

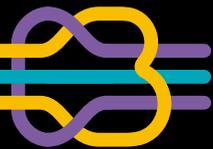


Bradford College

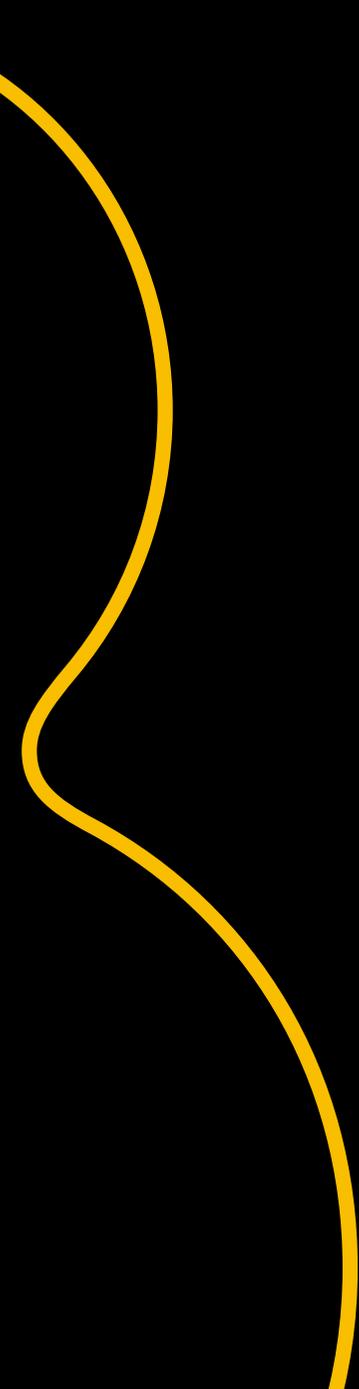
Master Targets

2025 – 2028

Published October 2025



Trustworthiness Inclusion Excellence



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1:

Strategic Intent

2026 – 2028



Trustworthiness Inclusivity Excellence

**“Every day at
Bradford College, I
see things that are
just exceptional,
we’re a catalyst
for social change!”**

Chris Webb, Principal & CEO

Vision

Creating a better future
for all through education
and training

Mission

Working together to
transform lives

Strategic objectives

- A truly inclusive college
- Curriculum that meets the needs of learners, employers and the community
- Deliver an outstanding student experience
- Be an employer of choice
- Maintain a sustainable college
- Grow the college income through student recruitment
- Empowering education through digital transformation

Values

We value Trustworthiness

We are dedicated to honesty, and reliability in all our interactions, with our staff and students but also our partners and wider stakeholders. Trust is not just a word, it's a promise we keep, a commitment we honour.

We value Inclusivity

We are relentless in our pursuit of inclusivity, with unyielding persistence to create an environment where everyone is heard, every perspective is valued, and every individual feels a sense of belonging.

We value Excellence

We are fiercely ambitious for staff and students. We set high standards for ourselves and our work, consistently striving for the best outcomes in everything we do.

Strategic Objective 1: To be a Truly Inclusive College

Executive Lead: Vice Principal EDI

The college embraces diversity and promotes a culture that is unapologetic about inclusion. EDI considerations are integrated into all aspects of college operations, including hiring practices, curriculum development, and decision-making processes.



Key Deliverables:	Cross Cutting Themes:
<ol style="list-style-type: none"> 1. Foster a Sense of Belonging for All Students and Staff 2. Embed EDI Considerations Across All College Practices 3. Create an Inclusive and Culturally Responsive Curriculum 4. Strengthen External Partnerships to Enhance Inclusion and Opportunity 	<ol style="list-style-type: none"> 1. Equality, Diversity & Inclusion 2. Digital Transformation 3. Safeguarding & Prevent 4. Types of Provision 5. Sustainability 6. Learning Environment 7. Reputation 8. Organisational Development

Objective 1

Foster a Sense of Belonging for All Students and which Staff

Aspect: Students All Staff All

Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Students will receive an outstanding programme of induction that creates a psychological contract with learners to create an inclusive and positive environment Staff are brave, consistent and relentless in creating a positive and inclusive learning environment	AP Students	SPOC 94 % of students agree the college is an inclusive and positive environment	SPOC 95 % of students agree the college is an inclusive and positive environment	SPOC 96 % of students agree the college is an inclusive and positive environment
Students will feel safe in the college and surrounding environment	AP Students	SPOC 96 %	SPOC 97 %	SPOC 98 %
Students know how to access support with their mental health and wellbeing	AP Students	SPOC 94 %	SPOC 95 %	SPOC 96 %
The college has robust policies in place for staff, and reporting mechanisms to address discrimination, harassment microaggressions, and workplace exclusion and report hate crime	VP EDI	Quarterly HR report.	<ul style="list-style-type: none"> Quarterly HR report % target for Staff Survey Question Themed tea break sessions 	<ul style="list-style-type: none"> Quarterly HR report % target for Staff Survey Question Themed tea break sessions
Mentorship programs support students and staff with protected characteristics and from minority groups. Job shop referrals and Alumni utilisation- support to higher skills employment	VP EDI APS	<p>Students: Min 1 event per term</p> <p>Staff: Increase ethnicity representation in manager roles by 5 %</p>	Process of identifying learners that would benefit from mentorship (Alumni) & Job Shop referrals Increase ethnicity representation in manager roles by 6 %	% of referrals of students into Job Shop and mentoring opportunities

Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Strengthen the visibility of tangible LGBTQ+ allyship across the college community, creating a culture of inclusion, affirmation and advocacy		Establish a visible, year-round programme of allyship and support for LGBTQ+ students and staff that goes beyond symbolic gestures	% of students engaging in programme	% of students engaging in programme
The college estate, services, and resources progresses towards being fully accessible and inclusive, including gender-neutral facilities and disability accommodations	VP EDI	BP EIA template completion	Disability Confident Leader and Menopause Friendly accreditation	Disability Confident Leader and Menopause Friendly accreditation
Meaningful engagement with staff allows for constructive feedback, through 'Tea Break', wellbeing, and menopause forums, initiatives to ensure staff voices are heard and acted upon. Tea Break themes to include career progression for marginalised groups, and harassment	VP EDI	Min 2 per term. HR quarterly reporting	<ul style="list-style-type: none"> Min 2 per term. HR quarterly reporting Increase engagement in sessions 	<ul style="list-style-type: none"> Min 2 per term. HR quarterly reporting Increase engagement in sessions

Objective 2

Embed EDI Considerations Across All College Practices

Aspect: Students All Staff All

Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
All eligible staff undertake mandatory EDI training, which is to be reviewed to ensure it addresses and includes anti-racism, LGBTQ+ inclusivity, misogyny awareness, menopause awareness, disability equity training and social capital	VP EDI	100 % Completion of EDI mandatory training for eligible staff	Review and refreshed programme in place	100% Completion of EDI mandatory training for eligible staff
Develop a workplace menopause support framework to support work towards our Menopause Friendly accreditation - ensuring adjustments and awareness across all teams	DPS	Menopause friendly employer accreditation. Termly wellbeing sessions (HR quarterly update)	Termly wellbeing sessions (HR quarterly update)	Termly wellbeing sessions (HR quarterly update)
Transparent Ethnicity Pay Gap reporting and action plans are published and communicated annually	VP EDI	EDI annual report, college website	Increase ethnic minority representation in management roles by 5%	Increase ethnic minority representation in management roles by 6%
Targeted leadership & management modules within Aspiring Leaders programme for underrepresented groups of staff allow for aspiring leaders to excel A talent pipeline for ethnic minority staff supports narrowing of the ethnicity pay gap. Providing mentorship, coaching, and shadowing opportunities. HR	VP EDI	<ul style="list-style-type: none"> Produce annual successful appointment, conversion rate Targeted Leadership sessions 1 per term 	Increase ethnic minority representation in management roles by 5%	Increase ethnic minority representation in management roles by 6%
The roll out of an Inclusive Recruitment Development Programme mandates the presence of an 'Inclusion Expert' on all interview panels	VP EDI	HR KPI mandated from PR3 once training rolled out	% Reduction in ethnicity pay gap	% Reduction in ethnicity pay gap

Objective 3

Create an Inclusive and Culturally Responsive Curriculum

Aspect: Students All Staff All

Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
All college materials are inclusive and incorporate diverse perspectives, voices, and experiences across all disciplines	VP EDI	94 % of students agree (middle survey) that their programme provides a diverse, unbiased and inclusive curriculum	95 % of students agree (middle survey) that their programme provides a diverse, unbiased and inclusive curriculum	96 % of students agree (middle survey) that their programme provides a diverse, unbiased and inclusive curriculum
All curriculum staff understand their student’s additional support needs and ensure Learner Support Agreements and EHCPs are adhered to. Universal Design for Learning Principles incorporated into all programmes of study	VP EDI	QER process confirms that 100% of visited lessons adhere to LSAs and EHCPs	QER process confirms that 100% of visited lessons adhere to LSAs and EHCPs	QER process confirms that 100% of visited lessons adhere to LSAs and EHCPs
All staff understand their student’s additional support needs and create an inclusive environment for all learners	AP Students	<ul style="list-style-type: none"> • 95 % of all students confirm that learning resources are accessible • 85 % of students with EHCP positively progress to further study or employment 	<ul style="list-style-type: none"> • 96 % of all students confirm that learning resources are accessible • 86 % of students with EHCP positively progress to further study or employment 	<ul style="list-style-type: none"> • 97 % of all students confirm that learning resources are accessible • 87 % of students with EHCP positively progress to further study or employment

Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Curriculums are delivered through a Culturally Responsive Lens, supporting the exploration of themes such as anti-racism, LGBTQ+ communities, decolonisation and social justice	VP EDI	<ul style="list-style-type: none"> • 75 % of QER confirms cultural responsiveness as a strength • 94% of students agree (middle survey) that their programme provides a diverse, unbiased and inclusive curriculum 	<ul style="list-style-type: none"> • 80 % of QER confirms cultural responsiveness as a strength • 95 % of students agree (middle survey) that their programme provides a diverse, unbiased and inclusive curriculum 	<ul style="list-style-type: none"> • 90 % of QER confirms cultural responsiveness as a strength • 96 % of students agree (middle survey) that their programme provides a diverse, unbiased and inclusive curriculum
Students engage positively in activities that support equality, diversity and inclusion, and create a respectful environment	VP EDI	Enrichment programme includes EDI, sustainability and social responsibility themes across all campuses Min 2 activities per term	Enrichment programme includes EDI, sustainability and social responsibility themes across all campuses Min 2 activities per term	Enrichment programme includes EDI, sustainability and social responsibility themes across all campuses Min 2 activities per term

Objective 4

Strengthen External Partnerships to Enhance Inclusion and Opportunity

Aspect: Students All Staff All

Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
The college's procurement partner organisations are committed to the BD college values	VP EDI	Continued due diligence to ensure procurement partners are committed to BC EDI Values	Continued due diligence to ensure procurement partners are committed to BC EDI Values	Continued due diligence to ensure procurement partners are committed to BC EDI Values
The college maintains effective relationships with external partners including the Police, the University and the Bradford LA to ensure students feel safe in the surrounding areas of the college	VP EDI	SPOC 93% students feel safe travelling to college	SPOC 94% students feel safe travelling to college	SPOC 95% students feel safe travelling to college
Dissatisfaction of specific groups in departmental areas are addressed through focus groups and evidenced in QiPs	DPS	Annual focus groups and Departmental actions to address disparities evidenced in departmental QiPs	Annual focus groups and Departmental actions to address disparities evidenced in departmental QiPs	Annual focus groups and Departmental actions to address disparities evidenced in departmental QiPs
Key areas of underrepresentation in student groups are addressed	VP R&C	Work towards an aspirational goal of 20% representation to address any areas where there is underrepresentation	Work towards an aspirational goal of 25% representation to address any areas where there is underrepresentation	Work towards an aspirational goal of 30% representation to address any areas where there is underrepresentation
Increased representation of women into STEM subjects through ambassador outreach events and marketing.	VP R&C	Increase recruitment of women into STEM subjects by 5%	Increase recruitment of women into STEM subjects by 6-8%	Increase recruitment of women into STEM subjects by 8-10%

Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
APP demographic gaps: To close the continuation gap between male students and female students to +/- 2% by 2029, from a starting point of -8.1pp two-year aggregated value in 2022-23	VP R&C	6.6%	5.1%	3.6%
To close the continuation gap between IMD Q1 students and IMD Q2 to Q5 students to +/-2% by 2029, from a starting point of -8.7pp two- year aggregated value in 2022-23		7%	5.3%	3.6%
To close the attainment gap between young and mature students to +/- 2% by 2029, from a starting point of -13.7pp two-year aggregated value in 2022-23. (Young = under 21, Mature = over 21)		10.8%	7.9%	5%

To deliver a curriculum that meets the needs of learners, employers and the community

Executive lead: DCEO



Deliverable: 14-16 / Further Education

Category	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
A purposeful curriculum that provides progression and stretch alongside experience of work	Employers are engaged with students	DCEO	100% of completing learners have evidence of engagement with employers or associated activity	100% of completing learners have evidence of engagement with employers or associated activity	100% of completing learners have evidence of engagement with employers or associated activity
	Behaviours & Attitudes are embedded within the curriculum offer	DCEO	80% of completers progress	85% of completers progress	90% of completers progress
	Students develop Enterprise Skills	DCEO	100% of completing learners have participated in an Enterprise based activity	100% of completing learners have participated in two Enterprise based activities	100% of completing learners have participated in an Enterprise based activity each term
	Students accrue Cultural Capital through their curricula	DCEO	80% of learners participate in 1 Cultural Curriculum activity per term	85% of learners participate in 1 Cultural Curriculum activity per term	90% of learners participate in 1 Cultural Curriculum activity per term

Deliverable: 16-19

Category	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Bradford College entitlement	Sustainability is at the heart of the curriculum offer	DCEO	Green skills digital badge completed by 50% of L3 cohort	Green skills digital badge completed by 75% of L3 cohort	Green skills digital badge completed by 100% of L3 cohort
	High quality impartial careers advice supports students to progress	DCEO	80% of L3 students access impartial careers advice	85% of L3 students access impartial careers advice	90% of L3 students access impartial careers advice
	Purposeful curriculum that provides opportunities to progress	DCEO	95% of L2 & L3 students complete work experience or work-related activity	95% of L2 & L3 students complete work experience or work-related activity	Work related activity embedded within curriculum offer with KPIs measuring impact
	Curriculum timetables consider the needs of learners and meet the Study Programme requirements	DCEO	<ul style="list-style-type: none"> • 100% of timetables are built to meet the needs of learners and include Maths & English, Social & Cultural Capital Activities, Enterprise, Enhancement and Enrichment • 95% of timetables meet policy and procedure at first validation • All timetables to be provided to learners prior to start of programme 	<ul style="list-style-type: none"> • 100% of timetables are built to meet the needs of learners and include Maths & English Social & Cultural Capital Activities, Enterprise, Enhancement and Enrichment • 95% of timetables meet policy and procedure at first validation • All timetables to be provided to learners prior to start of programme 	<ul style="list-style-type: none"> • 100% of timetables are built to meet the needs of learners and include Maths & English, Social & Cultural Capital Activities, Enterprise, Enhancement and Enrichment • Timetable process embedded within the business planning process

Category	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
	Develop a suite of Academy models to support professionalisation of the Curriculum	DCEO	Master Technician Academy developed & marketed	<ul style="list-style-type: none"> • Master Technician Academy developed & launched (Sept 2026 start) • New Academy developed and marketed 	New Academy launched (Sept 2027 start)
	A curriculum that meets the needs of employers	DCEO	Ambition Hub embedded in curriculum offer with 10 qualifications engaged	Ambition Hub embedded in curriculum offer with 12 qualifications engaged	Ambition Hub established as alternative to T Levels
	Enterprise Skills & Creative Entrepreneur Skills delivered as part of a project-based learning experience		75% of L3 and L2 Study Programmes deliver one PBL E&E experience	80% of L3 and L2 Study Programmes deliver one PBL E&E experience	Enterprise Skills & Creative Entrepreneurship appear in every Study Programme as part of Project Based Learning
Develop an enhanced Maths & English offer that meets the skills needs of employers and higher education	Develop a higher-level Maths programme to support the requirements of Level 3 qualifications	DCEO	<ul style="list-style-type: none"> • Implement higher skilled maths offer for Engineering • Develop higher skilled maths offer for Applied Science 	Develop and/or implement higher skilled maths offer for all L3 programmes	Maths Challenge, Maths Jam and/ or Maths Olympiad participation for every curriculum area delivering L3 Study Programmes
	Increase the Reading Age on every 16-19 Study Programme	DCEO	<ul style="list-style-type: none"> • L3 programme by .5 year • L2 programme by .5 year • Entry & L1 programme by .5 year 	<ul style="list-style-type: none"> • L3 programme by .5 year • L2 programme by .5 year • Entry & L1 programme by .5 year 	<ul style="list-style-type: none"> • L3 programme by .5 year • L2 programme by .5 year • Entry & L1 programme by .5 year

Category	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Become the first choice for Level 3 Technical and Vocational provision	All Level 3 programmes to be endorsed by employers	DCEO	Employer endorsed curriculum part of course approval process and embedded within curriculum development	Employer endorsed curriculum part of course approval process and embedded within curriculum development	Employer endorsed curriculum part of course approval process and embedded within curriculum development
	All Level 3 programmes to be endorsed by HEIs	DCEO	50% of programmes, where University is the intended destination, endorsed	100% of programmes, where University is the intended destination, endorsed	100% of programmes, where University is the intended destination, endorsed
	T levels to be developed across all available curriculum areas	DCEO	190	247	290
Develop curriculum pathways that maximises progression	Ensure curriculum is aligned to provide pathways upon completion	DCEO	<ul style="list-style-type: none"> • Progression Targets (of completing learners) Progressed from E3/L1 to L2 = 62% Progressed from L2 to L3 = 67% • Progressed from L3 to HE = 55% • Progressed from L3 to Apprenticeship = 13% • Progressed from L3 to Employment = 32% 	<ul style="list-style-type: none"> • Progression Targets (of completing learners) Progressed from E3/L1 to L2 = 64% Progressed from L2 to L3 = 69% • Progressed from L3 to HE = 55% • Progressed from L3 to Apprenticeship = 13% • Progressed from L3 to Employment = 32% 	<ul style="list-style-type: none"> • Progression Targets (of completing learners) Progressed from E3/L1 to L2 = 70% Progressed from L2 to L3 = 75% • Progressed from L3 to HE = 56% • Progressed from L3 to Apprenticeship = 16% • Progressed from L3 to Employment = 28%
	Job Shop established at Bradford College to support those looking for employment	DCEO	Bradford College Job Shop launched with every non-HE or Higher Apprenticeship progressor having at least one Job Shop interaction	Bradford College Job Shop launched with every non-HE or Higher Apprenticeship progressor having at least one Job Shop interaction	Bradford College Job Shop launched with every non-HE or Higher Apprenticeship progressor having at least one Job Shop interaction

Deliverable: SEND 16-24

Category	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Every SEND learner progresses positively through Study Programmes or Individually tailored learning programmes that lead to further study in FE , HE, an Apprenticeship, paid or voluntary employment and/or to greater independence in their everyday lives	Work with the local authority and employers to develop curriculum, progression and employment opportunities that support SEND students	DCEO	An ambitious challenging curriculum that develops independence and employability skills	An ambitious challenging curriculum that develops independence and employability skills	An ambitious challenging curriculum that develops independence and employability skills
		DCEO	Gain commitment from 3 key Bradford employers to provide placements alongside guaranteed interviews learners with a disability upon completion of course at the College	Gain commitment from a further 3 key Bradford employers to provide placements alongside guaranteed interviews learners with a disability upon completion of course at the College	Gain commitment from a further 3 key Bradford employers to provide placements alongside guaranteed interviews for disabled learners upon completion of course at the College
	All learners with an EHCP to have a careers interview	DCEO	100 % of learners with an EHCP to be offered a careers interview as per the Statutory Duty	100 % of learners with an EHCP to be offered a careers interview as per the Statutory Duty	100 % of learners with an EHCP to be offered a careers interview as per the Statutory Duty
	SEND learners perform as well as learners without SEND needs	DCEO	SEND learners perform as well as learners without SEND needs	SEND learners perform as well as learners without SEND needs	SEND learners perform as well as learners without SEND needs

Deliverable: Adults 19+

Category	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
	Literacy and Numeracy skills underpin the offer	DCEO	Literacy and Numeracy is embedded within the Adult & Community curriculum offer	Literacy & Numeracy is embedded within the College offer to adults	Literacy & Numeracy embedded within the College offer to adults

Deliverable: Upskilling & Reskilling

Category	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
The curriculum has a clearly defined purpose that is relevant to the education and training needs and interests of learners	Digital Skills are embedded within the offer	DCEO	Improved progression from L1 to L2 and L2 to L3	Improved progression from L1 to L2 and L2 to L3	Improved progression from L1-L2 and L2 to L3
	Increase progression from Tailored Learning provision	DCEO	Progression of 15% from Tailored Learning within 6 months of completion	Progression of 20% from Tailored Learning within 6 months of completion	Progression of 25% into Tailored Learning within 6 months of completion
	Increase Free Courses for Jobs	DCEO	19+ Barbering, Catering & Hospitality, Construction, Engineering, Early Years & Healthcare	19+ Barbering, Catering & Hospitality, Construction, Engineering, Early Years & Healthcare	19+ Barbering, Catering & Hospitality, Construction, Engineering, Early Years & Healthcare

Category	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
The College works with learners, employers and other partners to ensure that the curriculum enables learners to develop personal, social and employability skills that prepare them well for their intended job role, career aims and/or personal goals	Increase progression to further learning	DCEO	<ul style="list-style-type: none"> • 40% of Adults completing a L1 enrol on a L2 within 6 months of completion • 20% of Adults completing a L2 enrol on a L3 within 12 months of completion 	<ul style="list-style-type: none"> • 45% of Adults completing a L1 enrol on a L2 within 6 months of completion • 25% of Adults completing a L2 enrol on a L3 within 12 months of completion 	<ul style="list-style-type: none"> • 50% of adults enrol on a L2 within 6 months of completion • 30% of Adults completing a L2 enrol on a L3 within 12 months of completion
	Curriculum that provides employability skills	DCEO	One reskilling programme developed per curriculum department linked to local employment opportunities to be launched in year	One reskilling programme developed per curriculum department linked to local employment opportunities to be launched in year	One reskilling programme developed per curriculum department linked to local employment opportunities to be launched in year
	Tailored Learning Delivered in line with the 7 Purposes	DCEO	1 Adult Skills programme developed per term	2 Adult Skills programmes developed per term	3 Adult Skills programmes developed per term
	Job Shop established at Bradford College to support those looking for employment	DCEO	Bradford College Job Shop provides every adult student seeking employment with at least one Job Shop interaction	Bradford College Job Shop provides every adult student seeking employment with at least one Job Shop interaction	Bradford College Job Shop provides every adult student seeking employment with at least one Job Shop interaction

Deliverable: Higher Education

Category	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
A repurposed HE curriculum offer that is linked to life, employment and skills	Build the curriculum pathways to increase progression to BC L3 as well as increased adult engagement	DCEO	<ul style="list-style-type: none"> All curriculum to have links to FE and Adult provision with a focus on transition events Access events planned throughout year to support BC progression 	<ul style="list-style-type: none"> All curriculum to have links to FE and Adult provision with a focus on transition events Access events planned throughout year to support BC progression 	<ul style="list-style-type: none"> All curriculum to have links to FE and Adult provision with a focus on transition events Access events planned throughout year to support BC progression
	Engage with HEIs to explore alternative validation linked to curriculum specialism	DCEO	Identification of partners and establishment of agreements linked to specific curriculum provision – Contracts to be agreed	Year 1 of partnership with HEI Specialists	Year 2 of partnership with HEI specialists
	Revivify HE Provision 'Project HE'	DCEO	Prepare curriculum offer Plan and deliver marketing strategy	First cohort 40 students	Second cohort 50 students

Deliverable: Apprenticeships & Employer Responsive

Category	Actions	Lead	Milestones 25/26	Milestones 26/27	Milestones 27/28
A curriculum that meets the principles and requirements of an apprenticeship and/ or meets the needs of employers	Develop wider Dental & Pharmacy Curriculum	DCEO	HLAs offered in Dental	Expand range of engagement for Dental Apprentices	<ul style="list-style-type: none"> Establish Bradford College as leading provider of Dental Apprenticeships in the North Deliver Pharmacy FdA (Online ER)
	Develop a Professional Services curriculum	DCEO	Establish a Professional Services curriculum in Management & Accounts or Legal Services for 26/27	Have a curriculum that includes 7 Apprenticeships within the Professional Services sector	Have a curriculum that includes 8 Apprenticeships within the Professional and Legal Services sector
	Deliver HLAs	DCEO	HLAs in Cyber Security & Data Analysis	Developing provision in Big Data	Develop and deliver provision in Big Data
	Develop a 'Master Technicians' Academy programme in conjunction with motor vehicle Employers	DCEO	Establish a pilot programme for aspects of delivery of MTA	MTA launched target 15	MTA Target 35
	Review and re-design the apprenticeship offer to meet changing employer needs	DCEO	Set the Apprenticeship curriculum against LSIP and WYCA strategies, identifying route maps from L2 to L6	Create the Apprenticeship at Bradford College core offer around STEM (represents 80% of curriculum offer)	Create the Apprenticeship at Bradford College core offer around STEM (represents 80% of curriculum offer)
	Enhance the offer in response to employer involvement linked to Future Technology developments	DCEO	Design and deliver 2 apprenticeships standards to match employer needs identified through Employer Engagement activities	Design and deliver 2 apprenticeships standards to match employer needs identified through Employer Engagement activities	Design and deliver 2 apprenticeships standards to match employer needs identified through Employer Engagement activities

Deliverable: Stakeholder and Community Curriculum Engagement

Category	Actions	Lead	Milestones 25/26	Milestones 26/27	Milestones 27/28
Widening participation and developing stronger engagement of employers and community partners to plan and support the curriculum	Engagement of community partners in the design of curriculum	DCEO	1 meaningful community and employer encounter for curriculum delivery & development per curriculum department	1 meaningful community and employer encounter for curriculum delivery & development per curriculum department	1 meaningful community and employer encounter for curriculum delivery & development per curriculum department

To Deliver an Outstanding Student Experience

Executive Lead: Vice Principal Quality,
Learning & Teaching



Key Deliverables:

- 1. We support all our students to articulate, work toward and achieve their goals:** The college is focused on students' individual needs and aspirations. Students understand their strengths and weaknesses and access support to address gaps in skills and knowledge. Students develop ownership over their learning journey.
- 2. We focus on delivering inspiring, innovative and adaptive learning and teaching:** Skilled tutors create stimulating learning environments that foster critical thinking, curiosity and student ownership over learning. Diverse pedagogies adapt to learners' particular needs.
- 3. We create an inclusive, positive and purposeful environment:** Learners feel valued and respected. They thrive within a culture where positive behaviour and diversity is celebrated. Learners are safe. No learner is left behind.
- 4. We are fiercely ambitious for all our students.** The college raises aspirations and promotes a sense of pride. An ambitious personal development programme offers transformative experiences which support the social and cultural development of all students.

When achieved, these characteristics will ensure the following key deliverables are achieved:

1. The college will achieve an OFSTED rating of Outstanding by the end of the 27/28 academic year
2. The college will be above national benchmarks/thresholds for all areas of its provision (Master Targets)

Unless otherwise stated all proposed actions apply to all student cohorts.

Cross Cutting Themes:

- 1. Equality, Diversity & Inclusion**
- 2. Digital Transformation**
- 3. Safeguarding & Prevent**
- 4. Types of Provision**
- 5. Sustainability**
- 6. Learning Environment**
- 7. Reputation**
- 8. Organisational Development**

Objective: We support all our students to articulate, work towards and achieve their goals.

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Student aspirations are central to the learning journey and used to shape bespoke student experiences	Students are supported through robust IAG and Induction processes to chart their progression path to success	VP QL&T	<ul style="list-style-type: none"> In Induction, 90 % students will have success plans recorded in ILP Progression targets (SO2) will be met 	<ul style="list-style-type: none"> In Induction, 95 % students will have success plans recorded in ILP Progression targets (SO2) will be met 	<ul style="list-style-type: none"> In Induction, 98 % students will have success plans recorded in ILP Progression targets (SO2) will be met
All students will develop the skills they need to succeed	All students will develop their transferable skills	VP QL&T	<ul style="list-style-type: none"> 97 % of students will agree that the college has supported them in developing their transferable skills The college uses analysis of transferable skills to shape its personal development programme 	<ul style="list-style-type: none"> 99% of students will agree that the college has supported them in developing their transferable skills AI platforms developed for learners to match transferable skills analysis with appropriate PD activities 	<ul style="list-style-type: none"> 99 % of students will agree that the college has supported them in developing their transferable skills All learners will receive a bespoke PD programme based on the analysis of their transferable skills
	Employers participate in the assessment of Industry skills	VPC / vp QL&T	<ul style="list-style-type: none"> Employers and Departments will work in partnership to launch the Festival of Skills (SPR2) 90 % or students agree that engagement with employers has developed their knowledge and skills 	<ul style="list-style-type: none"> The Festival of Skills will extend to incorporate school partners 95 % or students agree that engagement with employers has developed their knowledge and skills 	<ul style="list-style-type: none"> The Festival of Skills will extend to incorporate school and university partners 98 % or students agree that engagement with employers has developed their knowledge and skills

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
	Students access the learning resources they need to succeed	VP QL&T	<ul style="list-style-type: none"> • 90% of students agree that Library resources are accessible • 90% of students agree that Library staff support their learning • 100% of HE Reading lists are accessible through the Library Service • Library to incorporate reading workshops into 16-18 delivery • 90% of students requiring adaptive technology will receive support within 4 weeks of starting their course 	<ul style="list-style-type: none"> • 95% of students agree that Library resources are accessible • 95% of students agree that Library staff support their learning • 100% of HE Reading lists are accessible through the Library Service • 75% of all students agree that Library enrichment activities have enhanced their learning and skills • 95% of students requiring adaptive technology will receive support within 4 weeks of starting their course 	<ul style="list-style-type: none"> • 98% of students agree that Library resources are accessible • 95% of students agree that Library staff support their learning • 100% of HE Reading lists are accessible through the Library Service • 80% of all students agree that Library enrichment activities have enhanced their learning and skills • 100% of students requiring adaptive technology will receive support within 4 weeks of starting their course
Employers participate in the assessment of Industry skills	Students are set challenging targets and given personalised feedback which enables them to achieve to their full potential	VP QL&T	<ul style="list-style-type: none"> • 70% of students are working at their ATG by SPR3 • The Quality of Education Framework confirms that 93% of student feedback is timely and constructive 	<ul style="list-style-type: none"> • 75% of students are working at their ATG by SPR3 • The Quality of Education Framework confirms that 95% of student feedback is timely and constructive 	<ul style="list-style-type: none"> • 80% of students are working at their ATG by SPR3 • The Quality of Education Framework confirms that 98% of student feedback is timely and constructive

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Students benefit from regular, constructive and timely feedback on their progress	Students embrace their targets and individualised actions	VP QL&T	The QER confirms that 93 % of students can confidently articulate what they need to do to improve	The QER confirms that 95 % of students can confidently articulate what they need to do to improve	The QER confirms that 98 % of students can confidently articulate what they need to do to improve
	Students confidently offer constructive feedback on their experience	APS	<ul style="list-style-type: none"> • 100 % of courses have elected and trained student representatives • Student Parliaments takes place for FE, HE and Apprentice representatives 	<ul style="list-style-type: none"> • 100 % of courses have elected and trained student representatives • Student Parliaments takes place for FE, HE and Apprentice representatives 	<ul style="list-style-type: none"> • 100 % of courses have elected and trained student representatives • Student Parliaments takes place for FE, HE and Apprentices representatives
The Student Voice is central to improving the student experience	Students actively participate in opportunities to feedback on their experience	APS	<ul style="list-style-type: none"> • 92 % of students/ apprentices complete surveys • 93 % of respondents agree that they know what actions the college take as a result of their feedback • Pilot programme of alternative student voice mechanisms take place in one department 	<ul style="list-style-type: none"> • 93 % of students/ apprentices complete surveys • 95 % of respondents agree that they know what actions the college take as a result of their feedback • Alternative student voice mechanisms rolled-out across college 	<ul style="list-style-type: none"> • 93 % of students/ apprentices complete surveys • 96 % of respondents agree that they know what actions the college take as a result of their feedback • Continuous student voice mechanisms embedded across college

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Students are actively engaged with careers advice and guidance as part of their programme	There are high levels of student satisfaction	VP QL&T	<ul style="list-style-type: none"> Headline satisfaction rate across all surveys is in Quartile A NSS thresholds are exceeded by 5% 	<ul style="list-style-type: none"> Headline satisfaction rate across all surveys is in Quartile A NSS thresholds are exceeded by 6% 	<ul style="list-style-type: none"> Headline satisfaction rate across all surveys is in Quartile A NSS thresholds are exceeded by 8%
	All Students and Apprentices are supported by an outstanding careers service	APS	100% of UCAS references completed by college deadline and 100% of applications made by UCAS deadlines	100% of UCAS references completed by college deadline and 100% of applications made by UCAS deadlines	<ul style="list-style-type: none"> 100% of UCAS references completed by college deadline and 100% of applications made by UCAS deadlines Apprentices receive 2 careers guidance sessions per annum Gatsby Benchmarks are fully achieved and validated through matrix accreditation
	Staff are supported through bespoke CPD opportunities to become outstanding practitioners	VP QL&T	<ul style="list-style-type: none"> Unqualified and early career teachers are supported to develop good or better practice through the LEAD programme RAISE assessment of outstanding practice at 30% (visit 1) and 50% by visit 2, with 90% good or better 90% of staff completing the RAISE programme agree this process has improved their practice 	<ul style="list-style-type: none"> Unqualified and early career teachers are supported to develop good or better practice through the LEAD programme RAISE assessment of outstanding practice at 50% (visit 1) and 60% by visit 2, with 93% good or better 92% of staff completing the RAISE programme agree this process has improved their practice 	<ul style="list-style-type: none"> Unqualified and early career teachers are supported to develop good or better practice through the LEAD programme RAISE assessment of outstanding practice at 60% (visit 1) and 70% by visit 2, with 97% good or better 94% of staff completing the RAISE programme agree this process has improved their practice

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
			<ul style="list-style-type: none"> • Student feedback confirms that 95 % of students find their learning engaging • Achievement rates rise in line with key deliverables QER processes validate high quality of LTA across all departments (50 % of LTA assessed as meeting descriptors for outstanding) • All QER actions relating to LTA are actioned within 6 weeks of the QER report publication • Staff share their scholarship across regional and national platforms 	<ul style="list-style-type: none"> • Student feedback confirms that 97 % of students find their learning engaging • Achievement rates meet key deliverables QER processes validate high quality of LTA across all departments (60 % of LTA assessed as meeting descriptors for outstanding) • All QER actions relating to LTA are actioned within 4 weeks of the QER report publication • Staff share their scholarship across regional and national platforms 	<ul style="list-style-type: none"> • Student feedback confirms that 98 % of students find their learning engaging • Achievement rates meet key deliverables QER processes validate high quality of LTA across all departments (70 % of LTA assessed as meeting descriptors for outstanding) • All QER actions relating to LTA are actioned within 2 weeks of the QER report publication • Staff share their scholarship across regional and national platforms

Objective: Outstanding Learning and Teaching is characterised by engaging, innovative and adaptive pedagogies

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Expectations are clearly communicated relating to outstanding learning, teaching and assessment	A culture of practitioner-led quality improvement has a positive impact on the student/ apprentice experience	VP QL&T	<ul style="list-style-type: none"> Teaching Innovation Conference develops from Innovate North (summer 2026) to include inclusive practice and social justice strands 90% of tutors/assessors are satisfied with the support they receive from the L&I department 2 SLT projects established for Aspiring Leaders programme which link to innovation in the student experience 	<ul style="list-style-type: none"> Teaching Innovation Conference extends to key industry partners (summer 2026) 93% of tutors/assessors are satisfied with the support they receive from the L&I department Academic Profiles confirm that 50% of HE staff are engaged in research which develops LTA practice 	<ul style="list-style-type: none"> Teaching Innovation Conference becomes a regional FE college and industry event (summer 2027) 96% of tutors/assessors are satisfied with the support they receive from the L&I department Academic Profiles confirm that 60% of HE staff are engaged in research which develops LTA practice
Staff are supported to become innovative and reflective practitioners	Staff are supported through the Quality of Education Review Framework to meaningfully engage with a culture of continuous positive improvement	VP QL&T	<ul style="list-style-type: none"> QER reviews include peer reviewers to enable a self- sustaining culture of continuous improvement The outstanding practice platform is developed and open-sourced 75% of all actions arising from QER are completed within 6 weeks 	<ul style="list-style-type: none"> QER reviews include peer reviewers to enable a self- sustaining culture of continuous improvement Outstanding Practice platform becomes interactive 80% of all actions arising from QER are completed within 6 weeks 	<ul style="list-style-type: none"> QER reviews include peer reviewers to enable a self- sustaining culture of continuous improvement Outstanding Practice platform becomes interactive 83% of all actions arising from QER are completed within 6 weeks

Objective: Learning takes place within a supportive and positive environment

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Students' individual barriers to learning and participation are removed	'All students have a champion' - personal tutors are clearly identified and communicated	VP QL&T	<ul style="list-style-type: none"> • 100% of students have a personal tutor recorded on Ontrack • 97% of students confirm that they regularly meet their personal tutor • 95% of students confirm that their personal tutor has supported them to engage with their learning • 98% of learners agree that their personal tutor has made their time at college better 	<ul style="list-style-type: none"> • 100% of students have a personal tutor recorded on Ontrack • 98% of students confirm that they regularly meet their personal tutor • 97% of students confirm that their personal tutor has supported them to engage with their learning • 98% of learners agree that their personal tutor has made their time at college better 	<ul style="list-style-type: none"> • 100% of students have a personal tutor recorded on Ontrack • 100% of students confirm that they regularly meet their personal tutor • 98% of students confirm that their personal tutor has supported them to engage with their learning • 98% of learners agree that their personal tutor has made their time at college better
	Staff set high expectations for student engagement and support all students to participate fully in their programme and the wider college offer	VP QL&T	<ul style="list-style-type: none"> • Headline Attendance targets met by level and cohort (L1 = 80%, L2 = 85% and L3 = 90% / HE = 90% minimum targets) • 85% of students make positive progress towards attendance targets 	<ul style="list-style-type: none"> • Headline Attendance targets met by level and cohort (L1 = 80%, L2 = 85% and L3 = 90% / HE = 90% minimum targets) • 90% of students make positive progress towards individual targets 	<ul style="list-style-type: none"> • Headline Attendance targets met by level and cohort (L1 = 80%, L2 = 85% and L3 = 90% / HE = 90% minimum targets) • 92% of students make positive progress towards individual targets

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
	Students will develop a deep appreciation of equality, diversity and inclusion and create a respectful environment	APS	<ul style="list-style-type: none"> • Enrichment programme includes EDI, sustainability and social responsibility themes across all campuses • All students engage in activities that promote their social and cultural capital • Each department will nominate and partner with a local charity • All students will volunteer for 3 days per annum through service-learning projects with local community organisations 	<ul style="list-style-type: none"> • Enrichment programme includes EDI, sustainability and social responsibility themes across all campuses • All students engage in activities that promote their social and cultural capital • Each department will nominate and partner with a local charity • All students will volunteer for 3 days per annum through service-learning projects with local community organisations 	<ul style="list-style-type: none"> • Enrichment programme includes EDI, sustainability and social responsibility themes across all campuses • All students engage in activities that promote their social and cultural capital • Each department will nominate and partner with a local charity • All students will volunteer for 3 days per annum through service-learning projects with local community organisations
Students understand social responsibility and the value of contributing to wider society	Apprentices will access a rich enrichment programme	APS	55% of apprentices engage with enrichment	60% of apprentices engage with enrichment	70% of apprentices engage with enrichment
	Students significantly benefit from accessible and responsive student services	APS	<ul style="list-style-type: none"> • 97% of students are aware of the support they can receive from student services • Comprehensive online support services established • Service Utilisation Rate (SUR) gathered through EBS Ontrack and PowerBI • Access and Participation targets are met for HE students 	<ul style="list-style-type: none"> • 98% of students are aware of the support they can receive from student services • Proportional gaps in SUR by demographics to be within <2% tolerance • Withdrawal rates due to barriers to learning decrease by 5% • Access and Participation targets are met for HE students 	<ul style="list-style-type: none"> • 98% of students are aware of the support they can receive from student services • Proportional gaps in SUR by demographics to be within <2% tolerance • Withdrawal rates due to barriers to learning decrease by 5% • Access and Participation targets are met for HE students

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Students actively utilise responsive student services to support their access to and through programmes	All FE students engage fully in a rich and diverse tutorial programme which supports their social, emotional and physical wellbeing	APS	<ul style="list-style-type: none"> • 85 % positive feedback through course evaluation • 98 % of students agree that the tutorial programme has supported their social and emotional development • QER indicates that 90 % of reviewed tutorials provide a rich, varied and engaging curriculum 	<ul style="list-style-type: none"> • 90 % positive feedback through course evaluation • 99 % of students agree that the tutorial programme has supported their social and emotional development • QER indicates that 90 % of reviewed tutorials provide a rich, varied and engaging curriculum 	<ul style="list-style-type: none"> • 95 % positive feedback through course evaluation • 99 % of students agree that the tutorial programme has supported their social and emotional development • QER indicates that 95 % of reviewed tutorials provide a rich, varied and engaging curriculum
We demonstrate consistent student- centred approaches to delivery	Students are supported to fully engage in experience of work	AP Skills	<ul style="list-style-type: none"> • 98 % of FE students to receive positive employer testimonial following work placement or work experience • 85 % of HE students will engage in work placement or experience of work • 95 % of students confirm that work experience or placement has supported them to develop new skills and knowledge 	<ul style="list-style-type: none"> • Progression to Employment targets achieved (SO2) • Progression to highly skilled employment targets met (SO2) • 98 % of students confirm that work experience or placement has supported them to develop new skills and knowledge 	<ul style="list-style-type: none"> • Progression to Employment targets achieved (SO2) • Progression to highly skilled employment targets met (SO2) • 98 % of students confirm that work experience or placement has supported them to develop new skills and knowledge

Objective: The college is fiercely ambitious for its students

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Work Experience is of high quality and supports the acquisition of skills and knowledge	Employers work with the college to provide an inclusive work experience environment	AP Skills APS	50% Apprenticeship Employers are engaged in positive action to support disabled students to fully engage in work experience	<ul style="list-style-type: none"> 70% Apprenticeship Employers are engaged in positive action to support disabled students to fully engage in work experience 10 employers invite the college's LS team to work in partnership to create truly inclusive work environments 	<ul style="list-style-type: none"> 75% Apprenticeship Employers are engaged in positive action to support disabled students to fully engage in work experience 10 employers invite the college's LS team to work in partnership to create truly inclusive work environments
	Sustainable Development principles enrich the student experience and support students' understanding of global and societal challenges	VP QL&T	<ul style="list-style-type: none"> ESD audits completed across 100% of programmes and recommendations achieved Global Citizenship programme developed and piloted in 3 departments LTA department support practitioners in embedding ESD into pedagogies 	<ul style="list-style-type: none"> ESD audits completed across 100% of programmes and recommendations achieved Global Citizenship programme rolled-out across all curriculum departments Higher Education action ESD research project embedded as part of the core L4 curriculum 60% of LTA seen show embedded ESD within planning 	<ul style="list-style-type: none"> ESD audits completed across 100% of programmes and recommendations achieved Global Citizenship programme rolled-out across all curriculum departments and nominated for Beacon award 70% of LTA seen show embedded ESD within planning

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
The College promotes sustainable development	Learners benefit from rich activities that promote global citizenship	APSS	<ul style="list-style-type: none"> • 90 % of students understand their responsibilities relating to global citizenship • 75 % of students and apprentices complete social action activities • The student union led on activities for the college's community which promote sustainable futures 	<ul style="list-style-type: none"> • 95 % of students define themselves as global citizens • 85 % of students and apprentices participate in social action activities • 80 % of students agree that they have the knowledge and skills required to advocate for a sustainable future 	<ul style="list-style-type: none"> • 95 % of students define themselves as global citizens • 95 % of students and apprentices participate in social action activities • 85 % of students agree that they have the knowledge and skills required to advocate for a sustainable future
	The college ensures that all students increase their cultural and social capital through an ambitious curriculum and enrichment offer	AP Skills	<ul style="list-style-type: none"> • 3 departments to include an arts-based curriculum enhancement programme as part of the core study programme • 5 Arts scholarships offered to Arts graduates to engage students with creativity 	<ul style="list-style-type: none"> • All departments to include an arts-based curriculum enhancement programme as part of the core study programme • Art scholarship recipients deliver end of year creativity festival across all cohorts as part of progression activities 	<ul style="list-style-type: none"> • All departments to include an arts-based curriculum enhancement programme as part of the core study programme • Art scholarship recipients deliver end of year creativity festival across all cohorts as part of progression activities
The College recognises the value of creative and cultural engagement	All students and staff benefit from a human library to enhance their understanding and appreciation of diversity	VP QL&T	Human Library opened to 'readers' and incorporated into student enrichment programme	Human Library to be made accessible to regional partners and schools	Human Library to be made accessible to regional partners, schools and employers

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
The College support positive dialogue and collaboration across diverse communities	Student Societies support collaboration, extracurricular development and cohesion	APS	The Student Union will utilise student feedback to support an additional 5 new societies to set-up	The Student Union will utilise student feedback to support an additional 5 new societies to set-up	The Student Union will utilise student feedback to support an additional 5 new societies to set-up
	All students will participate in an ambitious programme of trips and visits which develop confidence and promote pride	APS	Each course will have a schedule of enhancement activities which offer rich cultural learning opportunities	90% of learners participate in enhancement activities which offer rich cultural learning opportunities	95% of learners participate in enhancement activities which offer rich cultural learning opportunities
	The College support international trips to enable students to travel and experience different cultures	APS	<ul style="list-style-type: none"> • 3 applications to the Turing scheme will be successful • 2 International Partner colleges will collaborate on enrichment projects 	<ul style="list-style-type: none"> • 3 applications to the Turing scheme will be successful • 5 International Partner colleges will collaborate on enrichment projects 	<ul style="list-style-type: none"> • 5 applications to the Turing scheme will be successful • 5 International Partner colleges will collaborate on enrichment projects
The College makes a lifelong commitment to its students	Alumni Services create a cohesive and mutually supportive community that offers post-study advice and guidance	AP Skills	<p>Alumni Service is developed to include:</p> <ul style="list-style-type: none"> • Access to short courses at an alumni rate • Online access to support services • Access to the Job Shop • Networking Opportunities 	Alumni Service is making a positive contribution to leavers - 30% of Alumni reached engage with the Alumni offer	Alumni Service is making a positive contribution to leavers - 40% of Alumni reached engage with the Alumni offer

To be an employer of choice

Executive Lead - Director of People Services



Key Deliverables:

- a. We attract, support, develop, appreciate and retain high performing staff.
- b. We deliver an outstanding employment experience for all staff, including supporting their health and wellbeing.
- c. We deliver an innovative learning and development programme to become outstanding in everything we do.
- d. Our mission, vision and values are embedded in everything we do and staff are highly ambitious for our students.

Cross Cutting Themes:

- 1. Equality, Diversity & Inclusion
- 2. Digital Transformation
- 3. Safeguarding & Prevent
- 4. Types of Provision
- 5. Sustainability
- 6. Learning Environment
- 7. Reputation
- 8. Organisational Development

Objective: We attract, support, develop, appreciate and retain high performing staff.

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
High performing staff are critical to the delivery of the vision, mission and strategic objectives	Review and update recruitment processes where required, to be more effective, inclusive and to create a positive candidate experience – time to hire (£ impact), turnover %, applications (EDI – link to underrepresented groups and trend data)	DPS	<ul style="list-style-type: none"> • Monitor vacancies and turnover by quarter and have action plan in place for any hard to fill vacancies • Turnover <15 % in year. 90% of vacancies have verbal job offer made within 64 working days of receipt of approved Business Case 	<ul style="list-style-type: none"> • Review of processes and KPI's and identify any areas for improvement • Turnover 5 % less than FE sector average 	<ul style="list-style-type: none"> • Review of processes and KPI's and identify any areas for improvement • Turnover 5 % less than FE sector average
	Ongoing development of the Bradford College Employee Brand – ensure candidates want to work at the college and transform lives	DPS	<ul style="list-style-type: none"> • Preview and update the website jobs pages • Proactive use of social media to promote working at the college and staff stories. 100% of recruitment panels have inclusive recruitment champion once trained 	Sector leading employer brand proposition	Sector leading employer brand proposition
	Review HR policy and procedures linked to recruitment and the management of probationary periods linked to the new Employment Rights Act (Day 1 rights)	DPS	Update policy and procedures once the employment law changes needed are announced	Implement new policy and procedures, including line manager training	

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
	Onboarding – review and improve induction programme. Measure retention in probationary periods and link to EDI data	DPS	100% of new starters are invited to attend all 4 modules of the college-wide induction and to be completed within the first 4 months of their employment at the college	100% of new starters are invited to attend all 4 modules of the college-wide induction and to be completed within the first 4 months of their employment at the college	Sector leading employer brand proposition
	Plan to use apprenticeship levy pot – use in recruitment and development strategy, including for teacher training of new curriculum staff	DPS	<ul style="list-style-type: none"> • 3% of staff on an apprenticeship programme • Introduce teacher apprenticeship programme for teacher pipeline 	<ul style="list-style-type: none"> • 3% of staff on an apprenticeship programme • Implementation of teacher apprenticeship programme for teacher pipeline 	<ul style="list-style-type: none"> • 3% of staff on an apprenticeship programme • Implementation of teacher apprenticeship programme for teacher pipeline
	Effective and consistent use of PDR and performance management process and cycle; to drive high performing culture. Ensure the values are embedded in the PDR process	DPS	<ul style="list-style-type: none"> • >90% of all eligible staff to have PDR and mid-year review completed on time. Complete user review of system and process and streamline to ensure fit for purpose. • Audit of 3% of PDRs each cycle to ensure SMART objectives and link to the values 	<ul style="list-style-type: none"> • >95% of all eligible staff to have PDR and mid-year review completed on time. Audit of 3% of PDRs each cycle to ensure SMART objectives and link to the values 	<ul style="list-style-type: none"> • >95% of all eligible staff to have PDR and mid-year review completed on time. Audit of 3% of PDRs each cycle to ensure SMART objectives and link to the values

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
	Succession and talent planning in place	DPS	Increase BAME representation in management roles by 5 %	<ul style="list-style-type: none"> • Increase BAME representation in management roles by 5 %. • >50 % of first line manager role vacancies to be filled by internal candidates 	<ul style="list-style-type: none"> • Increase BAME representation in management roles by 5 %. • >50 % of first line manager role vacancies to be filled by internal candidates
	Development of staff through Aspiring Leaders programme and coaching to support career progression	DPS	<ul style="list-style-type: none"> • 10 coaches assigned in year • >10 Aspiring Leaders in annual cohort 	<ul style="list-style-type: none"> • 10 coaches assigned in year • >10 Aspiring Leaders in annual cohort 	<ul style="list-style-type: none"> • 10 coaches assigned in year • >10 Aspiring Leaders in annual cohort
	Review and change pay bands (support and curriculum) to alleviate NLW increases and reduce size of teacher pay bands. Review market supplement policy	DPS	Review, negotiate and implement updated pay bands including a review of teacher pay. Review and update market supplement policy	Job evaluation scheme implemented	Job evaluation scheme is business as usual
	To aspire to become a Real Living Wage employer	DPS	To review RLW against the College pay plan with a plan to become a RLW employer by 2026	To become a RLW employer by 2026	To be a RLW employer

Objective: We deliver an outstanding employment experience for all staff, including supporting their health and wellbeing.

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Staff engagement is directly linked to higher performance and productivity and directly impacts student experience. All staff should have a positive employment experience, regardless of the length of time they are employed at the college	To have annual engagement surveys measured by departmental area. To ensure staff engagement action plans per departmental area, reviewed and updated after every survey and reviewed in QBR's with aim to continuously improve engagement in each team. To be a Great Place to Work	DPS	<ul style="list-style-type: none"> • Increase participation per HoD area >80% • Maintain college engagement score >90% 	<ul style="list-style-type: none"> • Participation >80% • Maintain engagement score >90% 	<ul style="list-style-type: none"> • Participation >80% • Maintain engagement score >90%
		DPS	To complete Great Place to Work survey and achieve score >70%	To complete Great Place to Work survey and have positive % YOY improvement	To complete Great Place to Work survey and have positive % YOY improvement
		DPS	Engagement actions per HOD area in QIP – reviewed at PR. Minimum two team engagement actions per HoD, addressing any equality gaps	Engagement action plan per HOD area	Engagement action plan per HOD
	Ensure internal communications plan in place and engagement within teams through cascade of information of Line Managers, ensuring pro-active team communication and engagement is happening	VPRC	Weekly staff communications. Deliver two staff conferences per year. Use of college social media and intranet to ensure staff engagement with communications	Review annual plan for staff communications	

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
	Staff reward and recognition	DPS	Review current proposition and look at other opportunities to recognise staff and to suit the needs of a multi- generational workforce (and MPM)	Review annual plan for staff communications	
	Trade Union relations are improved so need to focus on shared and collaborative working to improve policies and processes in a timelier manner	DPS	Complete negotiation and implementation of new recognition agreement and dispute process including updated terms of reference	Measure compliance against recognition agreement	Measure compliance against recognition agreement

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
	<p>Monitor HR analytics and data on the employee life cycle (and link to performance and EDI). EDI trend data on all aspects of the employee life cycle and processes (grievance, disciplinary, performance development reviews, promotion, performance management, etc)</p> <p>Action plans to address any disparity</p>	DPS	HR quarterly report of college organisational KPIs to include trend data on employee life cycle including EDI trend data and analysis. Review at SLT	HR quarterly report of college organisational KPIs to include trend data on employee life cycle including EDI trend data and analysis. Review at SLT	HR quarterly report of college organisational KPIs to include trend data on employee life cycle including EDI trend data and analysis Review at SLT
	To ensure HR policies are regularly reviewed and updated to support the strategic plan and external best practice	DPS	>90 % of HR policies are in date at any time. Update policies as Employment Rights Act changes come through	>90 % of HR policies are in date at any time. Update policies as Employment Rights Act changes come through	>90 % of HR policies are in date at any time

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Maintain attendance levels, to maintain a positive student experience by reducing cover (minimum cancelled classes, reduce reliance on agency cover) and to reduce impact to staff at work who have to cover absence	To minimise unplanned absence and maintain the level of working time lost by pro-active management of absence; HR Services to provide support, data and advice to Line Managers. To ensure absence is reviewed by HOD area in PR's; target <4% per HOD area. Produce trend data for college.	DPS	<ul style="list-style-type: none"> • Achieve college wide absence levels of <4%. • Produce absence data and trends and monitor top three absence reasons and work-related stress illness 	<ul style="list-style-type: none"> • Achieve college wide absence levels of <4%. • Produce absence data and trends and monitor top three absence reasons and work-related stress illness 	<ul style="list-style-type: none"> • Achieve college wide absence levels of <4%. • Produce absence data and trends and monitor top three absence reasons and work-related stress illness
	Absence reasons – promoting and monitoring positive mental health in the workplace	DPS	<ul style="list-style-type: none"> • Monitor both work- related stress, personal stress and general mental health and anxiety-related absence. • Target work- related stress to be <20% of total college absence 	<ul style="list-style-type: none"> • Monitor both work- related stress, personal stress and general mental health and anxiety-related absence. • Target work- related stress to be <20% of total college absence 	<ul style="list-style-type: none"> • Monitor both work- related stress, personal stress and general mental health and anxiety- related absence. • Target work-related stress to be <20% of total college absence

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
	We promote a positive working culture free of bullying, harassment and discrimination	DPS	<ul style="list-style-type: none"> • Update related policies in line with employment law changes and ensure all managers and staff are trained and aware • Update policies and associated training on sexual harassment • Monitor ER data through HR quarterly report • Increase awareness and support the reporting of concerns 	Ongoing review and monitoring with plan to reduce cases	Ongoing review and monitoring
	Effective college wellbeing plan and implement	DPS	<ul style="list-style-type: none"> • Continue with timetable of activities to support wellbeing (mental, physical and financial). • Increase staff survey question on health and wellbeing by +3 % 	<ul style="list-style-type: none"> • Ongoing improvements in employee wellbeing plan, activities and support. • Increase staff survey question on health and wellbeing by +3 % 	Ongoing improvements in employee wellbeing plan, activities and support
	Proactive use of OH referrals and link to absence per HoD area – focus on early intervention and support	DPS	Measure OH referrals and absence levels on a quarterly basis. Take action on any issues or trends. Review at PRs, H&S Committee and JCC	Measure OH referrals and absence levels on quarterly basis. Take action on any issues or trends. Review at PRs, H&S Committee and JCC	Measure OH referrals and absence levels and quarterly basis. Take action on any issues or trends Review at PRs, H&S Committee and JCC

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
	To review flexible working opportunities (including agile/hybrid working and use of technology); opportunity to develop individual contracts to support equality, diversity and inclusivity in employment, particularly to remove barriers to progression	DPS	<ul style="list-style-type: none"> • Measure percentage of staff on different contract types and flexible arrangements – include in HR quarterly report • Monitor trends 	<ul style="list-style-type: none"> • Measure percentage of staff on different contract types and flexible arrangements – include in HR quarterly report • Monitor trends 	<ul style="list-style-type: none"> • Measure percentage of staff on different contract types and flexible arrangements – include in HR quarterly report • Monitor trends
	Ensure a ‘managing workload plan’; ensure AWAM used consistently and fairly to support staff. Consult with trade unions to make any changes	DPS	<ul style="list-style-type: none"> • Embed new AWAM process and system. Ensure application and sample audit in line with SUG terms of reference. • Measure by 100 % of academic staff are within contact hours of the AWAM 	<ul style="list-style-type: none"> • Monitor AWAM application and audit in line with SUG terms of reference. Review data and measures and monitor trends. • Measure by 100 % of academic staff are within contact hours of the AWAM 	<ul style="list-style-type: none"> • Monitor AWAM application and audit in line with SUG terms of reference. Review data and measures and monitor trends. • Measure by 100 % of academic staff are within contact hours of the AWAM
	The College ensure that it meets its statutory duties on health and safety in the workplace to ensure that all staff and students are kept safe	DPS	H&S KPI reporting is reviewed at H&S committee; 100 % recording of RIDDORS; fire evacuations held termly per building	H&S KPI reporting is reviewed at H&S committee; 100 % recording of RIDDORS; fire evacuations held termly per building	H&S KPI reporting is reviewed at H&S committee; 100 % recording of RIDDORS; fire evacuations held termly per building
	The College has sector leading health and safety performance	DPS	External recognition on health and safety performance by positive RoSPA submission result	External recognition on health and safety performance by positive RoSPA submission result	External recognition on health and safety performance by positive RoSPA submission result

Objective: We deliver an innovative learning and development programme to become outstanding in everything we do.

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
To ensure a culture of continuous learning, to support the College moving to 'outstanding' rating and delivering an outstanding student experience	Succession planning and talent identification scheme for CMT; need analysis and plan for improving diversity and inclusivity. Mentoring and coaching schemes in place, ensuring focus on pipeline for under- represented groups	DPS	<ul style="list-style-type: none"> • Run one cohort of Aspiring Leaders programme. • Line Manager Essentials development sessions scheduled. At least 5 staff from CMT to attend external development programme 	<ul style="list-style-type: none"> • Run one cohort of Aspiring Leaders programme • Line Manager Essentials development sessions scheduled. At least 5 staff from CMT to attend external development programme 	<ul style="list-style-type: none"> • Run one cohort of Aspiring Leaders programme. • Line Manager Essentials development sessions scheduled. At least 5 staff from CMT to attend external development programme
	Delivery of an effective learning and development programme (including a Management Essentials programme); to ensure programme is linked to vision and values and EDI. Determine how to add behaviours into the L&D plan to support positive culture development. Deliver annual programme of themed Staff Development Days and Masterclasses/ conferences to improve both engagement, wellbeing and staff development	DPS	<ul style="list-style-type: none"> • All eligible staff participate in 3 staff development days and an average of 5 development sessions • Mandatory training compliance >90 % • >85 % attendance at planned training courses 	<ul style="list-style-type: none"> • All eligible staff participate in 3 staff development days and an average of 5 development sessions. Mandatory training compliance >90 % • 85 % attendance at planned training courses 	<ul style="list-style-type: none"> • All eligible staff participate in 3 staff development days and an average of 5 development sessions • Mandatory training compliance >90 % • 85 % attendance at planned training courses

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
	The staff mandatory training programme meets college needs (including statutory duties)	DPS	<ul style="list-style-type: none"> Annual review of mandatory training including: Safeguarding, H&S, Compliance, EDI. Monitor feedback and completion rates through PR process. >90% compliance 	<ul style="list-style-type: none"> Annual review of mandatory training including: Safeguarding, H&S, Compliance, EDI. Monitor feedback and completion rates through PR process >90% compliance 	<ul style="list-style-type: none"> Annual review of mandatory training including: Safeguarding, H&S, Compliance, EDI. Monitor feedback and completion rates through PR process >90% compliance
	All staff internal and external development (including T-levels, industry placements, external training and professional development) to be logged	DPS	85 % of staff log independent training on MyLearning	85 % of staff log independent training on MyLearning	85 % of staff log independent training on MyLearning

Objective: Our mission, vision and values are embedded in everything we do and staff are highly ambitious for our students.

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
To ensure that the college has a culture aligned with the mission, vision, values and strategic objectives	Our mission, vision and values are regularly communicated and known to all staff (new and existing). The SLT regularly provide updates on the strategic objectives	DPS	<ul style="list-style-type: none"> To include in staff induction with updates through college communications, informal SLT meetings and staff conferences. Staff are clear on their expectations from the start. Measure impact through staff survey questions 	<ul style="list-style-type: none"> To include in staff induction with updates through college communications, informal SLT meetings and staff conferences. Measure through staff survey questions 	<ul style="list-style-type: none"> To include in staff induction with updates through college communications, informal SLT meetings and staff conferences Measure through staff survey questions
	All staff understand how their role contributes to the mission and vision of the college and that the values are embedded in their PDR objectives and/or discussions	DPS	<ul style="list-style-type: none"> APDRs to include link to the new values. Line Managers trained and competent to ensure SMART objectives are written and reviewed. Measure through staff survey questions and sample audit 	PDRs to include link to the values. Line Managers trained and competent to ensure SMART objectives are written and reviewed	APDRs to include link to the values. Line Managers trained and competent to ensure SMART objectives are written and reviewed
	The values are embedded in the recruitment processes and hiring managers are looking at values in their selection criteria	DPS	Review and update recruitment processes to ensure new values are included in the recruitment process	Review updated selection process and impact and identify any opportunities to improve	Review updated selection process and impact and identify any opportunities to improve

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
	Annual plan for Mental Health First Aider training and target attendees (20% of staff)	DPS	20% of college staff have completed the training	20% of college staff have completed the training	20% of college staff have completed the training
	All staff actively promote positive student behaviours in the college (classroom and open spaces), eg, lanyard wearing in college, challenging any inappropriate behaviours and languages, etc, and students receive a consistent experience across the college	DPS	<ul style="list-style-type: none"> • Include in staff induction and develop appropriate training for existing staff (both curriculum and support) • Staff survey student experience question improves by +2% 	Review of impact and update training required	Review of impact and update training required

To Maintain a Sustainable College

Executive Lead: Vice Principal Finance & Corporate Services



Key Deliverables:

1. Strategic financial plan
 - a. Grow College Income
 - b. Deliver sufficient internal funds and source external financial to support capital investment
2. Deliver planned income
3. Deliver all funding returns
4. A relevant fit for purpose estate that is sustainable

Cross Cutting Themes:

1. Equality, Diversity & Inclusion
2. Digital Transformation
3. Safeguarding & Prevent
4. Types of Provision
5. Sustainability
6. Learning Environment
7. Reputation
8. Organisational Development

Objective: Strategic Financial Plan

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
SOLVENCY: Adjusted current ratio *excluding up front capital investment/ grants/allocations	Quarterly review position versus the strategic plan and capital expenditure requirements of the College and identify required actions for the delivery of the plan	VPF&CS	> or = 1.3	> or = 1.3	> or = 1.3
PERFORMANCE: EBITDA as a percentage of income *excluding capital income	<ul style="list-style-type: none"> Quarterly review position versus the strategic plan and identify required actions for the delivery of the plan. Including Review of Class sizes, Curriculum Contribution rates etc. 	VPF&CS	> or = 7 %	> or = 7 %	> or = 7 %
BORROWING: Borrowing as a percentage of Income	Quarterly review position versus the strategic plan and identify required actions for the delivery of the plan	VPF&CS	22 %	<20 %	<18 %
Staff Costs as a percentage of income (Excl. Outsourced services)	<ul style="list-style-type: none"> Quarterly review position versus the strategic plan and identify required actions for the delivery of the plan 	VPF&CS	<67 %	<67 %	<67 %
Inc. Outsourced services	<ul style="list-style-type: none"> Including reviews on staffing efficiency, group sizes and salary levels 		<69 %	<69 %	<69 %

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Capital Programme Performance (Internal Resources)	Deliver agreed internally funded capital plan that is agreed annually by Governors	VPF&CS	£2,500k £1,866k (match)	£3,000k £469k (match)	£3,300k
Capital Programme Performance (External Resources)	<ul style="list-style-type: none"> • Deliver and fully utilise all externally funded/allocated capital income from: • ESFA –T levels, Transformation fund, FE reclassification, Post 16 Capacity fund • DfE – Energy Efficiency Grants OFS • Third parties I.e. Salix 	VPF&CS	£10,181k	£1,500 - not featured in forecast and subject to allocation	£1,500 - not featured in forecast and subject to allocation
Financial Health Rating	Through planning and review given the flexibilities above deliver an agreed ESFA financial health rating	VPF&CS	> or = Good	> or = Good	> or = Good

Objective: Deliver planned income

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
ESFA 16-19 revenue funding (excl. Student Financial Support Funding)	Annual Business planning cycle and Quarterly review process, informed by Curriculum and Support services	SLT	£33,289k	£34,949k	£37,014k
HE Fee income	Annual Business planning cycle and Quarterly review process, informed by Curriculum and Support services	SLT	£4,338k	£4,949k	£5,750
Adult Education Budget allocation (inc. Free Courses for Jobs)	Annual Business planning cycle and Quarterly review process, informed by Curriculum and Support services	SLT	£9,305k	£9,351k	£9,376k
Apprenticeship Income	Annual Business planning cycle and Quarterly review process, informed by Curriculum and Support services	SLT	£5,382k	£5,412k	£5,412k
Advanced Learner Loans	Annual Business planning cycle and Quarterly review process, informed by Curriculum and Support services	SLT	£443k	£500k	£550k

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
SEND (High Needs ESFA Element 2 and Local Authority Element 3)	Annual Business planning cycle and Quarterly review process, informed by Curriculum and Support services	SLT	£4,270k	£4,736k	£4,886k
14-16 Learner Fees (Schools)	Annual Business planning cycle and Quarterly review process, informed by Curriculum and Support services	SLT	£2,636k	£2,636k	£2,636k
Total Income *excludes Capital Grant Income		SLT	£66,196k	£68,794k	£72,392k

Objective: Deliver all funding returns

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Timely submission of data and funding returns as required e.g. WYCA, OfS, DfE	Timetabled and scheduled funding returns and robust plans for resourcing for submission	DoFD&I	100%	100%	100%
Ensure funding data is accurate and audit compliant	<ul style="list-style-type: none"> • Termly data hygiene processes with Curriculum Areas • Data, Funding & Exams Team to conduct a minimum of 5 audits a year 	DoFD&I	<ul style="list-style-type: none"> • No material restatements as a result of External Audit • No medium priority actions from internal audits 	<ul style="list-style-type: none"> • No material restatements as a result of External Audit • No medium priority actions from internal audits 	<ul style="list-style-type: none"> • No material restatements as a result of External Audit • No medium priority actions from internal audits

Objective: Ensure a relevant fit for purpose estate that is sustainable

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Suitability of the Estate to deliver the curriculum	Quarterly review position versus the strategic plan and identify required actions for the delivery of the plan	VPF&CS	<ul style="list-style-type: none"> • Complete Future Technology Centre development • Develop RIBA stage 3 design of remaining section of Garden Mills according to need • Dispose of Appleton Building • Identify a location and develop up to RIBA Stage 3 designs for additional construction and Engineering space 	<ul style="list-style-type: none"> • Commence repurposing of Doris Birdsall • Commence final section of Garden Mills development • Commence and complete additional Construction and Engineering space 	<ul style="list-style-type: none"> • Complete Repurposing of Doris Birdsall • Completed final section of Garden Mills development

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Continuous Refinement of the Estates Plan	<p>Annual review of Strategic metrics, to include the development of:</p> <ul style="list-style-type: none"> • Sustainability Plan • Client-side Programme Management • Contract Management 	VPF&CS	<ul style="list-style-type: none"> • Governor Review Annual at Strategic Away Day • Continued implementation of the Carbon Reduction Plan and annual refresh • Identify and deliver estates sustainability projects totalling £150k • Connect to the Bradford Energy network to deliver heating • Reduction in Electricity by 5% • Reduction in carbon production from DHB by 18% (KgCo2e) • Reduction in carbon production from ATC by 18% (KgCo2e) 	<ul style="list-style-type: none"> • Governor Review Annual at Strategic Away Day • Continued implementation of the Carbon Reduction Plan and annual refresh • Identify and deliver estates sustainability projects totalling 200k • Reduction in carbon production from DHB by 22% (KgCo2e) • Reduction in carbon production from ATC by 22% (KgCo2e) • Plan for connection of Trinity Green to BEN 	<ul style="list-style-type: none"> • Governor Review Annual at Strategic Away Day • Continued implementation of the Carbon Reduction Plan and annual refresh • Identify and deliver estates sustainability projects totalling 250k • Commence connection of Trinity Green to the Bradford Energy network to deliver heating
	<p>Annual Review of Plan and measurement of room usage and utilisation, and investment needs by level</p> <ul style="list-style-type: none"> • Executive • Management • Operational 	VPF&CS	Annual Review	Annual Review	Annual Review

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
	Bi-Annual review of Estates Utilisation (Oct & Feb) to improve usage	VPF&CS	<ul style="list-style-type: none"> • Room usage >42 % • Room utilisation >21 % 	<ul style="list-style-type: none"> • Room usage >45 % • Room utilisation >25 % 	<ul style="list-style-type: none"> • Room usage >48 % • Room utilisation >28 %
	Ensure inclusive utilisation of car parking	VPF&CS	<ul style="list-style-type: none"> • Implement Green travel plan • Update and increase electric vehicle charging points to 14 • Create a further 6 occupational health car parking spaces • Occupational Health spaces at all sites 	Create a further 4 electric vehicle charging points	Create a further 4 electric vehicle charging points
Suitability of Catering services to support the student experience	Quarterly review of Catering services to cover quality and take up of Free school meals	VPF&CS	<ul style="list-style-type: none"> • 95 % of customers satisfied with the catering service • 80 % of FSM funding utilised in year* 20 % Reduction in single use plastics 	<ul style="list-style-type: none"> • 95 % of customers with the catering service • 90 % of FSM funding utilised in year* 	<ul style="list-style-type: none"> • 95 % of customers with the catering service • 90 % of FSM funding utilised in year*

To Grow the College Income 2025 – 2028

Lead: Vice Principal Recruitment & Communications (VPR&C)



Key Deliverables:	Cross Cutting Themes:
<p>There are two strands to this Strategic Objective:</p> <p>Student Recruitment</p> <ul style="list-style-type: none">• Deliver a successful Learner Responsive recruitment strategy to achieve a targeted growth ambition – FE, Adult, Apprenticeships and Higher Education• Engage effectively with schools in a strategic and data led way <p>Strategic Relationships</p> <ul style="list-style-type: none">• Build and utilise stakeholder relationships to benefit students, employers and communities: National – DfE, AoC, partner Colleges, Regional – WYCA and WYCC and Locally – Local Authority BMDC• Develop and grow employer relationships to drive Employer Responsive income lines (inc. 14-16 schools cash)• Maximise income, through price improvements and project acquisition	<ol style="list-style-type: none">1. Equality, Diversity & Inclusion2. Digital Transformation3. Safeguarding & Prevent4. Types of Provision5. Sustainability6. Learning Environment7. Reputation8. Organisational Development

Objective: Grow Student Recruitment 14-18 (Learner Responsive)

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Young People & SEND growth targets	Growth in 14-16 student numbers across 2 sites	VP R&C	210	250	280
	16-18 Study Programme - uplift in market share ambition each year as there is only a small population growth in this cohort	VP R&C	4,400	4,660	4,750
	SEND (inc. in total above) - continue to partner with LA to increase funded places in a managed and sustainable way	VP R&C	350	360	370
	T-levels (inc. in total above) - growth in cohorts and offer over 3 years planned in SO2 to compete with 6th forms	VP R&C	200	250	300

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Growth ambition by market share across levels	Entry Level (2023/24 78%) - Expansion of in-year roll-on/off provision	VP R&C	80%	80%	80%
	Level 1 (2023/24 63%) - expansion of trades L1 cohorts	VP R&C	70%	75%	75%
	Level 2 (2023/24 44%) - increase foundation T-level provision & trades	VP R&C	46%	48%	50%
	Level 3 (2023/24 13%) - position as viable alternative to 6th form, expansion of T-levels and Ambition Hub L3 offer	VP R&C	15%	17%	20%

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Schools Strategy	Effective school's liaison plan developed and delivered (to include curriculum specific Saturday Clubs and in school activity at careers and curriculum level)	VP R&C	70 % of schools engaged	75 % of schools engaged	80 % of schools engaged
	Drive positive transition strategy, partnering with Local Authority on RONI and YEP	VP R&C	Engage with 7 schools to do enhanced onboarding	Engage with 10 schools to do enhanced onboarding	Engage with 15 schools to do enhanced onboarding
	Improve conversion from application to enrolment (national benchmark 40 %)	VP R&C	>42 %	>45 %	>48 %

Objective: Grow Student Recruitment 19+ (Learner Responsive)

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
19+ Adult Skills Budget (WYCA)	Build core business - ESOL, maths, English and Digital at Levels E3, 1 and 2	VP R&C	4,000	4,250	4,500
Tailored Learning (WYCA)	Continue to utilise as ladders into learning pathways into adult skills programmes	VP R&C	1500	1750	2000
Free Courses for Jobs (WYCA)	Rapid expansion of delivery of vocational skills, aligned with LSIP and local Growth Pans (Construction, Digital, Health, Finance/ Legal Professional, Adv Engineering)	VP R&C	750	810	900
Advanced Learner Loans (SLC/ DfE)	Access to HE curriculum as key driver to attain entry into Higher Education for the people of Bradford. Lobby to grow allocation from DfE	VP R&C	200	250	300
Bootcamps & SWAPs (plus other funded programmes where there is need)	Lobby funders to secure sustainable funding for moving economically inactive into work - with a focus on 18-24 cohort	VP R&C	100	200	300

Objective: Grow Apprenticeship Recruitment

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Learner Recruitment	Focus on 18+ recruitment, progression from our L2 study programmes and build on CPD aspect for individuals looking to upskill	VP R&C	1400 (inc. 650 new)	1600 (inc. 700 new)	1800 (inc. 750 new)
Employer Engagement	Build employer networks through a focussed Business Development and Employer Engagement plan (local, regional and national). With a focus on STEM and professional qualifications	VP R&C	20 new employers	20 new employers	20 new employers
	Deliver successful National Apprenticeship Week activity Apprenticeship Games	VP R&C	14 employers engaged	16 employers engaged	18 employers engaged
Stakeholder Engagement	Build on partnership networks and establish dominant brand position for STEM and Professional apprenticeships	VP R&C	WY Chamber partnership/ sector forums/ networks established with new Business Dev function	National Award for provision	Through lobbying achieve uplift in funding for key Standards

Objective: Grow HE Recruitment

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Learner Recruitment	Relaunch new HE offer in SO2, with a focus on core strands, very much for a local and regional market	VVP R&C	800	900	1,200**will include modularised LLE
	Improve conversion rate from application to enrolment through a more supportive admissions function	VP R&C	>38%	>40%	>42%
Employer Responsive Income	With the expansion of professional higher-level provision in Medi-tech and allied health, expand employer engagement through regional and national contracts	VP R&C	£1.5M	£1.75M	£2M
Brand and Reputation	Introduce new HE brand identity and roll out subsequent phases of provision in line with SO2	VP R&C	Launch new brand and phase 1 offer	Launch phase 2 offer inc Teacher Education *TBC if we get accreditation	Launch phase 3 offer inc modularised Lifelong Learning Entitlement provision

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Access & Participation Plan	Deliver the Access element of Access & Participation Plan	VPF&CS		<p>Objective 1a: Increase % of ABMO in Creative Industries to 40% ratio by 2029, from a starting point of 24% in 2024</p> <p>Objective 1b: Increase % females studying STEM to 30% ratio by 2029, from a starting point of 5% in 2024</p> <p>Objective 1c: Increase % of males studying arts to 40% ratio by 2029, from a starting point of 28% in 2024</p> <p>Objective 1d: Increase the % of males studying education & health care to 40% ratio by 2029, from a starting point of 17% in 2024</p>	

Objective: Strategic Relationships and Reputation Management

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
PR Planning and delivery	Showcase the outstanding student College experience	VP R&C	Win a regional student experience/ student voice award	Win a national student experience/ student voice award	Deliver a national student voice conference
	Thought leadership locally, regionally and nationally on key policy – 5 published items a year	VP R&C	Centre of Excellence for Construction and 18–24-year-old unemployed re- engagement	Lifelong Loan Entitlement (LLE), what are the impacts for Bradford, shine a light on local context since implementation in 2025	Regeneration of Bradford – transport, homes and manufacturing, construction skills and also Apprenticeship funding rate rises needed
	Drive quality provision messaging through PR campaigns around success rate, student achievement and destinations	VP R&C	AVE £15M	AVE £18M	AVE £20M
Stakeholder Engagement Plan - developed and delivered across the senior leadership team	Strategic Brand Partnerships delivered that will drive awareness and growth in key sectors	VP R&C	Deliver Master Tech Academy for Junction Mills launch partnering with sector leaders	Create 'Centres of Excellence' in Construction	LAI and Large data, Health & Medi Tech Academies delivered
	Investment lobbying with key funding organisations - driving growth	VP R&C	Launch Junction Mills Motor Vehicle and Engineering Centres of Excellence	Centre of Excellence for Construction Skills	TBC - awaiting Bradford Growth Strategy Launch Autumn '25

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Actively engage and lobby funders	Exec leadership to regularly meet key leaders from all of the agencies. Lobbying – getting voice heard through meetings and attending sector conferences, regional and national CBI and AoC events etc.	VP R&C	5 external events attended - 1 new project and income secured	10 external events attended - 1 new project and income secured	15 external events attended - new projects and income secured
	Engage with peer colleges and drive collective bargaining at national level to drive policy and funding changes aligned with our needs	VP R&C	Create Urban Colleges Alliance – 8 initial members	Membership increased to 10	Membership increased to 12
Reputation Enhancement	To strategically plan and support departments to enter students and staff in competitions and awards to gain ‘gold standard’ third party endorsement, World Skills, AoC, Beacon, AAC, regional and local awards event	VP R&C	3 wins	4 wins	5 wins
	Identify a range of awards the College can seek to achieve as an overall organisation, to improve its reputation	VP R&C	College of the Year Award	EDI award	Beacon Award

Empowering Education Through Digital Transformation

Executive Lead: VPF&CS



Key Deliverables:

1. Digital tools are effectively utilised to enhance learning, teaching and assessment. A focus on inclusion and accessibility for students and staff lead to increased engagement and impactful practice
2. Supporting Staff acquire and deploy digital skills to support digital transformation
 - a. Academic – reduction of unnecessary manual intervention and non-value adding activities and digitising the curriculum to increase engagement
 - b. Support– reduction of unnecessary manual intervention and non-value adding activities
 - c. Leadership and Management – use of AI and data to better inform timely decision making
3. Ensuring Infrastructure and Platforms are suitable and protected to deliver digital transformation

Cross Cutting Themes:

1. Equality, Diversity & Inclusion
2. Digital Transformation
3. Safeguarding & Prevent
4. Types of Provision
5. Sustainability
6. Learning Environment
7. Reputation
8. Organisational Development

Objective: Digital tools are effectively utilised to enhance learning, teaching and assessment.

A focus on inclusion and accessibility for students and staff lead to increased engagement and impactful practice

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Digital Technologies are used as a key tool in creating an engaging and focused learning environment	Technology supports outstanding Learning, Teaching and Assessment	VPQT&L	<ul style="list-style-type: none"> • QER confirms that 60% of programmes utilise digital tools for learning well • Three adaptive learning programmes launched as programme enhancement packages in L2 Maths and English and ICT • 70% of learners access immersive learning experiences • Immersive learning experiences are piloted within the community 	<ul style="list-style-type: none"> • QER confirms that 70% of programme utilise digital tools for learning well • 30% of students engage in independent study through Adaptive Learning platforms • 80% of learners access immersive learning experiences • Immersive learning experiences support adult learners to develop work-ready skills 	<ul style="list-style-type: none"> • QER confirms that 80% of programme utilise digital tools for learning well • 30% of students engage in independent study through Adaptive Learning platforms • 90% of learners access immersive learning experiences • Immersive learning experiences support adult learners to develop work-ready skills
Electronic resources deliver adaptive, accessible and responsive learning tools	Practitioners access and implement inclusive learning technologies to create an inclusive environment for all learners	VPQT&L	65% of QER reviews identify inclusive practice in the classroom	<ul style="list-style-type: none"> • 75% of QER reviews identify inclusive practice in the classroom • 85% of students declaring a disability positively progress to further study or employment 	<ul style="list-style-type: none"> • 90% of QER reviews identify inclusive practice in the classroom • 90% of students declaring a disability positively progress to further study or employment

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Data tools and platforms support practitioners to effectively utilise information to support learners	Staff have the tools and skills to respond to and resolve risk for their students	DoFD&I	<ul style="list-style-type: none"> Protected characteristics data collected at Enrolment to enable analysis of interactions Parent portal integrated into student record system Bradford College App becomes primary tool for students to access their timetable and results Parent Portal is launched with a 25% utilisation rate AI platforms developed to analyse student learning patterns 	<ul style="list-style-type: none"> Protected characteristics data collected at Enrolment to enable analysis of interactions Student feedback shows 94% positive satisfaction with student portal Parent feedback shows 90% positive satisfaction with parent portal AI platforms highlight learners at risk of not achieving their target grades 	<ul style="list-style-type: none"> Protected characteristics data collected at Enrolment to enable analysis of interactions Student feedback shows 97% positive satisfaction with student portal Parent feedback shows 95% positive satisfaction with parent portal AI platforms share suggested targets with students to improve their learning efficacy

Objective: Supporting staff acquire and deploy digital skills to support digital transformation

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Academic – reduction of unnecessary manual intervention and non-value adding activities and digitising the curriculum to increase engagement	Providing tools, support and applications to academic staff to support digitisation and use of AI in order to reduce non-value adding administration and planning activities	DoPS	<ul style="list-style-type: none"> Implement the new curriculum planning tools, incorporating AI, provided by the Learning and Innovation Team Train all curriculum staff in the new tools to support their adoption of new technology to reduce administration burden 	<ul style="list-style-type: none"> >70% of curriculum staff using the tools Training completion rates – ensure 100% of staff have completed initial training and plan for any follow-up sessions Use staff survey to ensure satisfaction with the tools and their perceived usefulness. +3% YOY on Q – I have the tools and equipment needed to do my job 	<ul style="list-style-type: none"> >80% of curriculum staff using the tools Training completion rates – ensure 100% of staff have completed further training and plan for any follow-up sessions Use staff survey to ensure satisfaction with the tools and their perceived usefulness +3% YOY on Q – I have the tools and equipment needed to do my job
Support – reduction of unnecessary manual intervention and non-value adding activities	Providing tools, support and applications to support staff to support digitisation and use of AI in order to reduce non-value adding administration and planning activities	DoPS	Complete college-wide review of administration processes in support areas suitable for automation	Implement new administrative procedures, incorporating technology and AI to reduce non-value-added activities	Reduction of 10% of administrative roles across the college through Business Planning
Leadership and Management – use of AI and data to better inform timely decision making	Use of AI and automatic analysis of data to provide Leadership and Management with timely information	DoPS	Automate data reporting for key Business Planning and Performance Review reporting through use of technology and AI	25% reduction in Leadership and Management time spent on non-value administrative activity linked to BP and PR processes	50% reduction in Leadership and Management time spent on non-value administrative activity linked to BP and PR processes

Objective: Ensuring infrastructure and platforms are suitable and protected to deliver digital transformation

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Cyber Security	Engage with external agencies to enhance the college cyber security position	DoFD&I	Cyber Essentials Plus Accreditation	Maintain Cyber Essentials Plus Accreditation	Produce Project Plan to deliver ISO27001 Accreditation by 2029
			No Cyber Security Maturity Assessment scores below 4	No fewer than 2 Cyber Security Maturity Assessment scores below 5, non-below 4	No fewer than 4 Cyber Security Maturity Assessment scores below 5, non-below 4
	Ensure college systems are protected from external threats	DoFD&I	Multi Factor Authentication in place for all learners and staff	Multi Factor Authentication in place for all learners and staff	Multi Factor Authentication in place for all learners and staff
		DoFD&I	No platforms externally available without VPN/MFA access	No platforms externally available without VPN/MFA access	No platforms externally available without VPN/MFA access
		DoFD&I	Critical system patches applied within 14 days	Critical system patches applied within 10 days	Critical system patches applied within 10 days
		DoFD&I	90% of policy and procedure documentation will be in date and has agreed sign off	95% of policy and procedure documentation will be in date	95% of policy and procedure documentation will be in date
		DoFD&I	Termly testing of the restoration and backup processes	Termly testing of the restoration and backup processes	Termly testing of the restoration and backup processes

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Infrastructure		DoFD&I	100% servers are supported	100% servers are supported	100% servers are supported
		DoFD&I	Server uptime 98%	Server uptime 98%	Server uptime 98%
		DoFD&I	Website is 100% compliant with WACG	Create a project plan and scope for website refresh in 2028	Website refreshed as per project plan
	Secure external investment to support IT Infrastructure	VPF&CS	Secure external bids of £50k	Secure external bids of £90k	Secure external bids of £150k
Equipment	Ensure student IT Equipment is accessible and fit for purpose	DoFD&I	No student device is over 6 years old	No student device is over 5 years old	No student device is over 5 years old
		DoFD&I	35% utilisation of student devices	45% utilisation of student devices	55% utilisation of student devices
		DoFD&I	10% of student devices are available for flexible loan	20% of student devices are available for flexible loan	30% of student devices are available for flexible loan
		DoFD&I	85% of learners believe the Digital Estate enhances the college experience	87% of learners believe the Digital Estate enhances the college experience	95% of learners believe the Digital Estate enhances the college experience
		DoFD&I	Create a Framework that outlines expected assistive technology requirements for a student device	40% of devices meet expected specification	75% of devices meet expected specification

Objective: Provide systems and a reporting structure that allows informed data driven decision making

Aspect	Actions	Lead	Outputs 25/26	Outputs 26/27	Outputs 27/28
Reporting	Provide a robust reporting structure that delivers accurate and timely data	DoFD&I	Produce a framework defining Bradford College reporting tools and technology purpose	60 % Reports delivered through specified tools/technology	75 % Reports delivered through specified tools/technology
		DoFD&I		Project Plan Created for Data Warehouse style solution for 2028	Launch of Data Warehouse style solution Project
Platforms	Provide platforms that are integrated, accessible and support college data requirements	DoFD&I	75 % of systems integrated with main MIS platform	85 % of systems integrated with main MIS platform	95 % of systems integrated with main MIS platform
		DoFD&I	Create a framework of Standards for college platforms	70 % of platforms meet agreed standard	85 % of platforms meet agreed standard

2:

**Planning Cycle
& Key Dates**



College Strategy Planning Cycle for 2025/26

JAN 2026:

Strategic Seminar
Vision & Strategic
Priorities draft
2026 to 2029

JAN 2026:

Department
Business
Planning
Round 1

APRIL 2026:

Department
Business
Planning
Round 2

JULY 2026:

Strategic Goals &
KPIs for 2026/27
Financial and Capital
Plan Board Approval

College Performance Cycle

NOV 2025:

Q1
Performance
Reviews

DEC 2025:

SAR
Complete

FEB 2026:

Q2
Mid-Year
Performance
Reviews

MAY 2026:

Q3
Performance
Reviews

SEPT 2026:

Q4
Full Year
Performance
Reviews

3:

Whole College

Measures



Trustworthiness Inclusivity Excellence

Strategic Objective 1

To be a truly inclusive college

Foster a sense of belonging for all	Target 25/26
Students agree the college is an inclusive and positive environment	94%
Students will feel safe in the college and surrounding environment	96%
Students know how to access support with their mental health and wellbeing	94%
Mentorship programs support students and staff with protected characteristics and from minority groups	Min 1 event per term
Meaningful engagement with staff allows for constructive feedback	Min 2 event per term
EDI mandatory training completed for eligible staff	100%

Strengthen external partnerships to enhance inclusion and opportunity	Target 25/26
Students feel safe travelling to college	93.00%
Increase recruitment of women into STEM subjects	5.00%
Continuation gap between male students and female students to reduce to	6.60%
Continuation gap between IMD Q1 students and IMD Q2 to Q5 students to reduce to	7.00%
Attainment gap between young and mature students reduce to	10.80%

Create an inclusive and culturally responsive curriculum	Target 25/26
Students agree (middle survey) that their programme provides a diverse, unbiased and inclusive curriculum	94%
QER confirms visited lessons adhere to LSAs and EHCPs	100%
Students confirm that learning resources are accessible	95%
Students with EHCP positively progress to further study or employment	85%
QER confirms cultural responsiveness is a strength	75%

Strategic Objective 2

To deliver a curriculum that meets the needs of learners, employers and the community

14-16 provision	Target 25/26
Students who progress to Further Education	80 %
Students who progress direct to Level 2 or above	80 %
Students who have an experience of work	100 %
Meaningful engagement with staff allows for constructive feedback	Min 2 event per term
EDI mandatory training completed for eligible staff	100 %
16-19 provision	Target 25/26
Progression Entry/Level 1 to Level 2+	62 %
Progression Level 2 to Level 3+ (including Apprenticeships)	67 %
Progression Level 3 to Higher Education	55 %
Progression Level 3 to Apprenticeships	13 %
Progression Level 3 to Employment	32 %
Careers advice received by Level 3 students	80 %
Completed work experience or work-related activity for L2 and L3 students	95 %
L3 and L2 Study Programmes deliver one PBL E&E experience	75 %
Level 3 programmes to be endorsed by HEIs	50 %
SEND 16-24	Target 25/26
Learners with an EHCP to be offered a careers interview as per the Statutory Duty	100 %

Adults	Target 25/26
Progress from Tailored learning within 6 months of completion	15%
Progression of Level 1 to Level 2+ within 6 months	40%
Progression of Level 2 to Level 3+ within 6 months	20%
Higher education	Target 25/26
Curriculum to have links to FE and Adult provision	100%
Apprenticeships and employer responsive	Target 25/26
Develop new Higher Level Apprenticeship in Dental	1
Deliver HLAs in Cyber Security and Data Analysis	2
Establish a pilot programme for aspects of delivery of Master Technicians Academy	1
Design and deliver new apprenticeships standards to match employer needs	2

Strategic Objective 3

To deliver an Outstanding Student Experience

Student Voice	Target 25/26
FE/Apps Induction/Middle/End (exit) programme participation %	>90
FE/Apps Induction/Middle/End (exit) programme rating %	Quartile A responses (or 92 %)
% Agree 'the college has supported me to develop non-perishable skills'	87 %
% agree that Library resources are accessible	95 %
% agree that Library staff support their learning	92 %
% agree that engagement with employers has developed knowledge and skills	85 %
% agree that they know what to do to improve in their studies	90 %
% Students feeling safe at college	95 %
% agree that they know what action the college has taken as a result of their feedback	95 %
% students find their learning engaging	93 %
% of students who confirm they regularly meet with their personal tutor	95 %
% of students confirm that they are treated fairly and respected by all staff	96 %
% of students confirm that the college is an inclusive and positive environment	95 %
% of students confirm that they know how to report concerns and/or hate crimes	96 %
% of students know how to seek support regarding sexual misconduct	90 %
% of students know how to access support with their mental health and wellbeing	93 %
% of students are aware of support they can receive from student services	90 %
% of students and apprentices complete social action activities	75 %

Positive and safe behaviours	Target 25/26
% of FE students tutorial: Safeguarding	100%
% of FE students tutorial: EDI	100%
% of FE students tutorial: Prevent & United Values	100%
% decrease in Final Stage Disciplinarys	10%
% of students with a personal tutor recorded on Ontrack	100%

Attendance and engagement	Target 25/26
% 14-16 Attendance	80%
% Level 1 Study Programme Attendance (exc M&E)	80%
% Level 2 Study Programme Attendance (exc M&E)	85%
% Level 3 Study Programme Attendance (exc M&E)	90%
% Overall Attendance Adult	90%
% of students confirm that their personal tutor has supported them in engaging with their programme	93%
% Overall Punctuality	99%
% GCSE Maths attendance	<5% to Vocational
% GCSE English attendance	<5% to Vocational
% Apprenticeship Meaningful Engagement	98%
% Higher Education Attendance	90%
% Registers not marked on day of learning	<3%

Quality of education reviews	Target 25/26
% of LTA assessed through QER process is Outstanding	50 %
% of actions from QER are completed in 6 weeks	75 %
% strengths in supporting disabled students	30 %
% of actions from QER completed in year	95 %
% of Learning Support adaptations in place as assessed by QER	90 %
QER confirms student feedback is timely and constructive	93 %
% of students can confidently articulate what they need to do to improve	93 %

Apprenticeship accountability thresholds	Target 25/26
% Apprenticeship achievement rate	75 %
% retention rate	80 %
% average employer satisfaction rate	>3.0 %
% Off the job training: apprentices with planned hours	100 %
% Withdrawals	<10 %
% Apprenticeships past planned end date by 180 days or more but less than 365 days	<10 %
Apprentices engage with enrichment	50 %

Progress	Target 25/26
% completion of Student Progress Reviews	98%
16-18 students complete skills analysis by PR1	75%
16-18 students reflect on progress towards non-perishable skills	75%
Students below MTG at SPR2	<5%
Students working at their ATG by SPR3	70%
Students working at their MTG or higher by SPR3	97%
% of assessment tracking records set up	100%
% of assessment tracking profiles are up to date by SPR3	95%

Learning and innovation	Target 25/26
% of RAISE assessment of best practice (visit 1)	30%
% of RAISE assessment of best practice (visit 2)	50%
% of staff completing RAISE feel this process has improved their practice	90%

Enrichment	Target 25/26
% of apprentices engaged with enrichment activities	45%
% of students to participate in 1 Bradford City of Culture event	95%
Minimum count of new student societies established	5
% of courses have elected and trained representatives	100%
% of UCAS references completed by deadline	100%

Work experience/Work placement	Target 25/26
% of FE students engaged in work experience (or experience of work)	98 %
% of students confirm that work experience or placement has supported them to develop new skills and knowledge	90 %

Higher education student satisfaction	Target 25/26
% Induction (start) participation	>90 %
% Induction rating	92 %
% End of Stage programme participation	>90 %
% End of Stage programme rating	92 %
% agree 'the College has supported me to develop non-perishable skills	87 %
% agree that Library resources are accessible	95 %
% agree that Library staff support their learning	92 %
% of students confirm that the College is an inclusive and positive environment	95 %
% student feeling safe in College	97 %
% of students that are aware of the support they can receive from Student Services	90 %
% of students that find their learning engaging	90 %
% of students who confirm their personal tutor has supported them	90 %
% of students who confirm that they are treated fairly and respected by staff	95 %

National student survey	Target 25/26
% Participation rate for eligible students	87 %
% teaching on my course	90 %
% Assessment and feedback	90 %
% Academic support	90 %
% Learning Resources	90 %
% Learning Community	90 %
% Student Voice	90 %

Attainment 14-16	Ach. Target 25/26	Retention Target 25/26	Pass Target 25/26
Main Qual Aim Overall Achievement			
Overall	60	85	71
Male	60	85	71
Female	60	85	71
BAME	60	85	71
Disability	60	85	71
Students with an Educational and Health Care Plan	60	85	71
Main qualification aim			
Level 2	51.6	86.8	59.5
English/maths			
GCSE Maths Progress Score	0.15		
GCSE English Progress Score	0.30		

Attainment 16-18	Ach. Target 25/26	Retention Target 25/26	Pass Target 25/26
Main qual aim overall achievement			
Overall	91.0	97.0	94.0
Male	91.0	97.0	94.0
Female	91.0	97.0	94.0
BAME	91.0	97.0	94.0
Disability	91.0	97.0	94.0
Students with an Educational and Health Care Plan	91.0	97.0	94.0
Main qualification aim			
Level 1	93.0	97.0	96.0
Level 2	92.0	97.0	95.0
Level 3	89.0	97.0	92.0
English/maths			
GCSE Maths Progress Score	0.30		
GCSE English Progress Score	0.5		

Attainment 19+	Ach. Target 25/26	Retention Target 25/26	Pass Target 25/26
Main qual aim overall achievement			
Overall	90.0	95.0	95.0
Male	90.0	95.0	95.0
Female	90.0	95.0	95.0
BAME	90.0	95.0	95.0
Disability	90.0	95.0	95.0
Main qualification aim			
Level 1	93.0	96.0	97.0
Level 2	90.0	95.0	95.0
Level 3	87.4	95.0	92.0
English/maths			
FS Maths Entry	94.0	97.0	97.0
FS Maths L1	55.0	90.0	62.0
FS English Entry	95.0	97.0	98.0
FS English L1	58.5	90.0	65.0
GCSE Maths (9-4)	45.0		
GCSE English (9-4)	45.0		

Higher education metrics	Target 25/26
Continuation	89%
Completion	85%
Graduation Employment or Further Study	70%
Male continuation on FT Other UG programmes	87%
Male continuation on 1st degrees	88%
Semester 1 1st pass rates	93%
Semester 1 non-submission rates	3%
Semester 2 1st pass rates	95%
Semester 2 non-submission rates	2%
End of Year: Pass rates	96%

Strategic Objective 4

To be an employer of choice

Governance	Target 25/26
HR policies in date	>90 %
Recruitment and retention	Target 25/26
Staff Turnover	<15 %
% Induction completion	100 %
% Staff Induction completion within 4 months	100 %
% Probationary review completion	100 %
% Underrepresented groups automatically shortlisted if essential criteria met	100 %
Vacancies have a verbal offer within 64 days of approved business case	90 %
% Increase BAME representation in management	5 %
Learning and development	Target 25/26
PDRs Completed %	>90 %
Mandatory Training all	>90 %
Number of Mental Health First Aiders	20 %
Coaches assigned to support Aspiring Leaders	10
Cohort of Aspiring leaders	>10
CMT to attend external development programme	> or = 5
Staff attendance at Staff development days	100 %
% of Staff who have logged independent learning	85 %
% Staff on Apprenticeship Programmes	3 %
% Completion of Management Essentials Programme by Managers	100 %

Employee relations	Target 25/26
Total days lost due to Work Related Stress	<20%
Absence %	<4%

Staff utilisation - AWAMS	Target 25/26
Number Completed	100%
Not Agreed	0%
% AWAMs above 100% Teaching Hours	0%
% AWAMs below 90% Teaching Hours	0%

Employee engagement	Target 25/26
% Participation in staff survey	80%
% Engagement in Staff Survey	90%
% Engagement in Great Place to Work Survey	>70%
Number of Engagement Actions - following staff survey	2 MINIMUM
Student experience is central to everything the College has done this year	90%
The colleges wellbeing programmes & resources are effective in supporting my health & wellbeing	84%
Staff feel they are treated with fairness, dignity and respect by their manager	95%

Health and safety	Target 25/26
% RIDDOR reported	100%

Strategic Objective 5

To maintain a sustainable college

Strategic financial	Target 25/26
SOLVENCY: Adjusted current ratio *excluding up front capital investment/grants/allocations	> or = 1.3
PERFORMANCE: EBITDA as a percentage of income *excluding capital income	> or = 7 %
BORROWING: Borrowing as a percentage of Income percentage of income *excluding capital income	<22 %
Staff Costs as a percentage of income (Excl. Outsourced services) *excluding capital income	<67 %
Staff Costs as a percentage of income (incl. Outsourced services) *excluding capital income	<69 %
Staff Costs as a percentage of income (incl. Outsourced services) *excluding capital income	<69 %
Capital Programme Performance (Internal Resources)	£4,366k
Capital Programme Performance (External Resources)	£10,181k
Financial Health	> or = Good
Deliver all funding returns	Target 25/26
Timely Submission of data and funding returns e.g. DfE, OfS, WYCA	100 %
Data, Funding & Exams Team audits conducted in year	5
Deliver planned income	Target 25/26
ESFA 16-19 revenue funding	£33,289k
HE Fee income	£4,338k
Adult Education Budget allocation (inc. Free Courses for Jobs)	£9,305k
Apprenticeship income	£5,382k
Advanced Learner Loans	£443k
SEND (High Needs ESFA Element 2 and Local Authority Element 3)	£4,270k

Deliver planned income	Target 25/26
14-16 Learner Fees (Schools)	£2,636k
Total Income *excludes Capital Grant Income	£66,196k

Ensure a relevant fit for purpose estate that is sustainable	Target 25/26
Identify and deliver estates sustainability projects totalling	£150k
Reduction in electricity by	5%
Reduction in carbon production from DHB by	18%
Reduction in carbon production from ATC by	18%
Room usage	>42%
Room utilisation	>21%
Increase electric charging points to	14
Create additional occupational health car parking spaces by	6
Customers satisfied with the catering service	95%
FSM funding utilised	80%
Reduction in single use plastics	20%

*post connection to the Bradford Energy Network

Strategic Objective 6

To grow the college income

Grow student recruitment 14-18 (learner responsive)	Target 25/26
Growth in 14-16 student numbers across 2 sites	210
16-18 Study Programme numbers	4,400
SEND (inc. in total above)	350
T-level numbers	200
Market share - Entry level	80%
Market share - Level 1	70%
Market share - Level 2	46%
Market share - Level 3	15%
Schools engaged with	70%
Enhanced onboarding with a number of schools	7
Conversion of application to enrolment	>42%
Grow HE recruitment	Target 25/26
Learner recruitment	800
Conversion rate from application to enrolment	>38%
Employer Responsive Income	£1,500k
Grow student recruitment 19+ (Learner Responsive)	Target 25/26
19+ Adult Skills Budget (WYCA) numbers	4,000
Tailored Learning (WYCA)	1,500
Free Courses for Jobs (WYCA)	750

Grow student recruitment 19+ (Learner Responsive)	Target 25/26
Advanced Learner Loans (SLC/ DfE) numbers	200

Grow apprenticeship recruitment	Target 25/26
Learner recruitment	1,400
New Employers Engaged	20
Deliver Apprenticeship games with a number of employers	14
Bootcamps & SWAPs numbers	100

Strategic relationships and reputation management	Target 25/26
Regional award won for student experience/voice	1
Thought leadership pieces published	5
Advertising Value Equivalent	£15m
Actively engage and lobby funders - events attended	5
Create Urban College Alliance - no. of members	8
Reputation Enhancement - 'gold standard' endorsements - awards won	3
Overall College Award won	1

Strategic Objective 7

Empowering education through digital transformation

Digital tools are effectively utilised to enhance learning, teaching and assessment	Target 25/26
QER Confirms programmes utilise digital tools well for learning	1
Adaptive learning packages launched	3
Learners access immersive learning experiences	70 %
QER identify inclusive practice In the class room	65 %
Parent Portal utilisation	25 %
Ensuring Infrastructure and Platforms are suitable and protected to deliver digital transformation	Target 25/26
Cyber Security Maturity Assessment scores below	0
Critical system patches applied	<14 days
Servers supported	100 %
Website compliance with WACG	100 %
External Investment in IT infrastructure secured	£50k
Utilisation of student devices	>34 %
Student devices available for flexible loan	10 %
Students believe the Digital Estate enhances the college experience	85 %
Supporting staff acquire and deploy digital skills to support digital transformation	Target 25/26
Curriculum staff trained on technology to reduce admin burden	1
Reduction of unnecessary manual intervention and non-value adding activities	3

4:

College Budget

2025 – 2026



	Performance 2025/26 £000s	Governors 2025/26 £000s
Income		
16-18 Funding	35,824	32,151
T-Levels	1,534	1,138
High Needs Element 2	2,100	2,100
Advanced Learner Loans	493	443
FE Fees	1,331	1,331
AEB WYCA	6,385	6,315
AEB FCFJ	354	354
AEB WYCA Community learning	1,074	1,074
AEB WYCA ALS & LS	1,052	1,052
AEB WYCA Bursary	510	510
Total	9,375	9,305
Apprenticeships		
HE - OFS Recurrent & Capital Grant	265	265
HE - Other Grant (SKE)	153	153
HE - student fees	4,538	4,338
Short Course & Sundry Fees	16	16
Local Authority Funding (High Needs)	2,170	2,170
14-16 Funding (Schools)	2,636	2,636
Education Contracts	99	99
Other Grant Income	175	175
Rents Receivable	78	78
Trading Income	1,291	1,291
Miscellaneous Revenue	226	226
Project Income	113	113
Investment / interest	287	287
TPS & NI Funding	2,499	2,499
Total Income	70,885	66,196

	Performance 2025/26 £000s	Governors 2025/26 £000s
Expenditure		
Total Staff Costs	43,815	43,815
% of Income	61.9%	66.3%
FEC Benchmark	65.0%	65.0%
Restructure costs	75	75
Operating costs	17,385	17,385
EBITDA (excl. capital grant, interest, restructuring)	9,323	4,634
% of Total Income	13.3%	7.1%
FEC Benchmark	6.0%	6.0%

5:

Governors Data

Dashboard



Search & Governance Data Dashboard

To be a truly inclusive college

Foster a sense of belonging for all students and staff	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Students will receive an outstanding programme of induction that creates a psychological contract with learners to create an inclusive and positive environment	94%					
Students will feel safe in the college and surrounding environment	96%					
Students know how to access support with their mental health and wellbeing	94%					
Mentorship programs support students and staff with protected characteristics and from minority groups.	Students 1 per term; Staff 5%					
Constructive staff feedback, through 'Tea Break' and wellbeing sessions. Themes to include career progression for marginalised groups, and harassment.	2 per term					

Embed EDI considerations across all college practices	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Staff are brave, consistent and relentless in creating a positive and inclusive learning environment.	96%					
Completion of EDI mandatory training for eligible staff	100%					
Targeted leadership & management modules within Aspiring Leaders programme for underrepresented groups of staff allow for aspiring leaders to excel.	1 per term					

Create an inclusive and culturally responsive curriculum	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
All staff understand their student's additional support needs and create an inclusive environment	95%					

Curriculums are delivered through a Culturally Responsive Lense, supporting the exploration of themes such as anti-racism, LGBTQ+ communities, decolonisation and social justice.	94%					
Students engage positively in activities that support equality, diversity and inclusion, and create a respectful environment.	2 per term					

Strengthen external partnerships to enhance inclusion and opportunity	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
The college maintains effective relationships with external partners including the Police, the University and the Bradford LA to ensure students feel safe in the surrounding areas of the college.	92%					
Increased representation of women into STEM subjects through ambassador outreach events and marketing	5%					

Quality and Standards Data Dashboard

To deliver a curriculum that meets the needs of students, employers and our community

14 - 16	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Students who progress to Further Education	80%					
Students who progress direct to Level 2 or above	80%					
Students who have an experience of work	100%					
Students complete cultural activity	100%					

Young people	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Progression Entry/Level 1 to Level 2+	62%					
Progression Level 2 to Level 3+ (including Apprenticeships)	67%					
Progression Level 3 to Higher Education	55%					
Progression Level 3 to Apprenticeships	13%					
Progression Level 3 to Employment	32%					
Careers advice received by Level 3 students	80%					
Completed work experience or work-related activity for L2 and L3 students	95%					

SEND	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Learners with an EHCP to be offered a careers interview as per the Statutory Duty	100%					

Adults	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Progression of Level 1 to Level 2+ within 6 months	40%					
Progression of Level 2 to Level 3+ within 6 months	20%					
Progression from Tailored Learning to Adult Skills Fund within 6 months	15%					

Higher education	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Revivify HE Provision 'Project HE'	Plan in place and marketed					

Apprenticeships and employer responsive	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Develop new Higher Level Apprenticeship in Dental	Yes / No					
Deliver HLAs in Cyber Security and Data Analysis	Yes / No					
Establish a pilot programme for aspects of delivery of Master Technicians Academy	Yes / No					
Design and deliver new apprenticeships standards to match employer needs	2					

To deliver an outstanding student experience

All students are supported to articulate, work towards and achieve their goals	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
% Headline satisfaction rate	Quartile A					
% Apprenticeship Achievement Rate	75%					
% Apprenticeship retention rate	80%					
% 14-16 Achievement rate	60%					
% 16-18 Achievement rate	91%					
% 19+ Achievement rate	90%					
% Apprenticeship Learners Out of Funding by more than 180 days	<10%					
% Continuation rate (HE)	89%					
% Semester 1 1st pass rates	93%					
% Completion rate (HE)	85%					
% of students working at their aspirational target grade by student progress review 3	70%					
% students agree that the college has supported them to develop non-perishable skills	87%					

Outstanding learning and teaching is characterised by engaging, innovative and adaptive pedagogies	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
% of RAISE assessment of best practice (visit 1)	30%					
% of RAISE assessment of best practice (visit 2)	50%					
% of LTA assessed through QER process is Outstanding	50%					

% QER Actions completed in 6 weeks	75%					
% of staff completing RAISE feel this process has improved their practice	90%					
% students confirm that they find their learning engaging	93%					
% of Learning Support adaptations in place as assessed by QER	90%					

Learning to take place within a supportive and positive environment	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
% of students confirm that they regularly meet with their personal tutor	95%					
% Level 1 Attendance (exc M&E)	80%					
% Level 2 Attendance (exc M&E)	85%					
% Level 3 Attendance (exc M&E)	90%					
% HE Attendance	90%					
% GCSE English and Maths lesson attendance	<5% to Voc.					
% of Apprentices with meaningful engagement	98%					
% of students who can articulate what they need to do to improve	90%					

The college is fiercely ambitious for its students	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
FE students engaged in work experience (or experience of work)	98%					
Students confirm that work experience has supported them to develop new skills and knowledge	90%					
Students who agree that they know what actions the college takes as a result of their feedback	95%					
Apprentices engage with enrichment	50%					

Empowering education through digital transformation

Digital tools are effectively utilised to enhance learning, teaching and assessment	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Programmes utilise digital tools well	60%					
Adaptive learning programmes launched	3					
Learners access immersive learning experiences	70%					
QER identification of inclusive practice in the classroom	65%					

Supporting staff acquire and deploy digital skills to support digital transformation	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Curriculum staff trained on tools to support their adoption of new technology	100%					
Identify processes suitable for automation	0					

Infrastructure and platforms are suitable and protected to deliver digital transformation	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Cyber Essentials Plus accreditation	Achieved					
Cyber Security Maturity Assessment scores below 4	0					
Server up time	98%					
Student Device utilisation	35%					
Learners believe the Digital Estate enhances the college experience	85%					

Finance and General Purposes Data Dashboard

To be an employer of choice

To be an employer of choice	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
HR Policies in date	>90%					

To improve staff engagement	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Participation	80%					
Engagement	90%					
Great Place to work	70%					

To improve staff attendance levels and reduce unplanned absence	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Staff Absence	<4%					

To recruit, develop and retain highly skilled and motivated staff	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Average time to hire per job vacancy	64 days %					
Levy funding usage	100%					
Staff turnover	<15%					

To maintain a sustainable college

Deliver the college budget and strategic financial plan	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
SOLVENCY: Adjusted Current ratio (excluding up front capital investment/grants/allocations)	> or = 1.3					
PERFORMANCE: EBITDA % of Income (excluding capital income)	> or = 7 %					
BORROWING: Borrowing % of Income	<22 %					
Staff Costs % of Income (excl. Outsourced Services)	>67 %					
Capital Programme (Internally Funded) £'000	4,366					
Capital Programme (Externally Funded) £'000	10,181					
Financial Health	Good					

Deliver on planned income	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
ESFA 16-19 revenue funding	£ 33,289,000					
HE Fee Income	£ 4,338,000					
AEB Income (inc. Free Courses for Jobs)	£ 9,305,000					
Advanced Learner Loans	£ 443,000					
Apprenticeship Income	£ 5,382,000					
SEND (High Needs ESFA Element 2 and Local Authority Element 3)	£ 4,270,000					
14-16 Learner Fees (Schools)	£ 2,636,000					
Other Income	£ 6,533,000					
Total Income	£ 66,196,000					

Deliver on planned income	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
DfE & OFS Submissions On Time	100%					
Minimum of 5 audits completed on a risk based approach	5					

Ensure a relevant fit for purpose estate that is sustainable	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Room Utilisation (Teaching Rooms)	21%					
Room Usage (Teaching Rooms)	42%					
Reduction in electricity usage	5%					

To grow the college income

Deliver 14-16 student recruitment numbers	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
14-16 Recruitment	210					

Deliver 16-18 student recruitment numbers	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
New Business	2,600					
Internal Progression	1,800					
Total	4,400					

Deliver higher professional & technical student recruitment numbers	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Student Numbers	800					
Conversion of applications to enrolment	38%					

Adult student recruitment	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Adult Skills Fund	4,000					
WYCA responsive short programmes (Bootcamps, SWAPs etc)	100					
Free Courses for Jobs	750					
Advanced Learner Loans	200					
Tailored Learning	1,500					
Total	6,550					

Deliver apprenticeship student recruitment	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Deliver planned volumes of apprenticeships	1,250					
of which are new starts	650					

Deliver effective reputation management	Target 25/26	25/26 Performance YTD				Comments
		Q1	Q2	Q3	Q4	
Grow Alumni Numbers	300					
Advertising Value Equivalent for positive PR	£15M					
Stakeholder engagement score	>80% positive					
Number of external awards gained:	7					
Student & Staff delivery awards	3					
Staff honours recognition	3					
College overall award	1					

6:

Curriculum

Quality Targets



14-16 Provision

Head of Department: **Tracy Wilkinson**

Student voice	Target 25/26
FE/Apps Induction/Middle/End (exit) programme participation %	>90
FE/Apps Induction/Middle/End (exit) programme rating %	Quartile A responses (or 92%)
% Agree 'the college has supported me to develop non-perishable skills'	87%
% agree that Library resources are accessible	95%
% agree that Library staff support their learning	92%
% agree that engagement with employers has developed knowledge and skills	85%
% agree that they know what to do to improve in their studies	90%
% Students feeling safe at college	95%
% agree that they know what action the college has taken as a result of their feedback	95%
% students find their learning engaging	93%
% of students who confirm they regularly meet with their personal tutor	95%
% of students confirm that they are treated fairly and respected by all staff	96%
% of students confirm that the college is an inclusive and positive environment	95%
% of students confirm that they know how to report concerns and/or hate crimes	96%
% of students confirm that they know how to seek support regarding sexual misconduct	90%
% of students know how to access support with their mental health and wellbeing	93%
% of students are aware of support they can receive from student services	90%
% of students and apprentices complete social action activities	75%

Positive and safe behaviours	Target 25/26
% of FE students tutorial: Safeguarding	100%
% of FE students tutorial: EDI	100%
% of FE students tutorial: Prevent & United Values	100%
% decrease in Final Stage Disciplinarys	10%
% of students with a personal tutor recorded on Ontrack	100%

Attendance and engagement	Target 25/26
% 14-16 Attendance	80%
% of students confirm that their personal tutor has supported them in engaging with their programme	93%
% Overall Punctuality	99%
% GCSE Maths attendance	<5% to Vocational
% GCSE English attendance	<5% to Vocational
% Registers not marked on day of learning	<3%

Quality of education reviews	Target 25/26
% of LTA assessed through QER process is Outstanding	50%
% of actions from QER are completed in 6 weeks	75%
% strengths in supporting disabled students	30%
% of actions from QER completed in year	95%
% of Learning Support adaptations in place as assessed by QER	90%
QER confirms student feedback is timely and constructive	93%
% of students can confidently articulate what they need to do to improve	93%

Progress	Target 25/26
% completion of Student Progress Reviews	98%
16-18 students complete skills analysis by PR1	75%
16-18 students reflect on progress towards non-perishable skills	75%
Students below MTG at SPR2	<5%
Students working at their ATG by SPR3	70%
Students working at their MTG or higher by SPR3	97%
% of assessment tracking records set up	100%
% of assessment tracking profiles are up to date by SPR3	95%

Learning and innovation	Target 25/26
% of RAISE assessment of best practice (visit 1)	30%
% of RAISE assessment of best practice (visit 2)	50%
% of staff completing RAISE feel this process has improved their practice	90%

Attainment 14-16	Achievement Target 25/26	Retention Target 25/26	Pass Target 25/26
Main qual aim overall achievement			
Overall	60	85	71
Male	60	85	71
Female	60	85	71
BAME	60	85	71
Disability	60	85	71
Students with an Educational and Health Care Plan	60	85	71
Main qualification aim			
Level 2	51.6	86.8	59.5
English/maths			
GCSE Maths Progress Score	0.15		
GCSE English Progress Score	0.30		

Adult Skills

Head of Department: **Javier Gomez**

Student voice	Target 25/26
FE/Apps Induction/Middle/End (exit) programme participation %	>90
FE/Apps Induction/Middle/End (exit) programme rating %	Quartile A responses (or 92%)
% Agree 'the college has supported me to develop non-perishable skills'	87%
% agree that Library resources are accessible	95%
% agree that Library staff support their learning	92%
% agree that engagement with employers has developed knowledge and skills	85%
% agree that they know what to do to improve in their studies	90%
% Students feeling safe at college	95%
% agree that they know what action the college has taken as a result of their feedback	95%
% students find their learning engaging	93%
% of students who confirm they regularly meet with their personal tutor	95%
% of students confirm that they are treated fairly and respected by all staff	96%
% of students confirm that the college is an inclusive and positive environment	95%
% of students confirm that they know how to report concerns and/or hate crimes	96%
% of students confirm that they know how to seek support regarding sexual misconduct	90%
% of students know how to access support with their mental health and wellbeing	93%
% of students are aware of support they can receive from student services	90%
% of students and apprentices complete social action activities	75%

Positive and safe behaviours	Target 25/26
% of FE students tutorial: Safeguarding	100%
% of FE students tutorial: EDI	100%
% of FE students tutorial: Prevent & United Values	100%
% decrease in Final Stage Disciplinarys	10%
% of students with a personal tutor recorded on Ontrack	100%

Attendance and engagement	Target 25/26
% Overall Attendance Adult	90%
% of students confirm that their personal tutor has supported them in engaging with their programme	93%
% Overall Punctuality	99%
% Registers not marked on day of learning	<3%
% Registers not marked on day of learning	<3%
% Registers not marked on day of learning	<3%

Quality of education reviews	Target 25/26
% of LTA assessed through QER process is Outstanding	50%
% of LTA assessed through QER process is Outstanding	50%
% of actions from QER are completed in 6 weeks	75%
% strengths in supporting disabled students	30%
% of actions from QER completed in year	95%
% of Learning Support adaptations in place as assessed by QER	90%
QER confirms student feedback is timely and constructive	93%
% of students can confidently articulate what they need to do to improve	93%

Progress	Target 25/26
% completion of Student Progress Reviews	98%
Students below MTG at SPR2	<5%
Students working at their ATG by SPR3	70%
Students working at their MTG or higher by SPR3	97%
% of assessment tracking records set up	100%
% of assessment tracking profiles are up to date by SPR3	95%

Learning and innovation	Target 25/26
% of RAISE assessment of best practice (visit 1)	30%
% of RAISE assessment of best practice (visit 2)	50%
% of staff completing RAISE feel this process has improved their practice	90%

Work experience/work placement	Target 25/26
% of FE students engaged in work experience (or experience of work)	98%
% of students confirm that work experience or placement has supported them to develop new skills and knowledge	90%
% of courses have elected and trained representatives	100%
% of UCAS references completed by deadline	100%

Enrichment	Target 25/26
% of students to participate in 1 Bradford City of Culture event	95%
Minimum count of new student societies established	5
% of courses have elected and trained representatives	100%
% of UCAS references completed by deadline	100%

Attainment 19+	Achievement Target 25/26	Retention Target 25/26	Pass Target 25/26
Main qual aim overall achievement			
Overall	90.0	95.0	95.0
Male	90.0	95.0	95.0
Female	90.0	95.0	95.0
BAME	90.0	95.0	95.0
Disability	90.0	95.0	95.0
Main qualification aim			
Level 1	93.0	96.0	97.0
Level 2	90.0	95.0	95.0
Level 3	87.4	95.0	92.0
English/maths			
FS Maths Entry	94.0	97.0	97.0
FS Maths L1	55.0	90.0	62.0
FS English Entry	95.0	97.0	98.0
FS English L1	58.5	90.0	65.0
GCSE Maths (9-4)	45.0		
GCSE English (9-4)	45.0		

Apprenticeships & Business Development

Head of Department: **Judith Jackson**

Student voice	Target 25/26
FE/Apps Induction/Middle/End (exit) programme participation %	>90
FE/Apps Induction/Middle/End (exit) programme rating %	Quartile A responses (or 92 %)
% Agree 'the college has supported me to develop non-perishable skills'	87 %
% agree that Library resources are accessible	95 %
% agree that Library staff support their learning	92 %
% agree that engagement with employers has developed knowledge and skills	85 %
% agree that they know what to do to improve in their studies	90 %
% Students feeling safe at college	95 %
% agree that they know what action the college has taken as a result of their feedback	95 %
% students find their learning engaging	93 %
% of students who confirm they regularly meet with their personal tutor	95 %
% of students confirm that they are treated fairly and respected by all staff	96 %
% of students confirm that the college is an inclusive and positive environment	95 %
% of students confirm that they know how to report concerns and/or hate crimes	96 %
% of students confirm that they know how to seek support regarding sexual misconduct	90 %
% of students know how to access support with their mental health and wellbeing	93 %
% of students are aware of support they can receive from student services	90 %
% of students and apprentices complete social action activities	75 %

Positive and safe behaviours	Target 25/26
% of FE students tutorial: Safeguarding	100 %
% of FE students tutorial: EDI	100 %
% of FE students tutorial: Prevent & United Values	100 %
% decrease in Final Stage Disciplinarys	10 %
% of students with a personal tutor recorded on Ontrack	100 %

Attendance and engagement	Target 25/26
% Apprenticeship Meaningful Engagement	98 %

Quality of education reviews	Target 25/26
% of LTA assessed through QER process is Outstanding	50 %
% of LTA assessed through QER process is Outstanding	60 %
% of actions from QER are completed in 6 weeks	30 %
% strengths in supporting disabled students	95 %
% of actions from QER completed in year	90 %
% of Learning Support adaptations in place as assessed by QER	93 %
QER confirms student feedback is timely and constructive	93 %
% of students can confidently articulate what they need to do to improve	93 %

Progress	Target 25/26
% completion of Progress Reviews	98 %
% of assessment tracking records set up	100 %
% of assessment tracking profiles are up to date by SPR3	95 %

Learning and innovation	Target 25/26
% of RAISE assessment of best practice (visit 1)	30%
% of RAISE assessment of best practice (visit 2)	50%
% of staff completing RAISE feel this process has improved their practice	90%

Apprenticeship accountability thresholds	Target 25/26
% Apprenticeship achievement rate (overall)	75%
% Apprenticeship achievement rate (16-18)	70%
% Apprenticeship achievement rate (19-24)	77%
% Apprenticeship achievement rate (24+)	77%
% retention rate	80%
% average employer satisfaction rate	>3.0%
% Off the job training: apprentices with planned hours	100%
% Withdrawals	<10%
% Apprenticeships past planned end date by 180 days or more but less than 365 days	<10%
Apprentices engage with enrichment	30%

Construction

Head of Department: **Greg Bourke**

Student voice	Target 25/26
FE/Apps Induction/Middle/End (exit) programme participation %	>90
FE/Apps Induction/Middle/End (exit) programme rating %	Quartile A responses (or 92%)
% Agree 'the college has supported me to develop non-perishable skills'	87%
% agree that Library resources are accessible	95%
% agree that Library staff support their learning	92%
% agree that engagement with employers has developed knowledge and skills	85%
% agree that they know what to do to improve in their studies	90%
% Students feeling safe at college	95%
% agree that they know what action the college has taken as a result of their feedback	95%
% students find their learning engaging	93%
% of students who confirm they regularly meet with their personal tutor	95%
% of students confirm that they are treated fairly and respected by all staff	96%
% of students confirm that the college is an inclusive and positive environment	95%
% of students confirm that they know how to report concerns and/or hate crimes	96%
% of students confirm that they know how to seek support regarding sexual misconduct	90%
% of students know how to access support with their mental health and wellbeing	93%
% of students are aware of support they can receive from student services	90%
% of students and apprentices complete social action activities	75%

Positive and safe behaviours	Target 25/26
% of FE students tutorial: Safeguarding	100%
% of FE students tutorial: EDI	100%
% of FE students tutorial: Prevent & United Values	100%
% decrease in Final Stage Disciplinarys	10%
% of students with a personal tutor recorded on Ontrack	100%

Attendance and engagement	Target 25/26
% Level 1 Study Programme Attendance (exc M&E)	80%
% Level 2 Study Programme Attendance (exc M&E)	85%
% Level 3 Study Programme Attendance (exc M&E)	90%
% Overall Attendance Adult	90%
% of students confirm that their personal tutor has supported them in engaging with their programme	93%
% Overall Punctuality	99%
% GCSE Maths attendance	<5% to Vocational
% GCSE English attendance	<5% to Vocational
% Higher Education Attendance	90%
% Registers not marked on day of learning	<3%

Quality of education reviews	Target 25/26
% of LTA assessed through QER process is Outstanding	50%
% of LTA assessed through QER process is Outstanding	50%
% of actions from QER are completed in 6 weeks	75%
% strengths in supporting disabled students	30%
% of actions from QER completed in year	95%
% of Learning Support adaptations in place as assessed by QER	90%
QER confirms student feedback is timely and constructive	93%
% of students can confidently articulate what they need to do to improve	93%

Progress	Target 25/26
% completion of Student Progress Reviews	98%
16-18 students complete skills analysis by PR1	75%
16-18 students reflect on progress towards non-perishable skills	75%
Students below MTG at SPR2	<5%
Students working at their ATG by SPR3	70%
Students working at their MTG or higher by SPR3	97%
% of assessment tracking records set up	100%
% of assessment tracking profiles are up to date by SPR3	95%

Learning and innovation	Target 25/26
% of RAISE assessment of best practice (visit 1)	30 %
% of RAISE assessment of best practice (visit 2)	50 %
% of staff completing RAISE feel this process has improved their practice	90 %

Enrichment	Target 25/26
% of students to participate in 1 Bradford City of Culture event	95 %
Minimum count of new student societies established	5
% of courses have elected and trained representatives	100 %
% of UCAS references completed by deadline	100 %

Work experience/Work placement	Target 25/26
% of FE students engaged in work experience (or experience of work)	98 %
% of students confirm that work experience or placement has supported them to develop new skills and knowledge	90 %

Attainment 16-18	Achievement Target 25/26	Retention Target 25/26	Pass Target 25/26
Main qual aim overall achievement			
Overall	91.0	97.0	94.0
Male	91.0	97.0	94.0
Female	91.0	97.0	94.0
BAME	91.0	97.0	94.0
Disability	91.0	97.0	94.0
Students with an Educational and Health Care Plan	91.0	97.0	94.0
Main qualification aim			
Level 1	93.0	97.0	96.0
Level 2	92.0	97.0	95.0
Level 3	89.0	97.0	92.0
English/maths			
GCSE Maths Progress Score	0.30		
GCSE English Progress Score	0.5		

Attainment 19+	Achievement Target 25/26	Retention Target 25/26	Pass Target 25/26
Main qual aim overall achievement			
Overall	90.0	95.0	95.0
Male	90.0	95.0	95.0
Female	90.0	95.0	95.0
BAME	90.0	95.0	95.0
Disability	90.0	95.0	95.0
Main qualification aim			
Level 1	93.0	96.0	97.0
Level 2	90.0	95.0	95.0
Level 3	87.4	95.0	92.0
English/maths			
FS Maths Entry	94.0	97.0	97.0
FS Maths L1	55.0	90.0	62.0
FS English Entry	95.0	97.0	98.0
FS English L1	58.5	90.0	65.0
GCSE Maths (9-4)	45.0		
GCSE English (9-4)	45.0		

Early Years, Education and Social Care

Head of Department: **Clare Wolfenden**

Student voice	Target 25/26
FE/Apps Induction/Middle/End (exit) programme participation %	>90
FE/Apps Induction/Middle/End (exit) programme rating %	Quartile A responses (or 92%)
% Agree 'the college has supported me to develop non-perishable skills'	87%
% agree that Library resources are accessible	95%
% agree that Library staff support their learning	92%
% agree that engagement with employers has developed knowledge and skills	85%
% agree that they know what to do to improve in their studies	90%
% Students feeling safe at college	95%
% agree that they know what action the college has taken as a result of their feedback	95%
% students find their learning engaging	93%
% of students who confirm they regularly meet with their personal tutor	95%
% of students confirm that they are treated fairly and respected by all staff	96%
% of students confirm that the college is an inclusive and positive environment	95%
% of students confirm that they know how to report concerns and/or hate crimes	96%
% of students confirm that they know how to seek support regarding sexual misconduct	90%
% of students know how to access support with their mental health and wellbeing	93%
% of students are aware of support they can receive from student services	90%
% of students and apprentices complete social action activities	75%

Positive and safe behaviours	Target 25/26
% of FE students tutorial: Safeguarding	100%
% of FE students tutorial: EDI	100%
% of FE students tutorial: Prevent & United Values	100%
% decrease in Final Stage Disciplinarys	10%
% of students with a personal tutor recorded on Ontrack	100%
% Learning Community	90%
% Student voice	90%

Attendance and engagement	Target 25/26
% Level 2 Study Programme Attendance (exc M&E)	85%
% Level 3 Study Programme Attendance (exc M&E)	90%
% Overall Attendance Adult	90%
% of students confirm that their personal tutor has supported them in engaging with their programme	93%
% Overall Punctuality	99%
% GCSE Maths attendance	<5% to Vocational
% GCSE English attendance	<5% to Vocational
% Higher Education Attendance	90%
% Registers not marked on day of learning	<3%

Quality of education reviews	Target 25/26
% of LTA assessed through QER process is Outstanding	50%
% of LTA assessed through QER process is Outstanding	50%
% of actions from QER are completed in 6 weeks	75%
% strengths in supporting disabled students	30%
% of actions from QER completed in year	95%
% of Learning Support adaptations in place as assessed by QER	90%
QER confirms student feedback is timely and constructive	93%
% of students can confidently articulate what they need to do to improve	93%

Progress	Target 25/26
% completion of Student Progress Reviews	98%
16-18 students complete skills analysis by PR1	75%
16-18 students reflect on progress towards non-perishable skills	75%
Students below MTG at SPR2	<5%
Students working at their ATG by SPR3	70%
Students working at their MTG or higher by SPR3	97%
% of assessment tracking records set up	100%
% of assessment tracking profiles are up to date by SPR3	95%

Learning and innovation	Target 25/26
% of RAISE assessment of best practice (visit 1)	30%
% of RAISE assessment of best practice (visit 2)	50%
% of staff completing RAISE feel this process has improved their practice	90%

Enrichment	Target 25/26
% of students to participate in 1 Bradford City of Culture event	95%
Minimum count of new student societies established	5
% of courses have elected and trained representatives	100%
% of UCAS references completed by deadline	100%

Work experience/Work placement	Target 25/26
% of FE students engaged in work experience (or experience of work)	98%
% of students confirm that work experience or placement has supported them to develop new skills and knowledge	90%

Higher education student satisfaction	Target 25/26
% Induction (start) participation	>90%
% Induction rating	92%
% End of Stage programme participation	>90%
% End of Stage programme rating	92%
% agree 'the College has supported me to develop non-perishable skills	87%
% agree that Library resources are accessible	95%
% agree that Library staff support their learning	92%
% of students confirm that the College is an inclusive and positive environment	95%
% student feeling safe in College	97%
% of students that are aware of the support they can receive from Student Services	90%
% of students that find their learning engaging	90%
% of students who confirm their personal tutor has supported them	90%
% of students who confirm that they are treated fairly and respected by staff	95%

National student survey	Target 25/26
% Participation rate for eligible students	87 %
% teaching on my course	90 %
% Assessment and feedback	90 %
% Academic support	90 %
% Learning Resources	90 %
% Learning Community	90 %
% Student voice	90 %

Attainment 19+	Achievement Target 25/26	Retention Target 25/26	Pass Target 25/26
Main qual aim overall achievement			
Overall	90.0	95.0	95.0
Male	90.0	95.0	95.0
Female	90.0	95.0	95.0
BAME	90.0	95.0	95.0
Disability	90.0	95.0	95.0
Main qualification aim			
Level 1	93.0	96.0	97.0
Level 2	90.0	95.0	95.0
Level 3	87.4	95.0	92.0
English/maths			
FS Maths Entry	94.0	97.0	97.0
FS Maths L1	55.0	90.0	62.0
FS English Entry	95.0	97.0	98.0
FS English L1	58.5	90.0	65.0
GCSE Maths (9-4)	45.0		
GCSE English (9-4)	45.0		

Attainment 16-18	Achievement Target 25/26	Retention Target 25/26	Pass Target 25/26
Main qual aim overall achievement			
Overall	91.0	97.0	94.0
Male	91.0	97.0	94.0
Female	91.0	97.0	94.0
BAME	91.0	97.0	94.0
Disability	91.0	97.0	94.0
Students with an Educational and Health Care Plan	91.0	97.0	94.0
Main qualification aim			
Level 1	93.0	97.0	96.0
Level 2	92.0	97.0	95.0
Level 3	89.0	97.0	92.0
English/maths			
GCSE Maths Progress Score	0.30		
GCSE English Progress Score	0.5		

Engineering and Motor Vehicle

Head of Department: **Stephen Smith**

Student voice	Target 25/26
FE/Apps Induction/Middle/End (exit) programme participation %	>90
FE/Apps Induction/Middle/End (exit) programme rating %	Quartile A responses (or 92%)
% Agree 'the college has supported me to develop non-perishable skills'	87%
% agree that Library resources are accessible	95%
% agree that Library staff support their learning	92%
% agree that engagement with employers has developed knowledge and skills	85%
% agree that they know what to do to improve in their studies	90%
% Students feeling safe at college	95%
% agree that they know what action the college has taken as a result of their feedback	95%
% students find their learning engaging	93%
% of students who confirm they regularly meet with their personal tutor	95%
% of students confirm that they are treated fairly and respected by all staff	96%
% of students confirm that the college is an inclusive and positive environment	95%
% of students confirm that they know how to report concerns and/or hate crimes	96%
% of students confirm that they know how to seek support regarding sexual misconduct	90%
% of students know how to access support with their mental health and wellbeing	93%
% of students are aware of support they can receive from student services	90%
% of students and apprentices complete social action activities	75%

Positive and safe behaviours	Target 25/26
% of FE students tutorial: Safeguarding	100%
% of FE students tutorial: EDI	100%
% of FE students tutorial: Prevent & United Values	100%
% decrease in Final Stage Disciplinarys	10%
% of students with a personal tutor recorded on Ontrack	100%

Attendance and engagement	Target 25/26
% Level 1 Study Programme Attendance (exc M&E)	80%
% Level 2 Study Programme Attendance (exc M&E)	85%
% Level 3 Study Programme Attendance (exc M&E)	90%
% Overall Attendance Adult	90%
% of students confirm that their personal tutor has supported them in engaging with their programme	93%
% Overall Punctuality	99%
% GCSE Maths attendance	<5% to Vocational
% GCSE English attendance	<5% to Vocational
% Higher Education Attendance	90%
% Registers not marked on day of learning	<3%

Quality of education reviews	Target 25/26
% of LTA assessed through QER process is Outstanding	50%
% of LTA assessed through QER process is Outstanding	50%
% of actions from QER are completed in 6 weeks	75%
% strengths in supporting disabled students	30%
% of actions from QER completed in year	95%
% of Learning Support adaptations in place as assessed by QER	90%
QER confirms student feedback is timely and constructive	93%
% of students can confidently articulate what they need to do to improve	93%

Progress	Target 25/26
% completion of Student Progress Reviews	98%
16-18 students complete skills analysis by PR1	75%
16-18 students reflect on progress towards non-perishable skills	75%
Students below MTG at SPR2	<5%
Students working at their ATG by SPR3	70%
Students working at their MTG or higher by SPR3	97%
% of assessment tracking records set up	100%
% of assessment tracking profiles are up to date by SPR3	95%

Learning and innovation	Target 25/26
% of RAISE assessment of best practice (visit 1)	30%
% of RAISE assessment of best practice (visit 2)	50%
% of staff completing RAISE feel this process has improved their practice	90%

Enrichment	Target 25/26
% of students to participate in 1 Bradford City of Culture event	95%
Minimum count of new student societies established	5
% of courses have elected and trained representatives	100%
% of UCAS references completed by deadline	100%

Work experience/Work placement	Target 25/26
% of FE students engaged in work experience (or experience of work)	98%
% of students confirm that work experience or placement has supported them to develop new skills and knowledge	90%

Higher education student satisfaction	Target 25/26
% Induction (start) participation	>90%
% Induction rating	92%
% End of Stage programme participation	>90%
% End of Stage programme rating	92%
% agree 'the College has supported me to develop non-perishable skills	87%
% agree that Library resources are accessible	95%
% agree that Library staff support their learning	92%
% of students confirm that the College is an inclusive and positive environment	95%
% student feeling safe in College	97%
% of students that are aware of the support they can receive from Student Services	90%
% of students that find their learning engaging	90%
% of students who confirm their personal tutor has supported them	90%
% of students who confirm that they are treated fairly and respected by staff	95%

National student survey	Target 25/26
% Participation rate for eligible students	87%
% teaching on my course	90%
% Assessment and feedback	90%
% Academic support	90%
% Learning Resources	90%
% Learning Community	90%
% Student voice	90%

Attainment 16-18	Achievement Target 25/26	Retention Target 25/26	Pass Target 25/26
Main qual aim overall achievement			
Overall	91.0	97.0	94.0
Male	91.0	97.0	94.0
Female	91.0	97.0	94.0
BAME	91.0	97.0	94.0
Disability	91.0	97.0	94.0
Students with an Educational and Health Care Plan	91.0	97.0	94.0
Main qualification aim			
Level 1	93.0	97.0	96.0
Level 2	92.0	97.0	95.0
Level 3	89.0	97.0	92.0
English/maths			
GCSE Maths Progress Score	0.30		
GCSE English Progress Score	0.5		

Attainment 19+	Achievement Target 25/26	Retention Target 25/26	Pass Target 25/26
Main qual aim overall achievement			
Overall	90.0	95.0	95.0
Male	90.0	95.0	95.0
Female	90.0	95.0	95.0
BAME	90.0	95.0	95.0
Disability	90.0	95.0	95.0
Main qualification aim			
Level 1	93.0	96.0	97.0
Level 2	90.0	95.0	95.0
Level 3	87.4	95.0	92.0
English/maths			
FS Maths Entry	94.0	97.0	97.0
FS Maths L1	55.0	90.0	62.0
FS English Entry	95.0	97.0	98.0
FS English L1	58.5	90.0	65.0
GCSE Maths (9-4)	45.0		
GCSE English (9-4)	45.0		

Higher education metrics	Target 25/26
Continuation	89%
Completion	85%
Graduation Employment or Further Study	70%
Male continuation on FT Other UG programmes	87%
Male continuation on 1st degrees	88%
Semester 1 1st pass rates	93%
Semester 1 non-submission rates	3%
Semester 2 1st pass rates	95%
Semester 2 non-submission rates	2%
End of Year: Pass rates	96%

Professional and Creative

Head of Department: **Matthew Nowell**

Student voice	Target 25/26
FE/Apps Induction/Middle/End (exit) programme participation %	>90
FE/Apps Induction/Middle/End (exit) programme rating %	Quartile A responses (or 92%)
% Agree 'the college has supported me to develop non-perishable skills'	87%
% agree that Library resources are accessible	95%
% agree that Library staff support their learning	92%
% agree that engagement with employers has developed knowledge and skills	85%
% agree that they know what to do to improve in their studies	90%
% Students feeling safe at college	95%
% agree that they know what action the college has taken as a result of their feedback	95%
% students find their learning engaging	93%
% of students who confirm they regularly meet with their personal tutor	95%
% of students confirm that they are treated fairly and respected by all staff	96%
% of students confirm that the college is an inclusive and positive environment	95%
% of students confirm that they know how to report concerns and/or hate crimes	96%
% of students confirm that they know how to seek support regarding sexual misconduct	90%
% of students know how to access support with their mental health and wellbeing	93%
% of students are aware of support they can receive from student services	90%
% of students and apprentices complete social action activities	75%

Positive and safe behaviours	Target 25/26
% of FE students tutorial: Safeguarding	100%
% of FE students tutorial: EDI	100%
% of FE students tutorial: Prevent & United Values	100%
% decrease in Final Stage Disciplinarys	10%
% of students with a personal tutor recorded on Ontrack	100%

Attendance and engagement	Target 25/26
% Level 1 Study Programme Attendance (exc M&E)	80%
% Level 2 Study Programme Attendance (exc M&E)	85%
% Level 3 Study Programme Attendance (exc M&E)	90%
% Overall Attendance Adult	90%
% of students confirm that their personal tutor has supported them in engaging with their programme	93%
% Overall Punctuality	99%
% GCSE Maths attendance	<5% to Vocational
% GCSE English attendance	<5% to Vocational
% Higher Education Attendance	90%
% Registers not marked on day of learning	<3%

Quality of education reviews	Target 25/26
% of LTA assessed through QER process is Outstanding	50%
% of actions from QER are completed in 6 weeks	75%
% strengths in supporting disabled students	30%
% of actions from QER completed in year	95%
% of Learning Support adaptations in place as assessed by QER	90%
QER confirms student feedback is timely and constructive	93%
% of students can confidently articulate what they need to do to improve	93%

Progress	Target 25/26
% completion of Student Progress Reviews	98%
16-18 students complete skills analysis by PR1	75%
16-18 students reflect on progress towards non-perishable skills	75%
Students below MTG at SPR2	<5%
Students working at their ATG by SPR3	70%
Students working at their MTG or higher by SPR3	97%
% of assessment tracking records set up	100%
% of assessment tracking profiles are up to date by SPR3	95%

Learning and innovation	Target 25/26
% of RAISE assessment of best practice (visit 1)	30 %
% of RAISE assessment of best practice (visit 2)	50 %
% of staff completing RAISE feel this process has improved their practice	90 %

Enrichment	Target 25/26
% of students to participate in 1 Bradford City of Culture event	95 %
Minimum count of new student societies established	5
% of courses have elected and trained representatives	100 %
% of UCAS references completed by deadline	100 %

Higher education student satisfaction	Target 25/26
% Induction (start) participation	>90 %
% Induction rating	92 %
% End of Stage programme participation	>90 %
% End of Stage programme rating	92 %
% agree the College has supported me to develop non-perishable skills	87 %
% agree that Library resources are accessible	95 %
% agree that Library staff support their learning	92 %
% of students confirm that the College is an inclusive and positive environment	95 %
% student feeling safe in College	97 %
% of students that are aware of the support they can receive from Student Services	90 %
% of students that find their learning engaging	90 %
% of students who confirm their personal tutor has supported them	90 %
% of students who confirm that they are treated fairly and respected by staff	95 %

Work experience/Work placement	Target 25/26
% of FE students engaged in work experience (or experience of work)	98 %
% of students confirm that work experience or placement has supported them to develop new skills and knowledge	90 %

Higher education metrics	Target 25/26
Continuation	89 %
Completion	85 %
Graduation Employment or Further Study	70 %
Male continuation on FT Other UG programmes	87 %
Male continuation on 1st degrees	88 %
Semester 1 1st pass rates	93 %
Semester 1 non-submission rates	3 %
Semester 2 1st pass rates	95 %
Semester 2 non-submission rates	2 %
End of Year: Pass rates	96 %

National student survey	Target 25/26
% Participation rate for eligible students	87 %
% teaching on my course	90 %
% Assessment and feedback	90 %
% Academic support	90 %
% Learning Resources	90 %
% Learning Community	90 %
% Student voice	90 %

Attainment 16-18	Achievement Target 25/26	Retention Target 25/26	Pass Target 25/26
Main qual aim overall achievement			
Overall	91.0	97.0	94.0
Male	91.0	97.0	94.0
Female	91.0	97.0	94.0
BAME	91.0	97.0	94.0
Disability	91.0	97.0	94.0
Students with an Educational and Health Care Plan	91.0	97.0	94.0
Main qualification aim			
Level 1	93.0	97.0	96.0
Level 2	92.0	97.0	95.0
Level 3	89.0	97.0	92.0
English/maths			
GCSE Maths Progress Score	0.30		
GCSE English Progress Score	0.5		

Attainment 19+	Achievement Target 25/26	Retention Target 25/26	Pass Target 25/26
Main qual aim overall achievement			
Overall	90.0	95.0	95.0
Male	90.0	95.0	95.0
Female	90.0	95.0	95.0
BAME	90.0	95.0	95.0
Disability	90.0	95.0	95.0
Main qualification aim			
Level 1	93.0	96.0	97.0
Level 2	90.0	95.0	95.0
Level 3	87.4	95.0	92.0
English/maths			
FS Maths Entry	94.0	97.0	97.0
FS Maths L1	55.0	90.0	62.0
FS English Entry	95.0	97.0	98.0
FS English L1	58.5	90.0	65.0
GCSE Maths (9-4)	45.0		
GCSE English (9-4)	45.0		

Progression to Learning and Work

Head of Department: **Quilla van den Heever**

Student voice	Target 25/26
FE/Apps Induction/Middle/End (exit) programme participation %	>90
FE/Apps Induction/Middle/End (exit) programme rating %	Quartile A responses (or 92%)
% Agree 'the college has supported me to develop non-perishable skills'	87%
% agree that Library resources are accessible	95%
% agree that Library staff support their learning	92%
% agree that engagement with employers has developed knowledge and skills	85%
% agree that they know what to do to improve in their studies	90%
% Students feeling safe at college	95%
% agree that they know what action the college has taken as a result of their feedback	95%
% students find their learning engaging	93%
% of students who confirm they regularly meet with their personal tutor	95%
% of students confirm that they are treated fairly and respected by all staff	96%
% of students confirm that the college is an inclusive and positive environment	95%
% of students confirm that they know how to report concerns and/or hate crimes	96%
% of students confirm that they know how to seek support regarding sexual misconduct	90%
% of students know how to access support with their mental health and wellbeing	93%
% of students are aware of support they can receive from student services	90%
% of students and apprentices complete social action activities	75%

Positive and safe behaviours	Target 25/26
% of FE students tutorial: Safeguarding	100%
% of FE students tutorial: EDI	100%
% of FE students tutorial: Prevent & United Values	100%
% decrease in Final Stage Disciplinarys	10%
% of students with a personal tutor recorded on Ontrack	100%

Attendance and engagement	Target 25/26
% Level 1 Study Programme Attendance (exc M&E)	80%
% Level 2 Study Programme Attendance (exc M&E)	85%
% of students confirm that their personal tutor has supported them in engaging with their programme	93%
% Overall Punctuality	99%
% GCSE Maths attendance	<5% to Vocational
% GCSE English attendance	<5% to Vocational
% Higher Education Attendance	90%
% Registers not marked on day of learning	<3%

Quality of education reviews	Target 25/26
% of LTA assessed through QER process is Outstanding	50%
% of LTA assessed through QER process is Outstanding	50%
% of actions from QER are completed in 6 weeks	75%
% strengths in supporting disabled students	30%
% of actions from QER completed in year	95%
% of Learning Support adaptations in place as assessed by QER	90%
QER confirms student feedback is timely and constructive	93%
% of students can confidently articulate what they need to do to improve	93%

Progress	Target 25/26
% completion of Student Progress Reviews	98%
16-18 students complete skills analysis by PR1	75%
16-18 students reflect on progress towards non-perishable skills	75%
Students below MTG at SPR2	<5%
Students working at their ATG by SPR3	70%
Students working at their MTG or higher by SPR3	97%
% of assessment tracking records set up	100%
% of assessment tracking profiles are up to date by SPR3	95%

Learning and innovation	Target 25/26
% of RAISE assessment of best practice (visit 1)	30%
% of RAISE assessment of best practice (visit 2)	50%
% of staff completing RAISE feel this process has improved their practice	90%

Enrichment	Target 25/26
% of students to participate in 1 Bradford City of Culture event	95%
Minimum count of new student societies established	5
% of courses have elected and trained representatives	100%
% of UCAS references completed by deadline	100%

Work experience/Work placement	Target 25/26
% of FE students engaged in work experience (or experience of work)	98%
% of students confirm that work experience or placement has supported them to develop new skills and knowledge	90%

Attainment 16-18	Achievement Target 25/26	Retention Target 25/26	Pass Target 25/26
Main qual aim overall achievement			
Overall	95.0	97.0	98.0
Male	95.0	97.0	98.0
Female	95.0	97.0	98.0
BAME	95.0	97.0	98.0
Disability	95.0	97.0	98.0
Students with an Educational and Health Care Plan	95.0	97.0	98.0
Main qualification aim			
Level 1	95.0	97.0	98.0
Level 2	95.0	97.0	98.0
English/maths			
GCSE Maths Progress Score	0.30		
GCSE English Progress Score	0.5		

Science and Digital

Head of Department: **Gail Holmes**

Student voice	Target 25/26
FE/Apps Induction/Middle/End (exit) programme participation %	>90
FE/Apps Induction/Middle/End (exit) programme rating %	Quartile A responses (or 92%)
% Agree 'the college has supported me to develop non-perishable skills'	87%
% agree that Library resources are accessible	95%
% agree that Library staff support their learning	92%
% agree that engagement with employers has developed knowledge and skills	85%
% agree that they know what to do to improve in their studies	90%
% Students feeling safe at college	95%
% agree that they know what action the college has taken as a result of their feedback	95%
% students find their learning engaging	93%
% of students who confirm they regularly meet with their personal tutor	95%
% of students confirm that they are treated fairly and respected by all staff	96%
% of students confirm that the college is an inclusive and positive environment	95%
% of students confirm that they know how to report concerns and/or hate crimes	96%
% of students confirm that they know how to seek support regarding sexual misconduct	90%
% of students know how to access support with their mental health and wellbeing	93%
% of students are aware of support they can receive from student services	90%
% of students and apprentices complete social action activities	75%

Positive and safe behaviours	Target 25/26
% of FE students tutorial: Safeguarding	100%
% of FE students tutorial: EDI	100%
% of FE students tutorial: Prevent & United Values	100%
% decrease in Final Stage Disciplinarys	10%
% of students with a personal tutor recorded on Ontrack	100%

Attendance and engagement	Target 25/26
% Level 2 Study Programme Attendance (exc M&E)	85%
% Level 3 Study Programme Attendance (exc M&E)	90%
% Overall Attendance Adult	90%
% of students confirm that their personal tutor has supported them in engaging with their programme	93%
% Overall Punctuality	99%
% GCSE Maths attendance	<5% to Vocational
% GCSE English attendance	<5% to Vocational
% Higher Education Attendance	90%
% Registers not marked on day of learning	<3%

Quality of education reviews	Target 25/26
% of LTA assessed through QER process is Outstanding	50%
% of actions from QER are completed in 6 weeks	75%
% strengths in supporting disabled students	30%
% of actions from QER completed in year	95%
% of Learning Support adaptations in place as assessed by QER	90%
QER confirms student feedback is timely and constructive	93%
% of students can confidently articulate what they need to do to improve	93%

Progress	Target 25/26
% completion of Student Progress Reviews	98%
16-18 students complete skills analysis by PR1	75%
16-18 students reflect on progress towards non-perishable skills	75%
Students below MTG at SPR2	<5%
Students working at their ATG by SPR3	70%
Students working at their MTG or higher by SPR3	97%
% of assessment tracking records set up	100%
% of assessment tracking profiles are up to date by SPR3	95%

Learning and innovation	Target 25/26
% of RAISE assessment of best practice (visit 1)	30%
% of RAISE assessment of best practice (visit 2)	50%
% of staff completing RAISE feel this process has improved their practice	90%

Enrichment	Target 25/26
% of students to participate in 1 Bradford City of Culture event	95%
Minimum count of new student societies established	5
% of courses have elected and trained representatives	100%
% of UCAS references completed by deadline	100%

Work experience/Work placement	Target 25/26
% of FE students engaged in work experience (or experience of work)	98%
% of students confirm that work experience or placement has supported them to develop new skills and knowledge	90%

Higher education student satisfaction	Target 25/26
% Induction (start) participation	>90%
% Induction rating	92%
% End of Stage programme participation	>90%
% End of Stage programme rating	92%
% agree 'the College has supported me to develop non-perishable skills	87%
% agree that Library resources are accessible	95%
% agree that Library staff support their learning	92%
% of students confirm that the College is an inclusive and positive environment	95%
% student feeling safe in College	97%
% of students that are aware of the support they can receive from Student Services	90%
% of students that find their learning engaging	90%
% of students who confirm their personal tutor has supported them	90%
% of students who confirm that they are treated fairly and respected by staff	95%

National student survey	Target 25/26
% Participation rate for eligible students	87%
% teaching on my course	90%
% Assessment and feedback	90%
% Academic support	90%
% Learning Resources	90%
% Learning Community	90%
% Student voice	90%

Attainment 16-18	Achievement Target 25/26	Retention Target 25/26	Pass Target 25/26
Main qual aim overall achievement			
Overall	91.0	97.0	94.0
Male	91.0	97.0	94.0
Female	91.0	97.0	94.0
BAME	91.0	97.0	94.0
Disability	91.0	97.0	94.0
Students with an Educational and Health Care Plan	91.0	97.0	94.0
Main qualification aim			
Level 1	93.0	97.0	96.0
Level 2	92.0	97.0	95.0
Level 3	89.0	97.0	92.0
English/maths			
GCSE Maths Progress Score	0.30		
GCSE English Progress Score	0.5		

Attainment 19+	Achievement Target 25/26	Retention Target 25/26	Pass Target 25/26
Main qual aim overall achievement			
Overall	90.0	95.0	95.0
Male	90.0	95.0	95.0
Female	90.0	95.0	95.0
BAME	90.0	95.0	95.0
Disability	90.0	95.0	95.0
Main qualification aim			
Level 1	93.0	96.0	97.0
Level 2	90.0	95.0	95.0
Level 3	87.4	95.0	92.0
English/maths			
FS Maths Entry	94.0	97.0	97.0
FS Maths L1	55.0	90.0	62.0
FS English Entry	95.0	97.0	98.0
FS English L1	58.5	90.0	65.0
GCSE Maths (9-4)	45.0		
GCSE English (9-4)	45.0		

Higher education metrics	Target 25/26
Continuation	89%
Completion	85%
Graduation Employment or Further Study	70%
Male continuation on FT Other UG programmes	87%
Male continuation on 1st degrees	88%
Semester 1 1st pass rates	93%
Semester 1 non-submission rates	3%
Semester 2 1st pass rates	95%
Semester 2 non-submission rates	2%
End of Year: Pass rates	96%

7:

Service Area KPIs



Trustworthiness Inclusivity Excellence

Catering Services

Head of Department: **David McCann**

No.	Performance Area	Performance Measure	Assurance Source
1	Finance: Working towards a positive financial contribution (Sustainable College SO5)	2% improvement in contribution. Minimise the cost of the service to the college	
2	Customer satisfaction: (Positive feedback) QR Code "What was great about your experience". Any complaints to be actioned with a response to the students within 3 days. (Student Experience SO3)	95% Customer Satisfaction on Surveys and Feedback for the catering service	
3	Inclusivity & Student Experience: Ability to meet the varied dietary requirements of our students and staff (Inclusive college SO1) & (Student Experience SO3)	95% Customer Satisfaction on Surveys and Feedback for the catering service	
4	Catering Service Knowledge and Skills: All staff fully trained to Level 2 Food Hygiene & L2 Allergen Awareness via Kallidus (Employer of Choice SO4)	Certificates displayed in kitchens and in staff training file	
5	Food Safety/Health and Safety: Adherence to all Health and Safety standards. All kitchen control documentation to be recorded and held for audit. Staff appearance PPE uniforms and ID to be displayed at all times (SO3 & SO4)	Monthly Health and Safety Compliance audits KPI be to achieve an Audit Grade of 90% each year, and maintain the Food Hygiene grade at 5 across all centers	
6	Finance, Gross Profit: of all menu items measured and recorded with a weekly wastage target and production planning for peak periods to reduce non pay costs (Sustainable College SO5)	Retail Wastage target of 2.5% to be recorded daily and measured for each week	
7	Sustainability: Improved sustainability of the college catering service (Sustainable College SO5)	25% Reduction in the use of single use disposables, 10% reduction in Energy and Water Use.	

Data, Funding and Exams

Head of Department: **Safraz Mayat**

No.	Performance Area	Performance Measure	Assurance Source
1	Management of DFE	Ensure HOD's receive improved service from DFE	90 % satisfaction in survey
		To provide a quick access reference point for MIS staff.	90 % satisfaction in survey
2	Registration and Exam Entries	100% of external deadlines will be met where submission entries are received by DFE within 7 working days of Awarding Organisation deadline	Late Fees and Audit against Deadlines
		Ensure all access arrangements are registered by awarding body deadlines.	Termly Audit/Reporting
3	Management of Exams Process	Deliver a rigorous quality assurance process that ensures exams are delivered in accordance with the JCQ requirements.	Inspection report from JCQ and Awarding Bodies with no major actions. Audit of checklist.
		Ensure no mal administration takes place.	Annual Audit/Reporting
		Ensure all outcomes are recorded for the 25/26 academic year before 1st October 2026	Annual Audit/Reporting
4	Statutory Returns	Statutory FE and HE returns are submitted in a timely manner 100 % of the time	OFS/ESFA Portals
		Funding Reports for the Management Accounts are provided on the 1st working day of each month,(commencing R03) with an error rate no greater than 4 %	ILR/Funding Reports
		An ILR is produced, error reports issued and ProAchieve updated weekly from R03	ILR / ProAchieve Reports
5	Audit	Conduct 5 Internal Audits per Academic Year. (Minimum sample size of 10)	DFE Audit Reports submitted to SLT
		A strong or substantial External Financial Audit with no more than 1 % clawback of Total Income	External Financial Audit
		Respond to External audit queries within 2 working days	External Financial Audit
6	Data Quality	PDSAT/ FRM Reports Run and Issued monthly, commencing R03 ensuring queries remain below 3 %	PDSAT/FRM Reports
		Issue Apprenticeship period end reports within 3 days of availability on ESFA Portal	ILR Reports

Disability Services

Head of Department: **Leanne Roberts**

No.	Performance Area		Performance Measure 2023-24
1	Compliance	Legal requirement that the college meets the needs of students	100 % of students are supported in line with the provision outlined on their EHCP
		Legal requirement that all students with EHCPs must have at least one annual review	100 % of Education Health and Care (EHC) Plans are reviewed within their stated review date
2	Excellent Support	Every student who requires Exam Access Arrangements across the academic year will receive them	
		Students feel they have a great service from the department	Student feedback confirms that overall satisfaction with support provided averages above 90 % across all areas in both cohorts of students with and without EHCPs
		Other departments feel that Disability Services offers an outstanding service to their staff and students	
		Students know who their contact is within the department	>95 % disabled students know who their designated contact in Learning Support is and feel they are well supported by them
		Curriculum staff (teaching and support) know who their Disability Services main contact is	
		The department works with parents to co-produce the support their child receives and enhance the student experience at College	Feedback from parent / carer consultation is at least 80 % positive
		Students receive support as soon as possible	Access and Inclusion Advisors spend at least 20 % of their time advising or training teaching staff on how to support disabled students
		Support resources are made available to teaching staff so that more support is built-in, not bolt-on	
Support resources are made available to teaching staff so that more support is built-in, not bolt-on			

Performance Measure 2025-26	Assurance Source
100% of students are supported in line with the provision outlined on their EHCP	Provision map sample, support logs, drop-ins, HN caseload reviews with Advisors
100% of Education Health and Care Plans (EHCPs) are reviewed for returning students within the stated review date and for new students within 6 months of enrolment.	Departmental Records - showing number of EHCPs past review date
All eligible students who share that they need EAA before 30th September deadline will receive them for the November GCSE resits	Exam entries, departmental records
Student feedback confirms that overall satisfaction with support provided by Disability Services averages above 90% (both students with SEND and those with EHCPs)	Bespoke Surveys/Student Feedback/Focus Groups
Overall satisfaction scores from staff survey are over 90%	Staff survey to be conducted annually
>97% disabled students know who is their designated contact in Disability Services	Student voice activity
90% staff agreement that they know who to contact re disability matters	Staff survey to be conducted annually
Feedback from parent / carer consultation (High Needs students) is at least 88% positive	Parent / carer consultation survey
A member of Disability Services staff will contact every student referred via the application process within two weeks. (No of referrals? No of students at induction/ need something for rest of year)	Report from MS Forms, cross referenced with EBS
75% of teaching staff have accessed the SEND Toolkit by the end of the academic year.	Report from Page Tiger
Classroom visit data in the 'Support' section is RAG rated by Disability Services and Quality as Green 50% of the time.	QER reports

Facilities Management

Head of Department: **Sean Barker**

No.	Performance Area	Performance Measure	Assurance Source	Notes / Strategic Objective														
1	Reactive Maintenance	Jobs logged No. Completed within SLA %... (5 % Tolerance)	Every Compliance Report undertaken monthly	Explore reporting parameters on Every System to provide specific data required. SO1, SO2														
		All logged reactive maintenance to be completed within reaction times below and updates provided to HODs on a monthly basis through electronic data and attendance at HODs meetings. (Target 95% completion rate.)	<table border="1"> <thead> <tr> <th>Review</th> <th>Complete</th> </tr> </thead> <tbody> <tr> <td>P1 - 1 hour</td> <td>4 hours</td> </tr> <tr> <td>P2 - 4 hours</td> <td>1 day</td> </tr> <tr> <td>P3 - 2 days</td> <td>5 days</td> </tr> <tr> <td>P4 - 1 week</td> <td>2 weeks</td> </tr> <tr> <td>P5 - 1 week</td> <td>1 month</td> </tr> <tr> <td>PQ - 1 week</td> <td>1 month</td> </tr> </tbody> </table>	Review	Complete	P1 - 1 hour	4 hours	P2 - 4 hours	1 day	P3 - 2 days	5 days	P4 - 1 week	2 weeks	P5 - 1 week	1 month	PQ - 1 week	1 month	Monitored through CBRE/ Weekly meetings and joint attendance at HODs meetings with Estates and CBRE Add CBRE attendance to HODS breakfast meeting on a monthly basis. Diarise Building drop in sessions. RAG -95 G, 90 A, Below 90 R. SO1,SO3
Review	Complete																	
P1 - 1 hour	4 hours																	
P2 - 4 hours	1 day																	
P3 - 2 days	5 days																	
P4 - 1 week	2 weeks																	
P5 - 1 week	1 month																	
PQ - 1 week	1 month																	
2	Porterage	Jobs logged No. Completed within SLA %... (5 % Tolerance)	Every Compliance Report undertaken monthly	As above. SO1, SO3														
		All logged porterage jobs to be completed within requested timescales with 24 hour notice period. Updates provided to HODs on a monthly basis through electronic data and attendance at HODs meetings. (Target 95% completion rate.)	Monitored through CBRE/ Weekly meetings and joint attendance at HODs meetings with Estates and CBRE	CBRE to attend planned meetings above. RAG rated as above. SO1,SO3														
3	Hard FM Web Quoted Works	Works ordered over £10,000 No. Completed within 60 days % ... (£5% Tolerance)	System generated reports in conjunction with CBRE monthly meetings reported quarterly to College	Ensure investigations and works across the estate improve the teaching and learning environment SO1, SO3, SO5														

No.	Performance Area	Performance Measure	Assurance Source	Notes / Strategic Objective
4	Engineering and Compliance	All statutory compliance measures to be 100% complete within 10 days and supporting documentation available for inspection. (Target 95% completion rate.)	System generated reports in conjunction with CBRE/ Pre-preventive maintenance schedules, weekly and month meetings reported quarterly to College	Ensure a safe secure fit for purpose environment for teaching and learning across the estate. RAG -95 G, 90 A, Below 90 R. S01, S03, S05
5	Cleaning	Provision to be delivered to contractual agreement ensuring a clean and safe environment for students staff and visitors.	Weekly and monthly audits across the estate with CBRE, SBFM and Estates. Reported quarterly to College.	Soft Fm advisor to conduct regular audits
6	College Security	To patrol main entrances, carparks and external areas to ensure a safe secure environment, with 3 staggered patrols per hour across the Estate.	Logs to be reviewed and analysed to ensure compliance and to challenge trends identified through MyTag	S03
		All incidents to be addressed immediately and incident reports logged within 24 hours	Logs to be reviewed and analysed to ensure compliance and to challenge trends identified	S03
7	Facilities Management	7% Reduction of energy usage	Meter readings	S03
		Fm procurement completed by Oct 31st 2025	Contract / in house signed off in line with procurement regulations	

Finance and Procurement

Head of Department: **Peter Darwen**

No.	Performance Area	Performance Measure	Assurance Source
1	EDI & Procurement	100% of new suppliers or contractors sign a statement to confirm that they follow EDI principles in their business activities.	Procurement Reports
		Costs savings of £150k from improved procurement	System Generated / Reports
		Costs avoidance of £150k from improved procurement	System Generated / Reports
		A request for 4 quotes for goods/ services to be completed within 5 working days.	
		Ensure all new HoDs have been trained and set up on Eproc, and are familiar with College procurement regs within 7 working days of joining the College.	
2	Accounts Payables	>95% of supplier payments made within 30 days	System Generated / Reports
		100% of all purchases matched to purchase orders	System Generated / Reports
3	Accounts Receivable	Sales invoices raised within 3 working days of request	
		Monthly reporting of 'at risk' fees to HOD's split by FE and HE by WD7	System Generated / Reports
		Monthly consolidated Debtors report/MI pack to be produced by 5th working day after each month end.	System Generated / Reports
		Education Contracts billings – no invoices to be outstanding > 60 days. Measured monthly.	System Generated / Reports
4	Management Accounts	Accurate Management Accounts provided to EXEC & SLT WD 10 & Governors, ESFA and Bank WD15 for 10 of the 10 months supplied.	System Generated / Reports
		PR & BP templates sent to HoDs <= 10 WD before the relevant meeting 100% of the time, with all formulae checked and linked correctly.	System Generated / Reports
		Accurate Management accounts provided to HoDs by WD7 for 10 out of the 10 months supplied	System Generated / Reports
		100% of staff business cases actioned within 3 working days.	System Generated / Reports
		Quarterly staff surveys to HoDs across key functional areas of Finance and Procurement - Business Partner Support, Payroll, Procurement, Accounts Payable, Accounts Receivable. Target 90% satisfaction rate.	System Generated / Reports

No.	Performance Area	Performance Measure	Assurance Source
5	Financial Accounts	Queries from external auditors to be responded with 3 working days	
		Audited Financial Statements & Finance Record completed for F&GP in December and submitted to ESFA by deadline of 31 December	Confirmation email from ESFA of timely receipt
		VAT return submitted and payment made within 1 month and 7 days of the VAT quarter end	
		CFFR updated by WD7 of every month	
		Submission of CFFR to ESFA BY 31st July	Confirmation email from ESFA of timely receipt
6	Payroll	Ensure the monthly payroll is completed and final files are produced at least 4 days prior to pay day in order for the necessary approval and BACS submissions to be completed in a timely manner	System Generated / Reports
		Achieve an accuracy level of 99.5% per monthly payroll	System Generated / Reports
		Respond to all payroll and pension queries within 2 working days	System Generated / Reports
		Complete all statutory payroll and pension returns within the given deadlines - Teachers' Pension Scheme (15th), WYPF (19th) and Payroll (26th)	System Generated / Reports

Health and Safety

Head of Department: **Daniel Mullan**

No.	Performance Area	Performance Measure	Assurance Source
1	Accidents	100 % of all known non-notifiable and notifiable (RIDDOR) accidents/incidents recorded and investigated within 24 hours of initial notification.	Report logs
		Corrective action plans to resolve further reoccurrence shared with HoD responsible for area within 72 hours	Email logs
		100 % of RIDDOR accidents will be reported to HSE within 7 working days by the Health and Safety Team.	Report logs
		SLT member will be notified within 24 hours of any RiDDOR Reportable accident.	Email logs
		100 % of corrective measures implemented from submitted Near Miss reports	Report logs
		100 % of all known incidents recorded and presented through the Health and Safety Intranet page.	Intranet
2	Assessments, Audits and Inspections	100 % completion of annual Fire Risk Assessments (FRA) for all college buildings	Report logs
		100 % of termly fire evacuations per building each year are undertaken.	Report logs
		100 % of FRA Control Measures completed within agreed time scales	Action logs
		Ensure the Lockdown procedure is completed and up-to-date to include specific roles and control measures	Procedures
		Complete annual Lockdown drill	Report logs
		Ensure 100 % of Staff have Completed the Lockdown training	CPD logs
		100 % of departments have suitable and sufficient Risk Assessments completed for their activities.	Report logs
		100 % of quarterly audits of high/medium risk areas.	Report logs
		100 % of Low risk areas are to have quarterly 'walk rounds'.	Report logs
		100 % six monthly HACCP Audits of college catering facilities with the HoD of Catering	Audit Reports
100 % of Student and Staff Personal Evacuation Plans are audited and tested.	Audit Reports		

No.	Performance Area	Performance Measure	Assurance Source
3	Work Placements	100% of Health and Safety Questionnaires have been completed and returned.	Report logs
4	DSE Assessments	Complete 100% of DSE Assessments within 10 days of receipt. Receive 90% satisfaction rates following DSE Assessments using the departmental feedback form.	Report logs Survey Results
5	Accreditation	RoSPA accreditation retained	Award Accreditation
6	Trips and Visits; Professional Health and Safety Advice	Ensure 100% of all trips and visit Risk Assessments are reviewed and qualified advice given within 5 days of submission.	Report logs
Ensure 100% of all those completing Risk Assessments have suitable training and Risk Assessments are submitted by all departments.		CPD logs	
Work with the Estates department to ensure all pest control actions are completed within a timely manner		Report logs	
7	Statutory Inspections	Ensure 100% of all statutory inspections (i.e. LEV, Fire Alarm, LoLER etc) are completed in line with current regulations.	Audit logs
8	Communications	90% staff and students are asked if they have read and understood the college Fire Safety Procedures and Accident Procedures.	Staff & Student Surveys

Human Resources

Head of Department: **Rosina Qureshi**

No.	Performance Area	Performance Measure	Assurance Source
1	Absence Management	<20% of total sickness days lost due to work related stress (specifically in Adult Skills, Construction & Science & Digital)	HRIS reporting & Quarterly Report
		100% Return to Work Interviews conducted once absence is closed.	HRIS & Case trackers
2	Turnover	Number of resignations within probation period < 10%	HRIS reporting % Quarterly report
		% Number of leavers YTD to be below 15%	HRIS reporting & Quarterly report
		% leavers questionnaires/interviews completed >60% (excluding casual and fixed term employees)	Questionnaire return rate
3	EDI data and representation	Reduce Not Stated stats by 5% for each characteristic	PowerBi Report
		Number of staff survey respondents to declare all characteristics >80%	PowerBi Report
4	Case Management/ Advice	100% Disciplinary cases to be managed in line with the Disciplinary Procedures.	Case trackers and Quarterly report
		100% Grievance cases to be managed in line with the Grievance Procedures.	Case trackers and Quarterly report
		100% Performance cases to be managed in line with Performance management Procedures.	Case trackers and Quarterly report
5	Shared Services (Inc DBS checks)	100% DBS rechecks initiated at least 3 months prior to 3 year expiry date	SCR
		<25 working days for completion of safer recruitment checks	Onboarding Tracker
		100% Compliance on SCR and background checks	SCR
		100% Compliance on SCR - Agency staff	SCR
		1st response from query into HR inbox within 3 working days	HRSS Inbox & Admin workload tracker
6	Employee Voice	Maintain engagement score >90%	Survey return analysis
		Conduct 2 focus groups with demographics with lowest agreement rates	Survey results analysis

No.	Performance Area	Performance Measure	Assurance Source
7	Recruitment & Selection	First Sift of redacted CVs sent to hiring manager within 5 working days of advert closing.	Recruitment Tracker
		3% to be apprentices (inc newly appointed apprentices and existing staff completing apprenticeships)	Number of Apprentices in organisational headcount.
		100% recruitment panels to include an inclusive recruitment champion (once training has taken place)	Recruitment Tracker
		Increase BAME representation in management roles by 5% (approx 7 staff)	EPG/EDI Dashboard
		90% of vacancies filled (verbal offer made) within 64 days from receipt of signed off business case.	Quarterly Report/ATS against 64 working day target
8	Learning & Development	100% new starters to have been invited to all 4 modules of College wide Induction within the first 4 months of employment.	LMS Data
		100% of new starters offered a selection of mandatory training modules tailored to their individual needs	LMS Data
		25% of staff body to be trained in Adult and/or Youth Mental Health First Aid	LMS Data
		100% of new managers to be offered the management essentials training as part of induction programme	LMS Data
		The college's wellbeing programmes and resources are effective in supporting my health and wellbeing - Increase agreement score by 3% on staff survey	Staff Survey return analysis

IT and Audio Visual

Head of Department: **Matthew Day**

No.	Performance Area	Performance Measure	Assurance Source
1	Infrastructure	Server Platform uptime of 99 %	Server Logs
		Wi-Fi and switching service uptime of 95 %	Switch Logs
		100 % of servers are in warranty	Asset Register
		Two Internet connections are available for use 95 % of the time	Router Logs
		College Infrastructure assessed against minimum standards for Wi-Fi, cabling, switching and servers: All new infrastructure meets standards, actions agreed for existing infrastructure	Documentation
		Critical Security Patches applied within 14 days 95 % of the time	Patching Logs
2	Customer Service	Devices are allocated based on utilisation	Keyserve Asset Tracking Software
		Fault Response and Service requests responded to, and priority assigned, within 24 hours	myIT reports
		Customers satisfied 85 % of the time	Staff Survey
		87 % of staff believe the Digital Estate enhances their college experience	Staff Survey
		87 % of learners believe the Digital Estate enhances the college experience	Student Survey
		Loan Equipment is returned by agreed timescales 90 % of the time	Laptop Loan Tracker
		Capital works programme for 2025-26 is delivered in agreed timescales	Project Management
3	Security	Firewall up to date and available 95 % of the time	Firewall Logs
		100 % of staff trained at induction on Cyber Security	Induction Record. Training Logs
		100 % of IT staff taken Information Security Training	Training Logs
		Maintain Cyber Essentials Plus	Accreditation
		Multifactor Authentication implemented for all externally facing staff systems	IT Logs

No.	Performance Area	Performance Measure	Assurance Source
4	Governance	Commission third party penetration test and address issues identified	Jisc Report
		Risk Registers updated as new risks identified	Risk Registers
		Backup and Disaster Recovery tests successful 95 % of the time	Restore Logs
		80% of documentation is in date and has agreed sign off	Documentation
		Technical specification document created for staff & student devices	Documentation

Learning and Innovation

Head of Department: **Tim Lupton**

No.	Performance Area	Performance Measure	Assurance Source
1	Learning and Sustainability	To ensure staff receives a bespoke personalised CPD plan, 95 % of teaching staff completing RAISE will perceive the process has improved their practice and improved learner outcomes.	Staff feedback after completing the RAISE programme
		Within 2 weeks of joining Bradford College, a bespoke 'Teacher Training Pathway' will be offered to 100% of unqualified teaching staff, increasing consistency of learning and teaching.	Mentoring logs and innovator activity log
		By the end of the 25/26 academic year, 92 % of teaching staff will demonstrate measurable progress in their personalised RAISE targets, demonstrating implementation of innovative classroom practice.	RAISE data analysis
		Within two weeks of a QER, 100 % of management teams will be offered tailored support for their Learning, Teaching, and Assessment (LTA) actions, facilitating swift and targeted intervention.	Quality of Education Reviews and Innovator Activity Logs
		By the end of the 25/26 academic year, the Digital Experience and Design Lead will develop and implement 25 immersive cross-college experiences, promoting further engagement amongst stakeholders.	DEDL activity logs, QER feedback
		Planning to meet all learner's needs has been identified as an area to improve in QER's, an inclusive curriculum toolkit and training session will be offered to 100% of curriculum departments to ensure that all learners "belong" at Bradford College, creating a culturally responsive curriculum.	Planning for inclusion checked in the QER and during RAISE visits
		To support learners in improving their digital and non-perishable skills the skills Hub will be staffed and a menu of sessions offered to support learners and staff with their areas for development at the point of need.	Skills Hub activity log and Navigate skills scan
		To create a toolkit and training for Education for Sustainable Development. The toolkit and training will be available to 100% of curriculum departments by 25/26 to enable them to embed sustainability knowledge, skills and pedagogies into teaching.	QER feedback

No.	Performance Area	Performance Measure	Assurance Source
2	Library Team	The librarians will meet every HoS and CAM at the beginning of the academic year to review the previous year and develop a plan of action for the current year. This will ensure we deliver a student-focused library service that meets the diverse needs of all library users and positively enriches the student experience.	Agreed plan of action for library services from every department in college.
		The librarians will be invited to 100 % of HE course committees and 100 % of induction at L4 to all HE courses. This will ensure that all students are aware of library services and have opportunities for their voice to be heard.	Statistics on course committees and induction.
		The librarians will ensure that FE students are aware of relevant library resources, by offering all full-time FE classes an induction either in person or online.	Library data from attendance and edpuzzle completion
		The library team will ensure that students are aware of library resources in order to support their learning. The aim is for 95 % of students to agree they "know how to access the Library Resources (books, ebooks, online resources, laptops, and study spaces etc)"	SES End of Stage survey
		The library team will audit all HE reading lists (apart from Leeds Trinity) and report back to the HoS. This is to support teaching staff in creating diverse and inclusive reading lists for their students .	Audit data
		The LAPCs will provide academic and digital support to learners across all FE and HE sites via drop-ins and 1-2-1 or small group appointments, to build learners' confidence in their academic and non-perishable skills.	Usage data, feedback and SeS results.
3	Client Satisfaction	95 % of staff who completed the feedback are satisfied with the service the Learning Innovation and Development department, resulting in a culture of coaching and support where staff feel they have been given the skills and techniques to deliver an outstanding staff and student experience.	Client satisfaction surveys via MS forms to management teams

Project Management

Head of Department: **Pam Sheldon**

No.	Performance Area	Performance Measure	Assurance Source
1	Bidding / Income Generation	Find 40 eligible funding opportunities that support the college strategic objectives.	Report Logs
		Identify external funding opportunities for 80% of curriculum HoDs	Performance Reviews
		Submit funding bids/grants to value of £750k for opportunities to enhance the college estates or activities.	Performance Reviews
		Achieve a successful conversion rate for Capital bids of 60%	Performance Reviews
		Achieve a successful conversion rate for Revenue bids of 65%	Performance Reviews
2	Projects	To Support 4 internal Projects aligned to the Strategic Plan.	Performance Reviews
		Projects to have an approved Project Initiation Document within 3 weeks of Project Initiation.	Performance Reviews
		Completion of major estates capital project inline with Funding Agreement, and agreed budget and timeline.	Performance Reviews
3	General	Embed social value in all substantial external tenders, to maximise impact and outcomes for staff and learners to the value of £50k	Performance Reviews
		To improve project communications/awareness with 20 positive PR articles and 1 x all college event.	Performance Reviews

Quality

Head of Department: **Jenny Dorree**

No.	Performance Area	Performance Measure	Assurance Source
1	QER	To quality assure the quality of education on FE study programmes, in line with Bradford College's strategic objectives and benchmarks for success and Ofsted's framework for FE, identifying risk and reporting accordingly. 100% of departments to be sampled over the academic year.	QER review reports and data provided to departments. Evidenced on all dept QIPs and Quality QIP for themes. QER captures outstanding practice.
		To quality assure the quality of education on HE programmes, in line with Bradford College's strategic objectives and benchmarks for success and The Office for Students conditions, identifying risk and reporting accordingly. 100% of departments to be sampled over the academic year.	QER review reports and data provided to departments. Evidenced on all dept QIPs and Quality QIP for themes.
		To quality assure the quality of education on apprenticeships, in line with Bradford College's strategic objectives and benchmarks for success, the Apprenticeship Accountability Framework and Ofsted requirements identifying risk and reporting accordingly. 75% of subject sectors offered in apprenticeships to be sampled over the academic year.	QER review reports and data provided to departments. Evidenced on all dept QIPs and Quality QIP for themes. QER captures outstanding practice
		100% of curriculum areas are quality assured to identify the percentage of learner support agreement and EHCPs being adhered too, within visited lessons.	QER Data
		100% of curriculum areas are quality assured to identify the use of ILT (High Quality Digital Teaching and Learning) as a strength by programme.	QER Data
		100% of curriculum areas are quality assured to identify the use of cultural responsivity as a strength by programme and include cultural responsivity measures in student voice.	QER Data and Student Voice
2	Quality Assurance Functions	All FE new course approval panels arranged within 15 working days of receiving correctly completed approval forms.	FE New course Approval tracking
		100% compliance with Quality policies and procedures.	Complaints adherence, appeals tracker, attendance policy tracker.

Quality

No.	Performance Area	Performance Measure	Assurance Source
2	Quality Assurance Functions	100 % External Examiner reports responded to within 3 weeks of receipt	External Examiner tracker
		100 % actions arising from external verification addressed within 3 weeks	External Verification tracker
		100 % timely completion of all awarding organisation requirements/deadlines	FE Quality Tracker and AB reports
		100 % of HE Module/Unit Assessment Boards completed and confirmed in EBS in accordance with the published exam board calendar and regulations.	PowerBI reporting
		The Administration, Monitoring and Quality assurance of Student Progress Reviews	Communications and support evidenced on sharepoint and completion rate increase
		Administration of 100 % of centrally approved college surveys, FE Start, mid, end, NSS. Apprenticeship exit surveys, Adult short course start and end surveys.	QDP analysis publication and learner focus group reports
		You said We did' materials disseminated within 4 weeks of survey data download	YSWD Logging
		To create and disseminate an approved course file system and check to ensure all departments are compliant	Course Files withing MS Teams
		100 % of complaints administered and monitored to remain in line with the college's complaints policy	Complaint Log
3	Documentation	The providing of high quality training, advice and guidance associated with regulatory processes: 100 % of staff have the opportunity to participate in regulatory training	Curriculum feedback following sessions, My Learning Profiles
		100 % of procedures are in date	Procedure Log
		Administration and Support of HE Curriculum validation/periodic review	HE Product Portfolio and timely validation. Measured through service satisfaction

Reporting and System Services

Head of Department: **Joanne Lilley**

No.	Performance Area	Performance Measure	Assurance Source
1	Reporting Services	100% of reports prescribed on the Reporting Infrastructure for 25/26 are delivered on time and signed off by the sponsor. New report requests and substantial ad-hoc requests will be added to the backlog, to either be considered for action through re-prioritisation, or actioned if all agreed work has been completed.	Monitoring of Report Delivery Schedule.
		100% of designated PR reports plus reports prescribed on the Reporting Infrastructure for 25/26 will be included in a new Report Catalogue.	Catalogue created and published.
		100% of reports listed in the Report Catalogue are reviewed according to their maintenance schedule to ensure that they remain an accurate sources of data.	Monitoring of maintenance schedule.
		Integration of Curriculum forecast tools into EBS system to ensure efficient business planning cycle in place by November 2025.	Data flows from EBS into CP tool, and agreed plan back into EBS.
		100% of business critical integrations to be included in a new Core Integrations Catalogue.	Catalogue created and published.
		95% of system integration testing and validation checks completed successfully according to the schedule in the Core Integrations Catalogue to give assurance that system integration is robust.	% completed checks reported at PR.
2	System Services	95% of system KPI checks completed successfully according to the schedule in the System KPI Schedule to give assurance that system infrastructures are being effectively maintained.	% completed checks reported at PR.
		100% of EBS upgrades applied within 10 weeks to ensure all statutory changes are incorporated into EBS and functionality improved.	Time elapsed between release and upgrade.
		100% of EBS upgrades are subject to a minimum test period of 4 working days between the upgrades of EBS Test and EBS Live. Testers must include at least one representative from each of Student Recruitment and Data, Funding and Exams.	Time elapsed between Test upgrade and Live upgrade.
		Through a business partnering model, ensure all HoDs meet with a team member three times a year to deliver customer satisfaction of 90%.	Annual HoD survey.

Student Recruitment

Head of Department: **Anita Ladva-Cheung**

No.	Performance Area	Performance Measure	Assurance Source
1	Whole team	Achieve budget for all new business segments	PR1 Enrolment data (at day 0 for study programme) for each budget line.
	Enrolment starts 2025	FE Study Programmes 16-18	2670 new business only
		HE	261 new business only
		Adult Skills (Total income)	£7.525M
		Advance Learner Loans	198 starts
		Free Course for Jobs	£329,000* (WYCA Allocation is £410k) TO be confirmed by AP
		Tailored Learning	£976,307
		Vocational 19+	566 starts
	Applications for Sept 26 starts	FE Study Programmes 16-18	3176 - Day 1 new business only
		T Levels	250 - Day 1 new business only
		HE	900 in total new business subject to new products confirmed with enough lead time
	WYCA Allocation	Adult Skills (Total income)	4250
		Advance Learner Loans	250
		Free Course for Jobs	810
		Tailored Learning	1750
		Bootcamps / Swaps	200
		Vocational 19+	Only Available from Q3 following BP

No.	Performance Area	Performance Measure	Assurance Source
2	Reputation	Sentiment to be above 80% to drive impactful press coverage to drive positive brand positioning that will impact on recruitment.	Media monitoring. Benchmark AVE value and social media channels will have a performance dashboard to review at each PR
		Research with stakeholders pre and post academic Brand perception survey	Q1 & Q4
3	Events	90% positive feedback at all key recruitment events.	Post event surveys
		Conversion rate of 60% from bookings to attendance	Booking data
		Sentiment at corporate events to be above 90%	Post event surveys
4	Digital	Generate 250k new website users	223/24- 295k New users 285k
		Average session length : raise this to 2 mins	Currently we are at 1m 32secs benchmarking in HE 2 minutes and 13 seconds
		Generate Total Page Views: 1.6million	Total Page views: 1.5million
		How many times the apply button has clicked through	establish benchmarking this year
		Increase Social Media engagement by a further 5%	
5	Outreach	Deliver at least 3 interactions such as assemblies, careers fairs, application workshops at each secondary school in the Bradford District	Year on Year comparison at PRs. Development and monitoring of an outreach strategy. Vector market share analysis post Nov 2025 add a schools report at each PR to SLT about schools activity - what is still red
		Increase Greenpower Schools participation to 10 secondary schools and 4 primary schools	PR reporting
		Deliver a minimum of 12 community events resulting in 750 enquiries	CRM data
		Deliver at least 1 progression activity per HE area with relevant HE course offer	PR reporting

No.	Performance Area	Performance Measure	Assurance Source
6	Marketing	Increase direct entry at Level 3 by 7 %.	a full list of courses will be added to sheet 2 of this document and last year's numbers
		1.5% Increase in overall Market share.	Vector Data
		Deliver a 5% increase in Females applying to STEM subjects	PR 2 onwards reporting - Baseline will be set once current year enrolment (only applications) complete -October half term.
7	Admissions	Improve attendance at MTT events to 65%	PR reporting
		Deliver above 95% data compliance	Audit
8	Customer Services	Email Enquiries : all response within 48 hours (Working)	PR reporting
		Live chat : 95% of chats answered	Live chat logs

Student Services

Head of Department: **Nick Scaife**

No.	Performance Area	Performance Measure	Assurance Source
1	Student Services	100% of students identified at risk of becoming NEET receive a 1:1 Personal Guidance Meeting within 7 working days to support retention and progression (G8 and G3)	Navigate
		100% of curriculum areas to complete a quarterly compass tool assessment to assess and monitor our progress against Gatsby Benchmarks (All Benchmarks)	Compass Online Assessment Dashboard
		Following SPR3, 100% of students identified as at risk of not progressing will be offered a personal guidance meeting by the end of May 2026 to support positive progression (G7)	Navigate
		100% of completed UCAS applications with predicted grades and completed reference will be reviewed and submitted to UCAS within 10 working days (G3)	UCAS Dashboard
		100% of HE applicants holding no offers for HE study, will be offered a 1:1 Personal Guidance Meeting within 10 working days to support positive progression	Navigate
		85% of HE applicants progress onto HE destinations with the remaining 15% offered 1:1 personal guidance to support positive progression and will also be referred to additional support services if appropriate	UCAS Dashboard
		Implement a college-wide collaborative plan to ensure 100% of eligible L3 students visit at least 1 HE institution to support progression (G7)	Navigate
		Of those students who complete a post-guidance evaluation, 90% rate the careers service as good or above (G8)	Navigate
		95% of L2 students will complete meaningful work experience placement or experience of work including 2 meaningful encounters with an employer	Navigate
		95% of L3 students will complete meaningful and relevant work experience	Navigate
		Of those clients who complete their post-work experience evaluation, 95% will rate their experience as good or above to quality assure the service	Navigate
		Of those students who complete their post-work experience evaluation, 95% will rate their experience as good or above to quality assure the service	Navigate

No.	Performance Area	Performance Measure	Assurance Source
2	Personal Development & Enrichment	94% of Students who participate in Personal Development or enrichment activities, agree that they have learnt something new	Navigate
		92% of students rate their experience of the Personal Development programme as good or above	Navigate
		To create and facilitate one social action project for each curriculum area promoting a sustainable culture	Navigate
		75% of 16-18 students actively participating in more than one activity offered by the Personal Development and Enrichment Team	Navigate
		92% of 16-18 students are aware of the Personal Development and Enrichment programme across all campuses, which includes EDI, sustainability, and social responsibility themes	Post Induction Survey
3	Student Voice	100% of FE and HE students representatives receive their training by October half-term	Navigate
		90% of students agree they know who their student representative is	Mid-Year Survey
		94% of students agree with 'My views are taken into account'	End of Year Survey
		80% of students agree with the statement that, 'the SU represents my interests'	End of Year NSS

Student Support

Head of Department: **Leanne Roberts**

No.	Performance Area	Performance Measure	Assurance Source
1	Safeguarding & Mental Health	97% of students give a positive answer to the question 'I know where and how to access support with my Mental Health at Bradford College'	SPOC Survey (post induction and mid way)
		Student cohorts of FE and HE learners who are actively engaged with the Safeguarding team have a retention rate within 5% of peers within the same cohort, not receiving support.	EBS
		92% of students confirm they know how to seek support regarding sexual misconduct	SPOC Survey - mid year
		95% of students feel that the external counselling service provision supports them by feeling listened to, empowered and gives high quality advice and guidance in relation to improving their emotional wellbeing.	Post Support Outcome scores and student feedback
		External Counselling service provides value for money - 95% positive feedback from service users	95% positive outcome scores and feedback on quality of service offered
		100% of PEP's and reviews are attended by a member of appropriate college staff and all PEP's are evaluated as 'green' or satisfactory by the associated Virtual Schools	Feedback from Virtual Schools as recorded on Welfare Call or equivalent systems.
		97% of students are satisfied with the support, advice and guidance they received from SGWBT	Closing Questionnaire - SGWB Team measure
		100% of fully completed 16-19 and 19+ bursary applications submitted prior to the 22nd of August will have their bursary entitlement in place for the start of term	PMS

No.	Performance Area	Performance Measure	Assurance Source
2	Student Funding	100% of fully completed Vulnerable Bursary applications will be assessed and in place within 3 working days	PMS/Internal SF Team monitoring
		100% completion of HE Registration and Attendance confirmations within set SFE timescales to ensure all eligible HE students receive their financial support in a timely manner	SFE Portal
		100% of eligible students will have their free meal entitlement in place for the 4th of September 2024	EBS/PMS
		% retention of FE students receiving bursary support is at the same level or above those not receiving support	EBS
		97% of students will know where to access support in relation to all student Funding queries	SPOC Survey
		97% of students will understand their own bursary entitlements and how to apply	SPOC Survey
		100% of all APP bursary payments will be made to eligible students by October half term 2025	PMS
		100% of all APP Scholarship payments will be made to students who are eligible by the end of January 2026	PMS

8:

Departmental

Budgets



14-16 Provision

Head of Department: **Tracy Wilkinson**

INCOME		Budget 2025/26
ESFA 14-24 Funding	EFSA Funding (16-19)	151,716
Other income generating	Education Contracts	2,636,000
	Other Grant Income	160,000
	Teachers Pensions Grant	41,934
Total Income		2,989,650
EXPENDITURE		
Total of Contracted Staff Costs		1,586,647
Total Non Pay Expenditure		320,691
Total Expenditure		1,907,338
CONTRIBUTION		1,082,312
CONTRIBUTION (%)		36%
Staff cost as percentage of Income		53%

Adult Skills

Head of Department: **Javier Gomez**

	Budget 2025/26
INCOME	
ESFA 14-24 Funding	1,542,989
FE Fees (Full Cost & Co funded Fee income)	33,426
	Examination Costs 3,936
AEB Adult Education (WYCA)	4,446,241
AEB Community learning	979,801
AEB ALS & LS	1,050,000
Total AEB	6,476,042
Other income generating	194,913
Project Income	8,000
	Teachers Pensions Grant
	Project Income
Total Income	8,259,306
EXPENDITURE	
Total of Contracted Staff Costs	2,942,055
Total Non Pay Expenditure	224,910
Total Expenditure	3,166,965
CONTRIBUTION	5,092,341
CONTRIBUTION (%)	62%
Staff cost as percentage of Income	36%

Apprenticeships & Business Development

Head of Department: **Judith Jackson**

INCOME	Budget 2025/26
FE Fees (Full Cost & Co funded Fee income)	Full Time <u>1,157,297</u>
Apprenticeships	
Levy 16-18	528,307
Levy Adults	2,909,570
Non-Levy Adults	1,007,911
Employer non-levy contributions	58,944
ALS	150,00
HE-student fees	324,000
Non-Levy 16-18	1,026,947
Other income generating	Teachers Pensions Grant 148,360
Income Recharge	(364,407)
Total Income	<u>6,946,929</u>
EXPENDITURE	
Total of Contracted Staff Costs	<u>5,032,120</u>
Total Non Pay Expenditure	<u>966,911</u>
Total Expenditure	<u>5,999,031</u>
CONTRIBUTION	947,898
CONTRIBUTION (%)	14%
Staff cost as percentage of Income	72%

Catering Services

Head of Department: **David McCann**

	Budget 2025/26
INCOME	
Other income generating	
Trading Income	729,000
Meals & Catering	510,000
Miscellaneous Revenue	11,200
Total Income	<u><u>1,250,200</u></u>

EXPENDITURE

Total of Contracted Staff Costs

581,340

Total Non Pay Expenditure

671,618

Total Expenditure

1,252,958

CONTRIBUTION

(2,758)

CONTRIBUTION (%)

0%

Staff cost as percentage of Income

46%

Construction

Head of Department: **Greg Bourke**

		Budget 2025/26
INCOME		
ESFA 14-24 Funding	EFSA Funding (16-19) T-Level	6,516,031 320,455
FE Fees (Full Cost & Co funded Fee income)	Full Time	19,900
AEB Adult Education (WYCA)		704,400
AEB Skills for Jobs (WYCA)		150,000
Total AEB		854,400
Other income generating	Miscellaneous Revenue Teachers Pensions Grant	15,000 166,611
Income Recharge		217,512
Total Income		8,109,909
EXPENDITURE		
Total of Contracted Staff Costs		2,698,247
Total Non Pay Expenditure		385,010
Total Expenditure		3,083,257
CONTRIBUTION		5,026,652
CONTRIBUTION (%)		62%
Staff cost as percentage of Income		33%

Data, Funding and Exams

Head of Department: **Safraz Mayat**

INCOME Budget 2025/26

Total Income -

EXPENDITURE

Total of Contracted Staff Costs 545,208

Total Non Pay Expenditure 76,658

Total Expenditure 621,866

CONTRIBUTION (621,866)

Disability Services

Head of Department: **Leanne Roberts**

INCOME		Budget 2025/26
High Needs Element 2	High Needs Element 2	<u>2,100,000</u>
HE grant - recurrent	HEFCE - Teaching Funds	15,000
HE - student fees	Sundry Fees	16,000
Local Authority	EFA - ALS (local authority)	2,169,985
Other income generating	Teachers Pensions Grant	27,317
Income Recharge		43,377
Total Income		<u>4,371,679</u>
EXPENDITURE		
Total of Contracted Staff Costs		<u>3,672,149</u>
Total Non Pay Expenditure		<u>178,937</u>
Total Expenditure		<u>3,851,086</u>
CONTRIBUTION		520,594
CONTRIBUTION (%)		12%
Staff cost as percentage of Income		84%

Early Years, Education and Social Care

Head of Department: **Clare Wolfenden**

	Budget 2025/26
INCOME	
ESFA 14-24 Funding	2,773,821
SKE Programme	152,920
T Level	523,685
Advance Learner Loans	439,709
FE Fees - Full-time	11,078
AEB Adult Education	527,882
HE - student fees	
	Fees - HE Home - Full Time 2,998,750
	Fees - HE Home - Part Time 165,750
Local Authority	EFA - ALS (local authority) 99,000
Other income generating	Teachers Pension Grant 227,129
Total Income	<u>7,919,724</u>
EXPENDITURE	
Total of Contracted Staff Costs	<u>3,818,616</u>
Total Non Pay Expenditure	<u>953,728</u>
Total Expenditure	<u>4,772,344</u>
CONTRIBUTION	3,147,380
CONTRIBUTION (%)	40%
Staff cost as percentage of Income	48%

Engineering and Motor Vehicle

Head of Department: **Stephen Smith**

INCOME		Budget 2025/26
ESFA 14-24 Funding	EFSA funding (16-19)	4,428,323
	T-Level	449,060
	Full Time	58,250
FE Fees (Full Cost & Co funded Fee income)		319,454
AEB Adult Education (WYCA)		27,000
HE - student fees	Fees - HE Home - Part Time	129,441
Other income generating	Teachers Pensions Grant	121,014
Income Recharge		<u><u>5,532,542</u></u>
Total Income		
EXPENDITURE		
Total of Contracted Staff Costs		<u><u>2,103,066</u></u>
Total Non Pay Expenditure		<u><u>355,045</u></u>
Total Expenditure		<u><u>2,458,111</u></u>
CONTRIBUTION		3,074,431
CONTRIBUTION (%)		56%
Staff cost as percentage of Income		38%

Facilities Management

Head of Department: **Sean Barker**

	Budget 2025/26
INCOME	
Other income generating	
Rents Receivable	28,000
Miscellaneous Revenue	30,000
Total Income	58,000
EXPENDITURE	
Total of Contracted Staff Costs	917,260
Total Non Pay Expenditure	6,321,561
Total Expenditure	7,238,821
CONTRIBUTION	(7,180,821)
CONTRIBUTION (%)	-12381%
Staff cost as percentage of Income	1581%

Finance and Procurement

Head of Department: **Peter Darwen**

	Budget 2025/26
INCOME	
Other income generating	Miscellaneous Revenue 36,000
Investment / Interest	Investment Income 287,000
	Receivable
Total Income	323,000
EXPENDITURE	
Total of Contracted Staff Costs	720,238
Total Non Pay Expenditure	266,872
Total Expenditure	987,110
CONTRIBUTION	(664,110)
CONTRIBUTION (%)	-206%
Staff cost as percentage of Income	223%

Health and Safety

Head of Department: Daniel Mullian

INCOME Budget 2025/26

Total Income -

EXPENDITURE

Total of Contracted Staff Costs 114,274

Total Non Pay Expenditure 40,206

Total Expenditure 154,479

CONTRIBUTION (154,479)

Human Resources

Head of Department: **Rosina Qureshi**

	Budget 2025/26
INCOME	
Other income generating	Miscellaneous Revenue
	10,900
Total Income	10,900
EXPENDITURE	
Total of Contracted Staff Costs	901,262
Total Non Pay Expenditure	975,417
Total Expenditure	1,876,679
CONTRIBUTION	(1,865,779)
CONTRIBUTION (%)	-171117%
Staff cost as percentage of Income	8268%

IT and Audio Visual

Head of Department: **Matthew Day**

INCOME Budget 2025/26

Total Income -

EXPENDITURE

Total of Contracted Staff Costs **973,479**

Total Non Pay Expenditure **1,002,577**

Total Expenditure **1,976,056**

CONTRIBUTION **(1,976,056)**

Leadership and Management

Chief Executive Officer: **Chris Webb**

	Budget 2025/26
INCOME	
Other income generating	
Teachers Pensions Grant	48,707
Total Income	48,707
EXPENDITURE	
Total of Contracted Staff Costs	1,724,757
Total Non Pay Expenditure	281,394
Total Expenditure	2,006,151
CONTRIBUTION	(1,957,444)
CONTRIBUTION (%)	-4019%
Staff cost as percentage of Income	3541%

Learning and Innovation

Head of Department: **Tim Lupton**

	Budget 2025/26
INCOME	
Other income generating	Teachers Pensions Grant 46,018
Project Income	Project Income 5,000
Total Income	51,018
EXPENDITURE	
Total of Contracted Staff Costs	837,657
Total Non Pay Expenditure	42,671
Total Expenditure	880,328
CONTRIBUTION	(829,310)
CONTRIBUTION (%)	-1626%
Staff cost as percentage of Income	1642%

Learning Resources - Library

Head of Department: Tim Lupton

	Budget 2025/26
INCOME	
Income Recharge	360
Total Income	360
EXPENDITURE	
Total of Contracted Staff Costs	403,570
Total Non Pay Expenditure	255,117
Total Expenditure	658,686
CONTRIBUTION	(658,326)
CONTRIBUTION (%)	-182868%
Staff cost as percentage of Income	112103%

Office of the Clerk

Alison Booth

INCOME Budget 2025/26

Total Income -

EXPENDITURE

Total of Contracted Staff Costs 117,912

Total Non Pay Expenditure 188,974

Total Expenditure 306,886

CONTRIBUTION **(306,886)**

Professional and Creative

Head of Department: **Matthew Nowell**

INCOME		Budget 2025/26
ESFA 14-24 Funding	EFSA funding (16-19) T-Level	6,429,384 240,408
Advanced Learner Loans		53,318
FE Fees (Full Cost & Co funded Fee income)	Full Time	51,000
AEB Adult Education (WYCA)		207,858
AEB Skills for Jobs (WYCA)		24,784
AEB Community learning		3,000
AEB ALS & LS		2,100
Total AEB		237,742
HE - student fees	Fees - HE Home - Full Time Fees - HE Home - Part Time	579,000 152,625
Other income generating	Other Grant Income Rents Receivable Trading Income Miscellaneous Revenue Teachers Pensions Grant	15,000 50,052 51,600 6,417 218,621
Total Income		8,085,167
EXPENDITURE		
Total of Contracted Staff Costs		3,620,495
Total Non Pay Expenditure		557,290
Total Expenditure		4,177,785
CONTRIBUTION		3,907,382
CONTRIBUTION (%)		48%
Staff cost as percentage of Income		45%

Progression to Learning and Work

Head of Department: **Quilla van den Heever**

	Budget 2025/26
INCOME	
ESFA 14-24 Funding	EFSA funding (16-19) 6,734,975
Other income generating	Teachers Pensions Grant 193,887
Income Recharge	6,360
Total Income	6,935,222
EXPENDITURE	
Total of Contracted Staff Costs	3,356,901
Total Non Pay Expenditure	396,875
Total Expenditure	3,753,776
CONTRIBUTION	3,181,446
CONTRIBUTION (%)	46%
Staff cost as percentage of Income	48%

Project Management

Head of Department: Pam Sheldon

INCOME	Budget 2025/26
Total Income	-
EXPENDITURE	
Total of Contracted Staff Costs	277,006
Total Non Pay Expenditure	121,800
Total Expenditure	398,806
CONTRIBUTION	(398,806)

Quality

Head of Department: **Jenny Doree**

	Budget 2025/26
INCOME	
Other income generating	Teachers Pensions Grant 23,556
Total Income	<u><u>23,556</u></u>
EXPENDITURE	
Total of Contracted Staff Costs	<u><u>960,774</u></u>
Total Non Pay Expenditure	<u><u>127,605</u></u>
Total Expenditure	<u><u>1,088,379</u></u>
CONTRIBUTION	(1,064,823)
CONTRIBUTION (%)	-4520%
Staff cost as percentage of Income	4079%

Reporting and System Services

Head of Department: **Joanne Lilley**

	Budget 2025/26
INCOME	
Total Income	-
EXPENDITURE	
Total of Contracted Staff Costs	360,055
Total Non Pay Expenditure	234,431
Total Expenditure	594,486
CONTRIBUTION	(594,486)

Science and Digital

Head of Department: **Gail Holmes**

	Budget 2025/26
INCOME	
ESFA 14-24 Funding	7,246,723
AEB Adult Education (WYCA)	178,890
AEB Skills for Jobs (WYCA)	179,097
HE Student Fees	287,000
	4,000
Other income generating	195,864
	8,091,574
EXPENDITURE	
Total of Contracted Staff Costs	3,378,660
Total Non Pay Expenditure	480,812
Total Expenditure	3,859,472
CONTRIBUTION	4,232,102
CONTRIBUTION (%)	52%
Staff cost as percentage of Income	42%

Student Recruitment

Head of Department: **Anita Ladva-Cheung**

	Budget 2025/26
INCOME	
Other income generating	Miscellaneous Revenue 10,000
Total Income	<u><u>10,000</u></u>
EXPENDITURE	
Total of Contracted Staff Costs	<u><u>1,316,569</u></u>
Total Non Pay Expenditure	<u><u>881,361</u></u>
Total Expenditure	<u><u>2,197,930</u></u>
CONTRIBUTION	(2,187,930)
CONTRIBUTION (%)	-21879%
Staff cost as percentage of Income	13166%

Student Services

Head of Department: **Nick Scaife**

INCOME Budget 2025/26

Total Income -

EXPENDITURE

Total of Contracted Staff Costs 1,191,805

Total Non Pay Expenditure 242,011

Total Expenditure 1,433,817

CONTRIBUTION (1,433,817)

CONTRIBUTION (%) 5842%

Staff cost as a percentage of income -4769%

Student Support

Head of Department: **Leanne Roberts**

	Budget 2025/26
INCOME	
AEB Bursary	510,310
Other income generating	Miscellaneous Revenue 106,486
Total Income	616,796
EXPENDITURE	
Total of Contracted Staff Costs	795,514
Total Non Pay Expenditure	812,648
Total Expenditure	1,608,162
CONTRIBUTION	(991,366)
CONTRIBUTION (%)	-161%
Staff cost as percentage of Income	129%



Bradford College

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