an unwavering focus on the standardisation and sharing of best practices. Exceptional education will therefore be maintained by empowering learners with rich, fulfilling professional and personal lives to be fleet of foot for what life will demand of them. Together we will hold each other to high standards, personal best, outstanding finances, and excellent outcomes:

1. Foster a world-class reputation for innovating and progressing learners
2. Annually ensure most programme areas' outcomes are in the 90th decile
3. Secure outstanding validations and awards (Ofsted, Queen's/King's Award, technology and sustainability awards, annual financial health)
4. Further advancement of FCoT with outstanding finance to invest in outstanding staff, technology, a diverse curriculum, and a world-class estate with 'sustainability' at its core

Example of implementation of Green STEAM (STEAM + Sustainability) in one faculty:

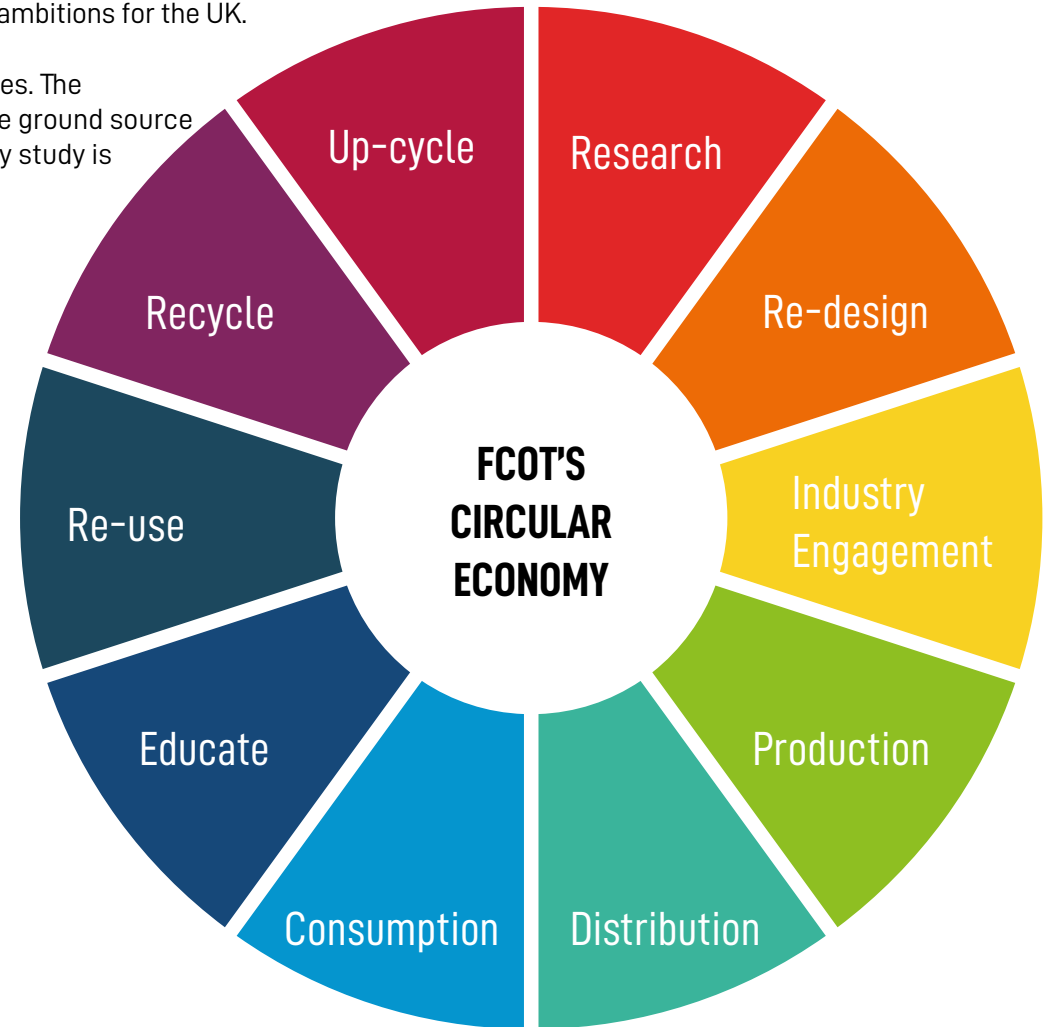
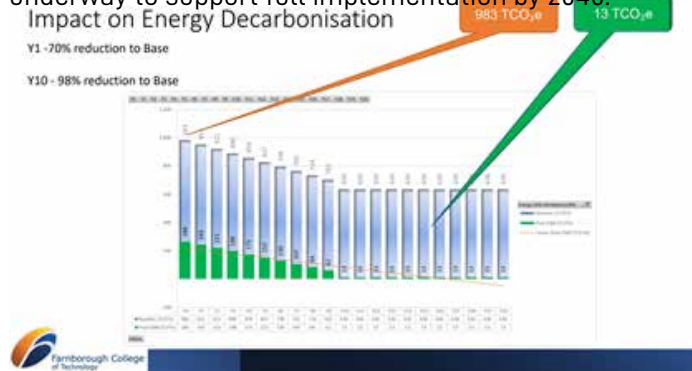
| | Science | Technology | Engineering | Art | Mathematics | Sustainability |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A Levels and Science | <ul style="list-style-type: none"> • Biodiversity • DNA • Pathogens and immunology • Energy changes • Electricity • Waves • Magnetisms and electromagnetism • Cell structure • Crime scene investigation | <ul style="list-style-type: none"> • Use of new technology to explore the human body in 3D Biology and Criminology lessons • Exploration of modern gene technologies and biotech • Development of digital literacy • Use of technology for data and data representation | <ul style="list-style-type: none"> • Energy, momentum • Electro magnetics • Thermo dynamics • Mechanical properties of matter • Kinematics | <ul style="list-style-type: none"> • Creative depiction • Group artistic • Subjects: media, photography, film | <ul style="list-style-type: none"> • Populations and succession • Classification • Numerical methodology • Geometry • Algebra • Formulae and equations • Statistical analysis | <ul style="list-style-type: none"> • Organic chemistry • The human impact of ecosystems • Energy transfer in ecosystems • Sustainability projects as part of environmental science. • Exploration into renewable energies |
| Early Years | <ul style="list-style-type: none"> • Primary science concepts and science workshops • Chemicals and safe storage • Medication • Vaccination and immunology • Teaching science through stories | <ul style="list-style-type: none"> • Interacting and collaborating online • Use of technology to support learning and communication • Use of robotics and artificial intelligence in education • Education apps • SEND communication aids • Digital classrooms • Music technology | <ul style="list-style-type: none"> • Design • Project management • Problem-solving • Architecture challenges such as Block play and Lego building • Transport | <ul style="list-style-type: none"> • Craft activities • Displays – information • Creating educational resources • Artistic expression • Drama and role play | <ul style="list-style-type: none"> • Exploration of Primary maths – shapes, measurements, prime numbers and number patterns. • Application and learning of math concepts. • Everyday maths | <ul style="list-style-type: none"> • Climate change • Earth science • Environmental studies • Protecting natural resources • Government strategy: Healthy people, health places: Building a healthy future |
| Health/Health and Social Care | <ul style="list-style-type: none"> • Biology • Anatomy and physiology • Stem cells • Radiography • Chemistry • Medicines • Healthcare science • Nutrition and exercise | <ul style="list-style-type: none"> • Virtual reality • Online research • Use of robotics and artificial intelligence in health and care • Communication aids. • Medical simulation • Digital CPD | <ul style="list-style-type: none"> • Healthcare engineering: Prevention, treatment and diagnosis • Rehabilitation engineering through devices and mechanics | <ul style="list-style-type: none"> • Art therapy to support mental health and mobility • Visual art to improve health and wellbeing | <ul style="list-style-type: none"> • Developing maths skills • Interpreting graphs and charts • Dispensing medication • Statistical methodology | <ul style="list-style-type: none"> • Reducing food waste • Remote monitoring and the use of technology • Government strategy: Sustainability in public health |

ENABLING GOAL 4

GRASP SUSTAINABILITY OPPORTUNITIES TO TRANSFORM FOR A BETTER FUTURE

Our actions will contribute to a shared sustainable future. There is much to be done and so the College aims to act sooner rather than later. We will therefore harness technology to be a world leader in sustainability and mitigating climate change. Ultimately we will be influenced and informed by external guidance such as the FE Climate Action Roadmap, Paris Agreement, UN Sustainable Development Goals, Streamlined Energy and Carbon Reporting, and other government ambitions for the UK.

Accordingly, in December 2021, FCoT commissioned an evaluation of greenhouse gases. The recommended technological solution for Net Zero Scopes One and Two emissions are ground source heat pumps, solar PV, thermal stores, smart controls, and battery storage. A feasibility study is underway to support full implementation by 2040.



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|----------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------|
| | | | |
| fresh air, clean water, healthy soil and biodiversity | renovated, energy efficient buildings | healthy and affordable food | EV - Electric Vehicles |
| | | | |
| cleaner energy and cutting-edge clean technological innovation | longer lasting products that can be repaired, recycled and re-used | future-proof jobs and skills training for the transition | Globally competitive and resilient community college university |

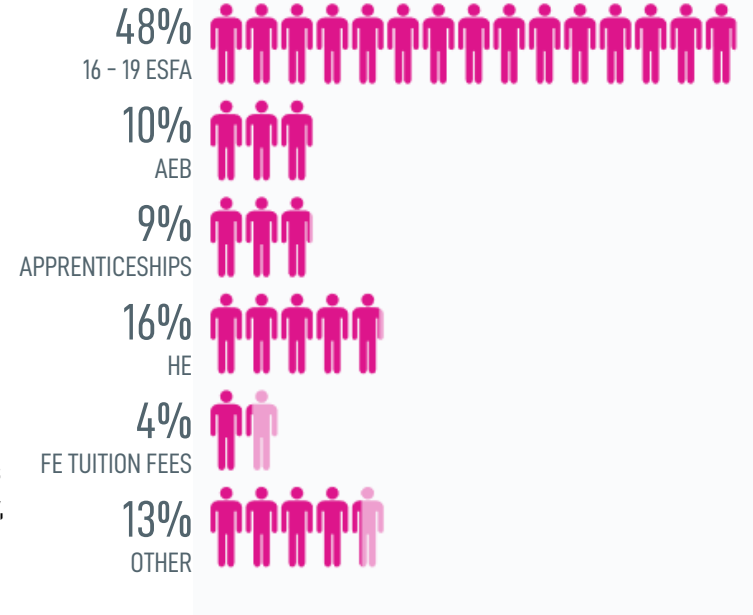
EXECUTION

A number of Strategic Action plans will be refined annually to support the delivery of this strategy and ensure it remains relevant for its duration.

1. Curriculum
2. Technology
3. Higher Education
4. Finance
5. TQM
6. A policy reference document will also be reviewed each year to ensure the strategy annually responds to opportunities and challenges that could enhance or undermine our ambitions

Review Period: The College's long-established Annual Operating Statement will capture annual actions linked to each enabling goal. It will therefore monitor the distance travelled over the life of the strategy, pace of change, and ensure the College changes gear in response to uncertainty or new demands.

INCOME SOURCES 2022 – 2032:



2017 - 2022 REFLECTIONS

Necessity is the mother of invention, and our extraordinarily successful 'Transformation Strategy 2017-22' was formulated in response to an Area Based Review that questioned FCoT's ability to stand alone. Over the last five years, the strategy effectively repositioned FCoT as a viable regional provider and we are delighted to share a few highlights. FCoT is a growing outstanding further higher education college with two main campuses and a University Centre with degrees awarded by the University of Surrey. During the Further Education Area-Based Review in 2016, FCoT was at a crossroads and decided then to reserve the right to stand alone. **Five years later, it has grown by c£6m and some of the key achievements are:**

Good Partnerships
with Hart and Rushmoor Secondary Schools to progress learners

May 2022 Outstanding Ofsted re-validation
£1m growth annually
Average annual retention rate 92%

Promoting success attracts students and staff

- Virtual Open Event platform launched in 2020
- Virtual Tours
- Webinars
- Family Fun Days
- Taster sessions
- Careers Advisers Conference
- Prospectus and Guides

Careers education including the Gatsby Benchmarks is embedded across all Subjects:

- Careers weeks, employability trips, visits, and competitions in Esports
- Matrix Award of 2022 include outstanding career guidance aligned to Gatsby Benchmarks
- National Citizenship Service college award in 2018

Employers are also fully involved in the life of the College:

- The use of LMI for curriculum development, employers' talks, live briefs, work experience, and industrial placements
- 100s of employers have contributed to our industry committees, supporting curriculum development since 2017. The Emerging Technologies Centre (ETC) was the first major development from these committees

The Real Living Wage ratio above Hampshire

As well as rewarding staff above average throughout the life of the strategy, in December 2021 the Board approved the real living wage which now benefits a number of auxiliary staff employed directly by the College

Student/Staff ethnic ratio above Hampshire

12.8% of staff and 18.4% of all learners come from a black, Asian, and minority background (against an average of 8.2% for all of Hampshire [2011 census])

Average annual pass rate of 90% for 16-18s and adults
95% of learners progress into employment, education, or training

Some of our Partnerships

- 800+ Employers
- Hart and Rushmoor Councils
- Hampshire County Council (HCC)
- University of Surrey
- Parents / Guardians

ACRONYMS

| | |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AEB | Adult Education Budget |
| CBI | Confederation of British Industry, a not-for-profit membership organisation. |
| CIAG | Careers Information, Advice and Guidance |
| CPD | Continuous Professional Development |
| EM3 LEP | Enterprise M3 Local Enterprise Partnership |
| ETC | Emerging Technologies Centre at FCoT |
| Growth Mindset | "In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment." (Dweck, 2015) |
| HCC | Hampshire County Council |
| HE | Higher Education |
| FCoT | Farnborough College of Technology Home of UCF (University Centre Farnborough), Aldershot College, and Hart University Centre |
| FE | Further Education |
| FOCAL | Farnborough Online College Advancing Learning |
| GS Heat Pumps | Ground Source Heat Pumps |
| LLDD | Learning Difficulties or Learning Disabilities |
| LSIP | Local Skills Improvement Plan |
| LMI | Labour Market Information |
| PESTLE | Political, Economic, Social, Technological, Legal, and Environmental factors |
| SEND | Special Educational Needs and Disability |
| STEAM+S | Science, Technology, Engineering, Art, Maths + Sustainability |
| SMEs | Small and Medium-sized Enterprises |
| Solar PV | Solar panels, also known as photovoltaics (PV) |
| STS | Sustainable Transformations Strategy |
| TLA | Teaching, Learning, and Assessment |



Farnborough College
of Technology



UNIVERSITY
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