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## STRATEGIC PLAN 2018-21

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*Meeting the needs of adults and communities*



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# WELCOME TO RICHMOND AND HILLCROFT ADULT AND COMMUNITY COLLEGE

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**RHACC was established on October 1st 2017 through the merger of Richmond Adult and Community College and Hillcroft College. It is built on their shared expertise in adult learning and their commitment to the needs of adults and communities that need further educational or tailored opportunities to develop the skills to thrive and achieve their potential.**

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## MEETING LOCAL AND NATIONAL NEEDS

The mission of the new college, RHACC, involves meeting the needs of adults and communities on both a local and national basis. We will begin by focusing our provision on the needs of our Richmond and Kingston communities and the needs of South West London where we are located. We will develop the infrastructure required to work on a national basis to provide our expertise in learning for wellbeing, skills for life and career development to disadvantaged women, people who have a disability and adults in need of improved wellbeing and career development.

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## RATIONALE FOR THE STRATEGIC PLAN

People are living and working longer and therefore frequently need to retrain or refresh their skills both for work and wellbeing. There is a clear link between adults' skills for learning and educational attainment and their social inclusion, wellbeing and economic prosperity. The Mayor's 2017 Skills for Londoners strategy states that 'low levels of literacy and numeracy not only act as a substantial barrier to work and education opportunities, they can harm social integration and cohesion'.

## DISADVANTAGE IN THE COMMUNITY

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Certain groups of adults experience greater disadvantage and are at higher risk of unemployment, and poor health and wellbeing. They include adults with low prior attainment levels, those who lack basic skills and English language, people who have a disability, older people, working adults on low incomes and women. Women are represented within all these groups but the interplay between their education and employment histories and family circumstances can create further disadvantage throughout their lives.

London has higher unemployment levels than elsewhere in the UK. Disabled adults, BAME groups, women and older people are disproportionately under-represented in the labour market, especially in higher skilled, better paid jobs. The Equality and Human Rights Commission identifies that double the number of working aged disabled adults are workless, 'Is England Fairer?' 2016.

2 million adults in London are living in poverty. 58% of those are in working families. 1 in 5 workers in London are earning less than the Mayor's Living Wage. The cost and availability of childcare presents a barrier to in-work progression, as does lack of careers information and guidance.

## DIGITAL STRATEGY

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The UK Digital Strategy (Department of Digital, Culture, Media, Sport 2017) predicts that within 20 years 90% of jobs will require digital skills of some kind, however, 12.6 million people nationally lack digital skills and 5.3 million have never been on line before. The NHS highlights synergies between groups that are digitally excluded and those at risk of poor health. Government moves towards 'digital by default' services create the risk of making inequalities experienced by these groups more pronounced.

## POPULATION

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The UK has an ageing population. By 2024 more than 1 in 4 of us will be over 60. People aged 50 and over are more likely than people aged 25 to 49 to be unemployed, on low incomes and be at greater risk of poor health and wellbeing.





## CONNECTIVITY

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The social connections created through work and community involvement are vital to good mental health. 1 in 5 of working age adults has a mental health problem costing £32.5 billion in terms of lost productivity. The NHS highlight in 'The Pursuit of Happiness' 2014 the need to 'keep learning', active and connected in order to improve mental health.

## THE IMPORTANCE OF ADULT LEARNING

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However, the rate and means of Government investment in adult learning has not kept pace with needs. Reductions in funding and narrowing of regulations and eligibility criteria have resulted in a 17% fall in adult learning numbers from 2011/12 to 2015/16. Numbers have decreased from 598,000 to 497,000. Although 235,000 adults in London are unable to speak English well or at all, public spending on ESOL has reduced by 60% since 2009. The BIS 2011 'ESOL: equality impact scheme' identified that those affected by this reduction were women with childcare responsibilities, those in low paid work and those with low English and literacy skills.

Access to lifelong learning is crucial to ensuring that the UK workforce is prepared to face risks to growth caused by Brexit, changes resulting from advancement of technology and automation and lack of higher level skills. However, low levels of employer investment in training result in workers in low skilled roles receiving the least development opportunities. Employers report that they find roles requiring high-level skills hard to fill and that it is difficult to source higher-level skills training for staff that can fit around business needs.

**The RHACC 2018-21 strategic plan seeks to address these adult learning needs and issues and make learning accessible to all.**

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## OUR MISSION AND VISION

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*‘Empowering adults and communities through education, skills and enterprise’*

**By 2021 RHACC will be the outstanding learning provider of choice for adults and communities in South West London and beyond.**

- Providing progression to work, wellbeing and empowerment for adults of all ages, abilities and backgrounds through a curriculum with starting points for all, made accessible through an adult approach to learning.
- Closing achievement gaps between the most advantaged and disadvantaged adults
- Outstanding standards in teaching and learning
- Operating from excellent classroom, community and residential facilities, accessible to all, that inspire and support learners to achieve
- Using enhanced links with stakeholders and partners to disseminate best practice, enrich learning and support the highest levels of learner achievement
- Continuously developing staff expertise in an environment where staff feel valued and share governors’ ambition for learners
- Achieving income levels which enable investment in the curriculum, the estate and sustainable growth



# OUR KEY PRINCIPLES

All our services and activities are delivered in line with our key principles and values and enable a mixed economy of provision that provide the same opportunities for those who can afford to pay as those who require financial assistance to study.

1. We plan and promote adult community education as a channel of **social justice** that can change the lives and opportunities of individuals, families and communities and narrow the gaps in achievement between the most advantaged and disadvantaged adults.
2. We are inclusive and ensure that everyone can benefit from learning if they are ready to learn. Adults of all ages, abilities and backgrounds can improve their career, wellbeing and independence through appropriate opportunities, guidance and support.
3. We are committed to our community. The effective curriculum is informed by the needs of the learners, community and employers we serve.
4. We have an **adult ethos** that enables the development of empowered, self-directed learners. Dignity, courtesy and respect, extended to all, building confidence and self-worth.
5. We celebrate diversity. Embracing diversity improves learning and makes it relevant to the individual.
6. We actively seek to **engage with learners** about the range and effectiveness of the services we offer so that we can continuously improve and tailor services to better meet their needs.

7. We have high **expectations of staff and learners and aim for excellence** because high standards and ambition improve self-worth and the rate and quality of learning

8. We embrace **partnerships** in order to create social capital that extends learning opportunities and support frameworks beyond what the college and partner organisations can provide on their own.



# SUMMARY OF EXTERNAL OPPORTUNITIES AND RISKS

## OPPORTUNITIES:

- Increased Government awareness of the health and wellbeing benefits of adult community learning and the community cohesion benefits of ESOL e.g. Skills for Londoners
- Increased Government awareness of the value of non-accredited learning and relaxing of some restrictions on its grant funding
- Government promotion of the need for careers information, advice and guidance for adults set out in The National Careers Strategy
- Recognition and support for volunteering as progression opportunities for adults and to meet the business needs of employers
- The Mayor's commitment, set out in his skills plan, to Digital Skills Entitlement for Londoners
- The recommendation from the Strategic Review of Adult Learning in London for Community Learning Hubs
- Crossrail 2 planned to both Richmond and Surbiton will increase accessibility to RHACC adult learning hubs
- Kingston Council's strategy to increase community infrastructure in Surbiton where housing developments are planned
- GLA and local government strategies to address isolation, mental health and the needs of older people through preventative health strategies that involve learning, volunteering and community and social involvement

## RISKS:

- Devolution in 2019 brings the risk that adult funding will be redistributed and areas outside London will be prioritised.
- There is also the risk of the additional management complexity of liaising with several councils and their different bidding and funding systems.
- Although some flexibility to deliver small amounts on non-accredited learning were introduced in 2017/18, funding regulations remain overly complex and too few adults are eligible for funding resulting in a national underspend in 2016/17.
- Policy and regulations regarding Higher Education and the breadth of responsibilities for providers drive up the costs of provision and reduce flexibility in meeting learner needs.



# OUR CAPACITY

**Our capacity to achieve our objectives will be affected by our ability to respond to external opportunities and threats.**

## SUMMARY OF ORGANISATIONAL STRENGTHS

- Our broad and accessible curriculum with part time, day, residential and intensive options
- Skilled teaching staff with expertise from industry
- Ofsted 'Good' standards in both former colleges with 'Outstanding' features
- Excellent learner support praised by Ofsted
- 'Outstanding' partnerships that support adult learners
- Careers information, advice and guidance expertise and strengths praised by Matrix
- We are part of the IAL group recognized by government as specialist adult providers
- Strong LLDD provision offered to Merton, Richmond, Wandsworth councils
- Increased and more flexible community learning funding following merger that can be used for learning for wellbeing
- Two sites in key, central locations
- Growth of commercial activity at the Parkshot site and demand for fee based community services

- Parkshot based Richmond Volunteering Service
- Strong governance
- Improving financial health
- Strong recruitment from across London, especially Richmond and Kingston, South West

## SUMMARY OF AREAS FOR ORGANISATIONAL DEVELOPMENT

- Development of shared organisational culture following merger on October 1st 2017
- Development of staff expertise, especially in high level professional studies
- Development of digital skills and infrastructure
- Improvement of residential, classroom and community facilities at our Surbiton site



# STRATEGIC OBJECTIVES

To achieve our vision and consolidate our strengths we have six key areas of development:

## 1. ETHOS

- Following merger, to develop a whole college culture of performance, efficiency and excellence.

## 2. CURRICULUM

- To extend the curriculum with increased opportunities for learners of all ages, backgrounds and abilities to gain vocational and wellbeing skills and enrichment.
- To develop our communication with learners to ensure that target learner groups are aware of opportunities open to them

## 3. QUALITY

- To achieve Ofsted 'Outstanding' status and the highest levels of teaching and learning and customer satisfaction in all college services.

## 4. RESOURCES

- To develop a first class college estate that provides community hubs in Richmond and Surbiton, cutting edge teaching and learning spaces and accessible and high quality residential facilities
- To develop a first class college estate that provides community hubs in Richmond and Surbiton, cutting edge teaching and learning spaces and accessible and high quality residential facilities

## 5. FINANCIAL SUSTAINABILITY

- To achieve long term financial sustainability through improved efficiency and additional income generation that provides a positive contribution to operating costs

## 6. PARTNERSHIPS

- To continue to develop partnerships with local stakeholders regarding the planning and delivery of learning and progression opportunities and the engagement and support of specific learner groups. This will involve agreements with partner organisations in local government, the voluntary sector, with local employers and businesses and other adult learning providers.



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# ACHIEVING OUR OBJECTIVES

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## STRATEGIC OBJECTIVE 1

To develop a whole College culture of efficiency and performance

### WE WILL ACHIEVE THIS OBJECTIVE BY:

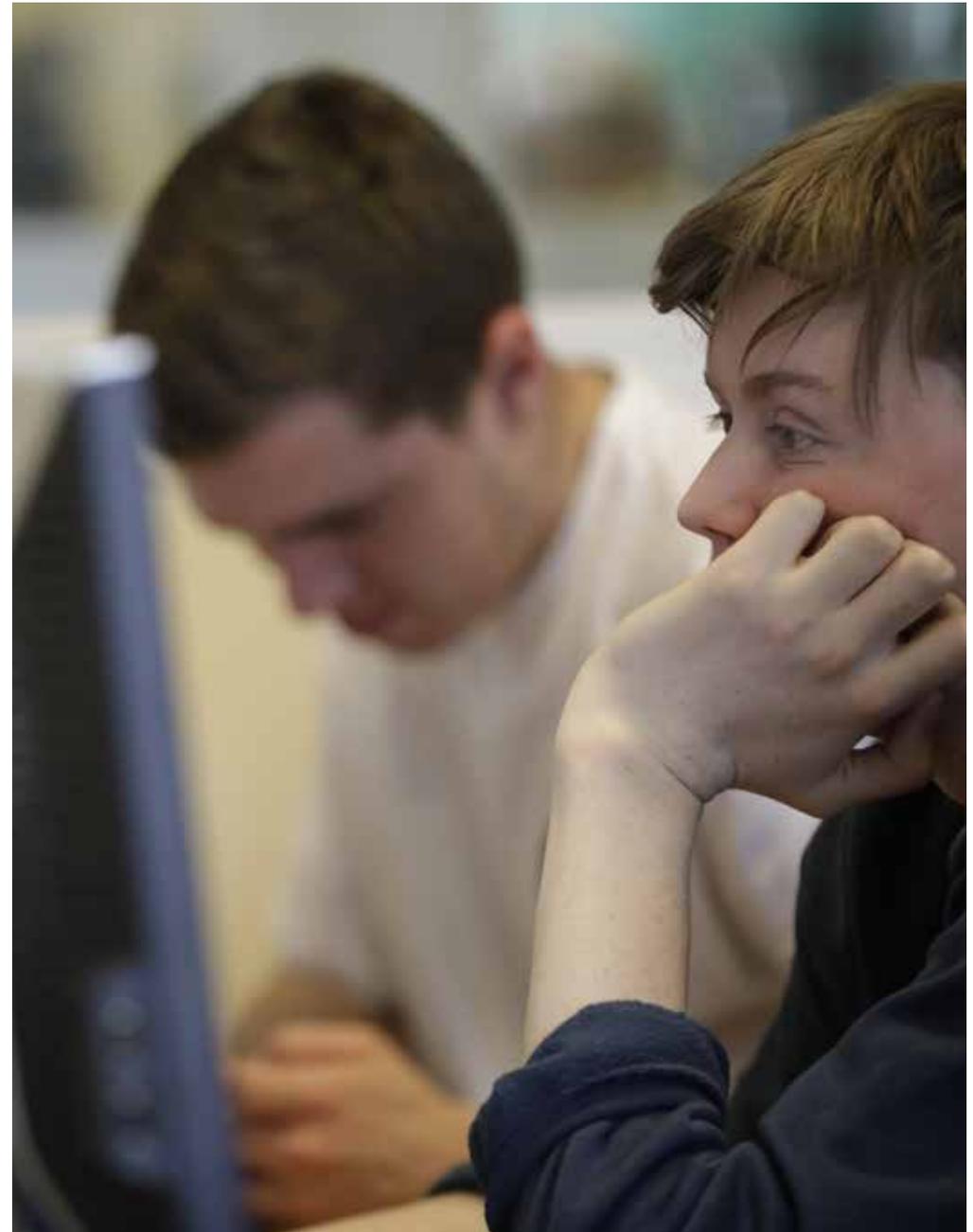
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- Making staff aware of expected high performance levels and standards in all service areas and celebrate their contribution and expertise
- Providing professional development opportunities that extend knowledge and skills and keep pace with sector developments
- Ensuring that the performance appraisal process is effective and that it supports staff to fulfill their roles and responsibilities
- Further developing systems and processes that deliver a more efficient operating model

### KEY PERFORMANCE INDICATORS:

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- 100% implementation of staff development plans
- High learner satisfaction levels
- Achievement of organizational development plans



## STRATEGIC OBJECTIVE 2

To extend the curriculum with increased opportunities for learners of all ages, backgrounds and abilities to gain vocational and wellbeing skills and enrichment

### WE WILL ACHIEVE THIS OBJECTIVE BY:

- **Developing a curriculum that meets the needs of the following priority learner groups:**
  - Adults who face social marginalization due to age, gender, disability or mental health problems
  - Adults at risk of poor wellbeing seeking personal development
  - Unemployed adults and adults seeking career change or development
  - Adults who lack English and maths skills because of previous low attainment or because they are new to the UK
  - Employers, SMEs and voluntary sector organisations
  - Young adults whose needs cannot be fully met in mainstream education
- **Developing provision in the following Community, Further Education and higher level professional programmes:**
  - Foundation skills of English, maths, ESOL and Digital skills
  - New horizon and change programmes for women
  - Specialist progression programmes for adults with severe disabilities
  - Enterprise and infrastructure capacity building for employers and the voluntary sector
  - Wellbeing learning in the Arts, Exercise, Cookery, Languages
  - Vocational programmes in Business, Finance, Creative Industries, Care, Counselling and Education sectors
  - Access to Higher Education and higher level professional, F.E funded programmes

- **Developing community learning pathways through partnerships that support marginalized and disadvantaged adults to access relevant learning and where appropriate make progress from community settings to higher education and employment**
- **Continuing to develop targeted communications to key learner groups and stakeholders**

### KEY PERFORMANCE INDICATORS:

- Increased participation in adult learning with 10,000 adult learners of all ages, backgrounds and abilities achieving their goals and potential through learning for life, work and wellbeing
- Improved progression of disadvantaged women and people who have a disability to FE, HE and employment
- Marketing strategy and plan with targets for engagement with priority learner groups



## STRATEGIC OBJECTIVE 3

To achieve Ofsted 'outstanding' status and the highest levels of customer satisfaction in all college services

### WE WILL ACHIEVE THIS OBJECTIVE BY:

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- Ambitious and achievable targets for learner achievement in all areas
- Making learning accessible through part time, modular, residential or digital learning options and through bursaries and financial support
- Rigorous leadership and management that drives improvement
- Further development of our expertise in IAG
- Further development of vocational, wellbeing and Higher Education progression routes
- Exceptional learner support
- Engaging with learners and using their feedback to improve teaching and learning
- A programme of additional enrichment and business support services

### KEY PERFORMANCE INDICATORS:

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- Improved achievement and progression of adults affected by disability, isolation, low prior attainment and unemployment and reduced gaps in achievement and wellbeing between the most advantaged and disadvantaged learners.
- 'Good' and 'Outstanding' learner achievement annual performance measurement indicators in all programmes and subject areas
- Excellent OFSTED inspection
- High learner progression
- Learner engagement strategy and communications plan
- Positive learner destinations

## STRATEGIC OBJECTIVE 4

To develop the estate, facilities and digital capability

### WE WILL ACHIEVE THIS OBJECTIVE BY:

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- Undertaking capital development of the Hillcroft site to support curriculum delivery, the meeting of learner needs and the provision of a community learning hub
- Developing facilities at Parkshot to support enterprise activities and the needs of SMEs and the voluntary sector
- Developing digital capability to improve efficiency, access and breadth of learning

### KEY PERFORMANCE INDICATORS:

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- A capital strategy that uses grant funding and resource released from the estate to redevelop the Hillcroft site
- Completion of the redevelopment of the Hillcroft site and its increased utilization
- Completion of Parkshot 7B Enterprise Hub capital project
- Increase in learner numbers and participation of key learner groups
- A Digital Capability Development Plan

## STRATEGIC OBJECTIVE 5

To achieve financial sustainability

### WE WILL ACHIEVE THIS OBJECTIVE BY:

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- Implementing a robust financial strategy over the period 2018 to 2021
- Review and continuous monitoring of the cost effectiveness of provision and back office support services
- Establishing and monitoring targets for contribution to central overheads from teaching departments
- Increasing the income base to £11m through contracts, commercial activity and bids for additional funding
- Improving the efficiency of the College in order to generate funds available for investment in the curriculum and the estate
- Ensuring that the College is efficient in managing its finances while at the same time providing the best facilities for its learners and the community

### KEY PERFORMANCE INDICATORS:

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- Maintain a minimum level of 'good' financial health while aspiring to be 'outstanding'
- EBITDA of 7%;
- Adjusted current ratio of 1.6;
- Minimum level of cash balances of £1.75m;
- Capital investment p.a. (excluding major works) of £250k;
- Net cash flow from operating activities of £500k;
- Staff cost to income ratio of 60% – 65%;
- Reliance on ESFA income of 50%

## STRATEGIC OBJECTIVE 6

To continue to develop strategic partnerships that support adult learning

### WE WILL ACHIEVE THIS OBJECTIVE BY:

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- Creating and managing a community learning network through partnerships with the councils and the voluntary sector that inform curriculum development and provide access and support to marginalized adults that help them to progress.
- Increased employer and SME engagement and use of enterprise facilities and support
- Strengthening collaborative working with IALs and other colleges and adult providers on curriculum planning and delivery, staff training informed by research and dissemination of best practice
- Extending the range of services the College provides to support enterprise and business growth
- Increasing community and employer awareness of the College as both a learning and business resource
- Working in partnership with local councils and the GLA to access and plan funding to address key socio and economic issues

### KEY PERFORMANCE INDICATORS:

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- Increased participation and progression of hard to reach and socially marginalized groups
- Increased employer engagement and greater take up of business development and support programmes
- Partnership strategy and agreements with partner organisations relating to the achievement and progress of key learner groups
- Increased usage of College facilities by employers and community organisations

# KEY MILESTONES

<b>2017/18</b>	
May 2018	Launch of first curriculum offer of the new college with new wellbeing provision women learners
August 2018	Application for capital grant funding
<b>2018/19</b>	
September 2018	Completion of co-working facilities in the Parkshot Annexe building
October 2018	Launch of new offer for employers and SMEs
	Launch of two new employability offers for women learners and the unemployed
January 2019	Launch of new Moving On provision for adults with disabilities
March 2019	'Good' financial health status confirmed by ESFA
August 2019	15,000 adult learner enrolments
<b>2019/20</b>	
September 2019	Construction of new facilities at H/C site
March 2019	'Good' and improving financial health status confirmed by ESFA
August 2020	16,000 adult learner enrolments
<b>2020/21</b>	
January 2021	Completion of new Hillcroft centre
March 2021	'Outstanding' financial health status confirmed by the ESFA
August 2021	17,000 adult learner enrolments

## CONTACT US

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# RHACC

**Richmond and Hillcroft  
Adult Community College**

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Charity Registration Number 312825