

2025/26

ANNUAL
ACCOUNTABILITY
STATEMENT

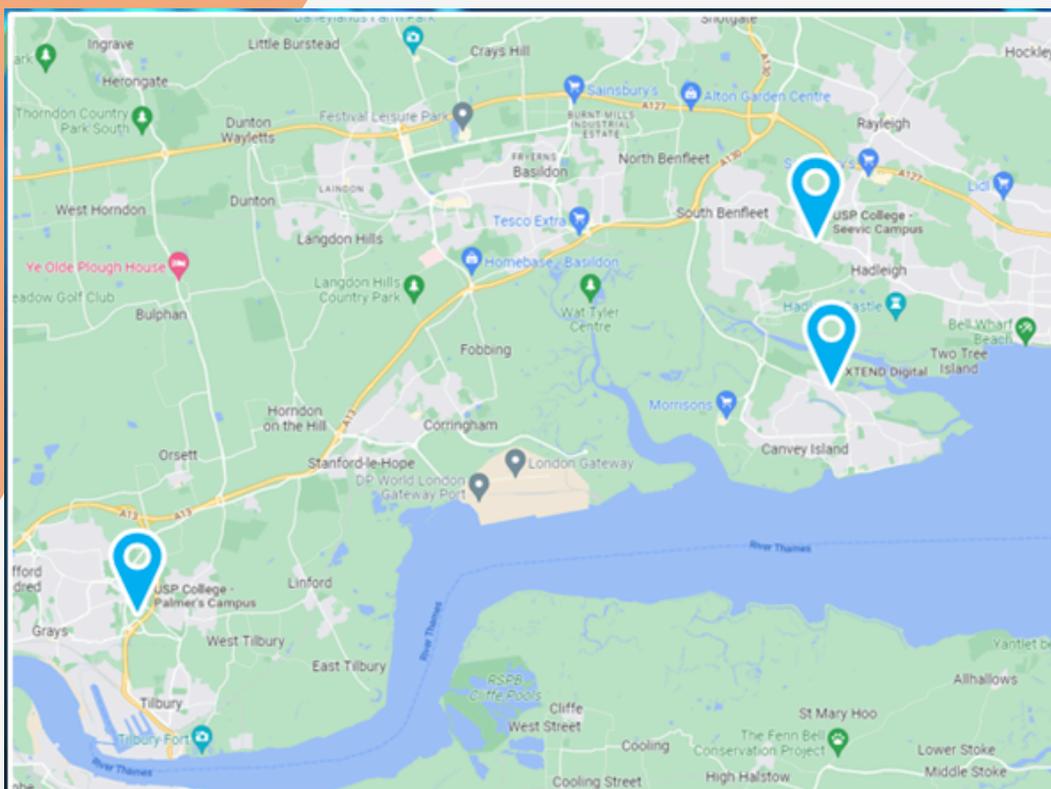
College Mission and Purpose:

At USP College, we are on a mission to connect young people to great career pathways, through exciting work and learning opportunities. We have researched job opportunities in the UK and have a good understanding of local career options in Essex. This is further supported through engagement with local employers. With this combined knowledge and our expertise in training, it has enabled us to shape professional education into career pathways for the young people and adults we serve. Our strategy has been extensively informed by regional and national career growth opportunities, using the latest Essex Skills Plan, national business organisations (e.g., CBI and Chamber of Commerce) and the government's skills strategy.

We have an eye on the future, and recognise that everyone needs a range of skills to be prepared for work and life. Therefore, we have invested in technology and infrastructure to immerse USP students in our pioneering delivery models, ensuring they gain the skills that will give them the edge to succeed. We want our students to thrive and achieve their full potential. We therefore focus on career pathways, not individual courses, to best prepare students for employers' requirements, and the competition they will face. We work closely with our partners and employers to ensure our career focused delivery meets the needs of the area and supports the development of skills priorities such as Digitech, leadership & management, soft skills, and behaviours with an innovative approach to our curriculum intent. We are investing significantly in our estate and resources which will support our learning environments to be at the cutting edge of our competitors and ensure our learners can access teaching facilities which support their education and training needs.

Context and Place – Communities we serve:

The communities we serve are located within the Local Skills Improvement Plan (LSIP) area incorporating Essex, Southend-on-Sea, and Thurrock. USP College serves the local community and works collaboratively with other providers to meet local stakeholder needs as well as both local and national priority areas. We are a Further Education College and have a responsibility to offer a broad curriculum that provides our learners with not only qualifications but the relevant transferable 'soft' skills, technical skills, and experience to thrive in the world of work supporting the local economy.



USP college is a major provider of post-16 FE, HE and a small provider for adult education' has three sites in Essex connected via the A13. The two larger campuses are the Seevic campus in Benfleet and the Palmer's campus in Grays. A third, smaller site (the Xtend Digital campus) in Canvey Island is now a well-established provider of digital education and research development across the education sector, working with colleges nationally and key digital employers. This is excellent grounding for Apprenticeship development with state-of-the-art industry standard facilities. Our XTEND Digital Campus focuses on state of the art digital technologies and virtual and augmented reality. All three campuses deliver to specific student cohorts from the respective surrounding areas. The vast majority of learners are local to the specific campus they study at with some using college funded and public transport to attend.

We have approximately 4,100 learners from a range of socio-economic backgrounds including 3,873 16-19 learners. A moderate number of learners have an Educational Health Care Plan (256) and a considerable number require Exam Access Arrangements and/or Additional Learning support (678). The number of High Needs students is 113 which represents 3% of the college total with the split being 46 (40%) within the discreet programmes and 68 (60%) on mainstream programmes. The college has a small Higher Education offer with a combination of in house and Partnership provision amounting to a 5% Market Share within the LSIP area.

We employ approximately 500 staff across our campuses alongside our sub-contracting offer.

The majority of students progress from 46 schools within 5 local authority areas with a small number from other local authorities in Essex and Greater London. The respective catchment areas have a higher number of people with no academic, vocational, or professional qualifications and a lower percentage of adults with Level 2, Level 3 and Level 4 qualifications compared with the regional and national average, impacting student aspirations.

The LSIP area comprises approximately 77,000 enterprises with 99.7% of those being small or medium in size, and 592,000 jobs. Businesses span a range of sectors whilst there are a number of large infrastructure projects located within the area such as Lower Thames Crossing, Thames Freeport, Freeport East, and Bradwell B. Vacancies in Essex continue to reflect the key sectors and general labour market shortages. Of over 276,759 vacancies posted across Greater Essex from January 2023 to March 2024, most frequently posted vacancies included office and administration, care workers, nurses, labourer and warehouse, teaching, sales-related occupations, and customer service roles. Top skills sought included communications, management, customer service, sales, planning, leadership, teaching, operations, and problem solving. There are twelve local authorities and two unitary authorities in the area. Furthermore, there are eight Further Education colleges and three fully fledged Universities within the LSIP area.

The curriculum is designed to meet the needs of the wide range of learners, communities and employers that access our college. Every aspect of our curriculum is focused on learners reaching their aspirations and career goals, preparing our learners for the jobs of the future, and supporting them on the next steps of their journey. Learners and employers are at the heart of our curriculum, and it is their views which shape curriculum development based on their future ambitions and aspirations.

Our research-based approach has led to the development five specific sector areas: Creative Industries; Digital Innovation & Emerging Technologies; Financial & Professional Services; Medical Technologies & Life Sciences, and Sport & Healthcare Professionals. These are sector areas that are in line with areas of priority and growth within the LSIP, and nationally, as well as being areas the college specialises in, and where our learners progress into employment. The college's diverse curriculum from entry levels, Levels 1 to 6 is organised within these five sector areas. The provision does not however seek to duplicate provision in the nearby GFE College which specialises in construction and service industries.

Our career focused curriculum is designed to ensure all learners gain the skills needed to get the competitive edge for their next steps, whether this be preparing them for employment, Higher Education, or an Apprenticeship. The curriculum is based upon meeting the local, regional, and national skills priorities, developing technical, industry specific skills as well as essential digital and "soft" employability skills required to successfully enter the workplace.

The vast majority of learners study at Level 3 completing either a technical or vocational qualification or alternatively a cluster of 3 A Levels all with a focus on supporting a specific career pathway. The college has a wide range A Level or Applied subjects to choose from. The vast majority of students (85%) progress to a positive destination. 33% of the college's learners progress into Higher Education with 11% moving onto a relevant apprenticeship or traineeship. Of those applying to university, 84.5% were accepted onto a course in 2023-24.

USP College's Strategic Plan can be viewed here: <https://www.uspcollege.ac.uk/media/3062/240224-updated-strategy.pdf>

Meeting National, Regional and Local Needs:

The College prides itself on its Career Focused Learning Strategy. Employer engagement and involvement is at the heart of this strategy. It is crucial that this is a mutually beneficial relationship whereby the college futureproofs employers' needs whilst employers futureproof the college's curriculum offer, and therefore student experience. The curriculum, and wider curriculum has and will continue to be designed in collaboration with employers developing the skills and knowledge required to be successful in industry both now and in the future. The curriculum will be designed to support all students in progressing to their desired next steps, whether this be via a vocational, academic or apprenticeship pathway. The college's intent is therefore for all students to leave with not just their qualifications but a range of essential employability and transferable skills and relevant work experience which ensures they are prepared for the world of work. The college will support employers by working collaboratively on developing qualifications at Level 4-6 which provide opportunities for employee upskilling or reskilling to reflect the changing skills required in industry. USP College students will have the edge to succeed, be able to transition smoothly and successfully into the workforce, fulfilling the needs of our local employer partners. The college's strategy ensures a high-quality careers education following the Gatsby Benchmarks. Aside from this, all delivery staff engage in annual industry upskilling ensuring they remain current in their understanding of relevant industry skills, job opportunities and priorities. Many of these placements are with employer partners within the college's key sector areas and where employer-led provision such as T Levels exist. College staff are also exposed to employers and industry expertise via the Student Continuous Professional Development (CPD) Days where between 60-70 employers facilitate knowledge and skill-based sessions with students focusing on a specific sector area or career pathway.

The curriculum is designed around five specific sectors: Creative Industries; Digital Innovation & Emerging Technologies; Financial & Professional Services; Medical Technologies & Life Sciences, and Sport & Healthcare Professionals. Each of these sector areas is overseen by a sector board (employer advisory board). Employer partners collaborate in shaping the curriculum and wider curriculum offer helping the college to identify and impart the necessary skills and knowledge that support the local economy. The college reviews its curriculum annually considering this employer feedback selecting specific qualifications and topics/modules/units within qualifications which better develop relevant skills and knowledge for the sector. The skills gaps identified are targeted for development within the delivery of the curriculum via live project briefs provided by employer partners, via the college's Student CPD Days and through enrichment and tutorial. This process will directly shape and continuously review the focus and aims of our Accountability agreement, ensuring it remains aligned to local demand.

During our recent Ofsted inspection, May 2024, we were reported as to making a strong contribution to meeting the skills needs. We have significantly contributed to meeting skills needs by maintaining high expectations for education quality. Leaders and managers ensure consistently good teaching through effective processes. We have built successful relationships with employers and stakeholders both locally and regionally. Senior leaders and curriculum directors collaborate closely with Essex County Council to align the curriculum with the local skills improvement plan (LSIP), focusing on five key priorities that match our expertise. We also coordinate with other local providers to cover additional priorities.

We have a clear strategy for engaging stakeholders, utilising sector boards to leverage employer expertise. This collaboration helps tailor courses to meet industry-specific skills and knowledge requirements. Stakeholders are deeply involved in course design ensuring courses equip students with relevant vocational skills and broader competencies. Stakeholders also support student preparation through careers talks, masterclasses, work experience, and real-world projects, aiding their progression to positive destinations.

Many of these employers directly support the college's strategy via direct involvement in the curriculum providing placements, masterclasses, trips/visits, and live project briefs for learners. The curriculum is organised underneath these sector areas and includes as best as possible academic (A Level & Applied), Vocational/Technical and Apprenticeship progression routes from Level 1 through to Level 6. The college has a strong entry level offer which supports learners, social and personal development as well as giving skills-based learning to enable learners to access job placements or work experience and to achieve their long term goal of paid employment. In addition to the well planned and detailed educational offer for our entry level learners we invest in student support and pastoral care which ensures a well developed wrap around care programme. There is a strong focus on positive wellbeing in the workplace ensuring students also prioritise their own self-care, an essential skill itself. The college will continue to invest in specialist staff, industry standard facilities and digital technologies to respond to employers' needs and ensure an equitable and high-quality learner experience at each campus.

In the latest stride toward broadening our educational offerings and strengthening our commitment to vocational excellence, we are pleased to announce the introduction of Apprenticeships to our curriculum this academic year. This initiative aligns with our strategic goals to enhance career-oriented education and meet the evolving needs of both our student body and the regional workforce in Essex. By integrating Apprenticeships into our provision, we aim to provide robust, hands-on training opportunities that not only fulfill the requirements of the local and national job markets but also empower our students with the skills and experiences necessary to thrive in their chosen fields. Our college is dedicated to forming strong partnerships with industry leaders to ensure that our programs are both relevant and rigorous, thereby increasing the employability of our graduates and contributing positively to the economic development of our community. The Apprenticeship drive matches the college strategy by selecting key areas where we have selected key sector areas invested heavily in these areas with staff and capital resources for example digital.

We actively seeks partnerships to expand educational opportunities for adults in the community, tailoring delivery models to accommodate the schedules of working individuals and families. We are enhancing our modest but effective remote and distance learning programs by introducing more Access to Higher Education (HE) pathways. Additionally, we are launching a pilot partnership aimed at providing learning opportunities and employment support to unemployed local community members, helping them secure jobs upon completion.

Approach to developing the Annual Accountability Statement:

The college has engaged with a diverse and varied range of stakeholders to identify these key priorities and target outcomes. Specifically, the college have been working directly with the Essex Chambers of Commerce (ECoC) in development of the LSIP. The college has provided feedback on behalf of the 100 employer partners across our five sector boards. All feedback has been shared collaboratively with the ECoC to inform and support the LSIP. These employer partners have already been actively involved in shaping the college's curriculum and wider curriculum identifying skills gaps/needs, jobs of the future and work ready behaviours required in young graduates. Our career package has been built on national and regional career opportunities with a focus on developing the skills shortages needed for careers across the region and UK. We continue to develop effective strategic partnerships with key stakeholders and employers across the region and beyond to future proof our career focused curriculum and maximise our learners' opportunities for progression into higher education, apprenticeships, and employment and ultimately to have a positive impact in society. Over the past five years, we have focused on building effective and purposeful working relationships with of key stakeholders and employers through our employer sector boards and employer live briefs. Our employer sector boards have worked directly with our curriculum leaders to shape and inform curriculum development. Alongside this work we have also developed a pipeline for future talent forums and maximised our learner's wider skill sets with employer live briefs which are enabling a continued skills development to met employment demands.

Engagement with Other Providers in the Area:

The area incorporated within the LSIP is both vast and diverse. The college therefore recognises that to address the various skills needs within the LSIP, collaboration with other providers is both essential and ongoing. The college will continue to work collaboratively within the Federation of Essex Colleges Network (FEDEC) alongside Chelmsford College, Colchester Institute, Colchester Sixth Form College, Harlow College, New City College (Epping), South Essex College and ARU Writtle. See Appendix A for the Greater Essex – Federation of Essex Colleges Commitment Statement as approved by the Corporation 14 May 2024.

Our Contribution to National, Regional, Local Priorities

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim 1 – Sector Boards Use the feedback from sector board employers to implement strategies which evidence that key transferrable ‘soft’ skills and work ready behaviours are being developed in all learners.</p> <p>Objective: Embed the following ‘soft’ skills and work ready behaviours in both the curriculum (lessons) and the wider curriculum (Student CPD Days, Live project briefs, enrichment, and industrial and work experience placements)</p> <ol style="list-style-type: none"> 1. Communication – listening 2. Communication – speaking & presenting 3. Problem solving 4. Creativity 5. Staying positive 6. Aiming high 7. Teamwork 8. Leadership 9. Digitech and digital skills 	<p>Essex Skill Priority 1 – Soft skills and behaviours New entrants, existing and returning employees often lack appropriate soft-skills and behaviours for work and often do not understand what is expected of them. Employers have identified that individuals either lack or have poorly developed skills and behaviours in a range of areas including listening, speaking, and presenting problem solving, creativity, staying positive, aiming high, and teamwork. Leadership is also mentioned here, but it is treated as a theme in its own right in Theme 5, due to the complexity of it.</p> <p>Relevant national/regional/local priority Skills & Post-16 Education Act (2022)</p> <p>Impact All students will leave college not only with their qualifications but the full range of ‘soft’ and employable skills, incorporating work ready behaviours to immediately and successfully enter and thrive in the workforce.</p>
<p>Aim 2 – Maths & English To develop high quality English & maths provision which is relevant to subject Industry areas to enable all learners including adults to develop their employability skills.</p> <p>Objective:</p> <ul style="list-style-type: none"> • We are developing an AI personalisation tool for GCSE English. This tool aims to produce personalised resources based on a neurodivergence initial assessment to aid the teacher ensure a range of learning strategies are in place to cater to their class profiles. • English and maths learners arranged by sector area to facilitate sector-specific in-context delivery which is linked to each career pathway which promotes the importance of these key skills . <p>Future Developments Expand AI personalisation tool for GCSE maths and other subject areas</p>	<p>Essex Skills Priority 2 – Basic, Maths, English & ESOL Businesses have identified that new entrants, existing and returning employees often lack basic English and Maths skills that they need in the workplace. Often, this is linked directly to how these skills are applied day to day in work and the issue can be exacerbated where English is not an individual’s first language.</p> <p>Relevant national/regional/local priority Skills & Post-16 Education Act (2022)</p> <p>Impact Students receive more personalised resources allowing them to place more value on and engage with Maths & English, developing the necessary skills to enter and thrive within the workforce.</p>

Aim 3 – Digital Literacy

To improve the digital literacy of the college's graduates and the wider community, supporting the local and regional economy's digital transformation.

Objective:

- Identify commonly used digital software tools and introduce an online digital competency package for all learners, developing core essential digital skills for employment.
- Collaborate with local businesses and organisations to understand their evolving digital skill needs, ensuring the curriculum remains relevant and aligned with industry requirements as well as regional and economic needs
- Promote opportunities with adult education providers and community centres to offer continuous professional development opportunities, upskilling the existing workforce and promoting lifelong learning in digital technologies.
- Review of tutorial framework to incorporate digital literacy using online delivery partners.
- Use and awareness of ever-changing technologies such as AI.

Essex Skills Priority 3 – Digital Skills & "Digitech"

Baseline digital skills have become a near-universal requirement for employment and are insufficiently developed across the workforce. Generic digital skills such as Microsoft Office and other productivity software tools are commonly required in jobs across all skills levels and are often fundamental to entering the labour market. The curriculum does not often cover these skills in detail, instead focusing on equally valuable, but more specialist digital skills like coding and cybersecurity. There needs to be a provision for generic digital skills as well. Furthermore, with the advancement of Artificial Intelligence (AI), workplace digital skills are likely to become much more advanced. There is a difference between the everyday digital skills needed for personal tasks compared to more advanced workplace skills like the use of apps, technical support, data analysis, and automation.

Relevant national/regional/local priority

Skills & Post-16 Education Act (2022)

National & local priority of Digital & Technology

Impact

- Students develop a range of essential digital competencies via engagement with digital platforms and a digital curriculum, enhancing their employability and adaptability in the digital economy.
- The college becomes a hub for digital upskilling, supporting the continuous professional development of the local workforce and promoting lifelong learning in digital technologies.
- Collaboration with local businesses and organisations ensures the curriculum remains relevant, aligning with industry needs and contributing to the digital transformation of the local and regional economy.

Aim 4 – Curriculum Development

To develop new curricula which provides opportunities for learners, including adult learners to upskill/re-skill

Objective 1

We will continue to react to the local and national skills demand by exploring new curriculum areas relevant for both young people and adults in Essex in light of developments such as the Lower Thames Crossing and expansion of the Thames Freeport.

Objective 2

Work in collaboration with employers and Higher Education Institutions to introduce micro-credentials at Levels 4-6 and for adult reskilling/upskilling which develop specific skills and provide specific knowledge.

Essex Skills System Priority 1 – Lack of flexibility in the system

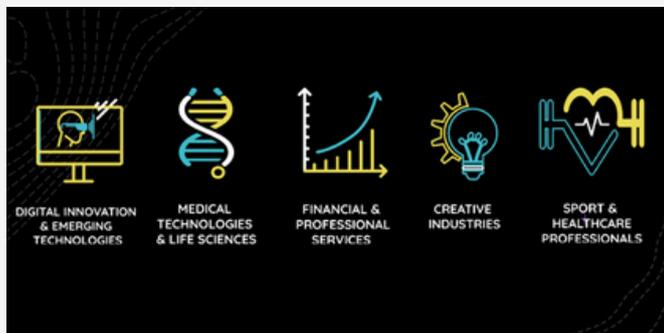
We will develop and introduce provision to fill the skills shortages across the breadth of the Essex Sectors and Technical Skills shortages as outlined in the Essex LSIP with a new focus on careers in logistics. The expansion of our digital facilities through the addition of an immersive theatre has significantly supported the development of new curriculum in visual effects and virtual production. This enhancement of our facilities has provided learners with access to industry relevant technology that aligns with current and emerging industry standards.

Employers and providers have fed-back that there is a lack of flexibility in an over-bureaucratic education system, which blocks it from meeting industry's changing needs. Within many new and emerging skills areas, there is a desire to use qualifications and funding in a more adaptable way. Breaking qualifications into smaller chunks was popular, such as completing individual units of qualifications at a time (unitisation), bite-size qualifications, online and hybrid delivery models.

Essex Skills Priorities:

- Soft skills and behaviours
- Basic English, Maths and ESOL (English for Speakers of Other Languages)
- Digital skills and 'Digitech'
- Green skills
- Leadership and Management skills

USP College Key Sector Areas



This issue permeates through all layers of the current system including new entrants and reskilling of the existing workforce, with most feedback targeted towards the adult education system and Apprenticeship Levy.

Relevant national/regional/local priority

Skills & Post-16 Education Act (2022)

Levelling Up White Paper (2022)

Impact

Our learners will progress to positive destinations and contribute to filling the local and national skills shortages and strengthen the economic position by supporting areas of growth in Essex.

Adult learners, including those progressing from Level 3, as well as those in local community wishing to upskill or reskill, have the opportunity to select and study essential micro-credentials developing specific skills and knowledge which support their employment.

Aim 5 - Metacognition & EQ

To develop a framework that equips our learners with meta-skills, lifelong learning strategies and emotional intelligence (EQ), aligning with career and personal development goals.

Objective

- Empower students to reflect on their own learning processes and how to develop improvement strategies to enable self goal-setting and self-reflection.
- Integrate Emotional Intelligence into all facets of the curriculum and wider learner journey to develop self-awareness, empathy, and adaptability skills. We will design role-playing exercises, teamwork activities and use feedback mechanisms to enhance emotional awareness.
- Encourage peer-to peer learning, mentorship and collaboration to support continues development and to reinforce meta-skills
- Teach learners how to set personal learning goals, manage their time, self reflect and evaluate their own progress across their studies,
- Develop growth mindset which encourages group work, peer mentoring and student led initiatives to cultivate a sense of belonging, shared purpose and a lifelong learning and growth mindset

Essex Skill Priority 1 - Soft skills and behaviours

Implementing metacognition and EQ can significantly enhance student future employability. The Education Endowment Foundation (EEF) highlights metacognition and self-regulation as a "high impact, low cost approach to improving the attainment of disadvantaged learners." By focusing on how students learn as well as what they learn, the college can equip learners with skills that extend beyond their current qualifications and into their future lives and careers.

Relevant national/regional/local priority

Skills & Post-16 Education Act (2022)

Impact

For 16-18 year old FE learners specifically, metacognitive & EQ approaches can:

- Bridge the transition from directed school learning to more independent FE study
- Support achievement in both academic and vocational pathways
- Enhance workplace readiness through improved self-regulation
- Develop transferable skills valued by employers and higher education
- Increased self-awareness and confidence
- Greater emotional resilience
- enhanced collaboration and communication skills

Aim 6 - Creative delivery models to address teacher shortages

To employ creative methods of programme delivery which address the current tutor shortage and provide an equitable and high-quality student experience regardless of geographical location.

Objective 1

To implement several creative delivery models across the curriculum to offset the lack of available teaching candidates including the following:

1. Immersive teaching – small groups
2. Immersive teaching – large groups
3. The use of whole cohort lectures once per week for specific subjects
4. The use of Project Based Learning in vocational/technical subjects using expert facilitators to oversee student project creation
5. Pre-recorded high-quality online content capture including the use of Virtual Reality
6. Blended/online delivery for adult provision.
7. Co-delivery models with employers, community leads and HEIs

Objective 2

Expansion of current staff industry upskilling project so that all staff teaching on vocational and/or technical courses spend the equivalent of at least one day upskilling in industry with selected staff delivering on T Levels completing the equivalent of 5 days.

Essex Skills System Priority 3 - Tutor shortages and capacity of providers to respond

Colleges and Training Providers all feedback that they struggle to employ and retain high quality staff. This issue is more pronounced in skills shortage areas / emerging sectors where there are extreme Tutor and Assessor shortages. Additionally, with the fast pace of change in industry, it is becoming increasingly difficult for providers to ensure that tutors and assessors are up to date with existing practices and emerging technologies.

When dealing with new and emerging skills priorities, many providers cite a lack of capacity to respond as a fundamental barrier. Such issues are varied, but most providers describe a lack of staff capacity to develop and teach new provision, general space constraints, a lack of capital investment in new technology and the ability to support very small group sizes in new subject areas. There are also issues with take-up, as Learners are less likely to take up evening and weekend training due to childcare and other commitments, which limits the courses providers can put on.

Impact

The college is able to provide a consistent high-quality student experience regardless of tutor shortages or geographical location. Delivery staff are able to effectively impart all relevant and current industry focused skills and knowledge to students.

Aim 7 – Student CPD Days & College Companies

Evidence that key sector specific technical skills are being developed in all students within each specific sector area via the college’s Student CPD Days and via Project Based Learning and the College Company model.

Objective:

Embed sector specific technical skills through the following vehicles:

1. Include in the college’s skills maps as informative promotional material to existing and prospective students identifying career pathways, academic/vocational routes, jobs of the future and skills required to be successful in the sector to aid initial advice and guidance, internal progression routes and positive destinations.
2. Further develop Student CPD Day activities/workshops to include at least once per year the development of sector specific and technical skills, using the employers as facilitators.
3. Ensure live project briefs completed by students target the development of these sector specific skills.
4. When planning the curriculum, select specific qualifications, and units/modules within qualifications which better develop these skills.
5. Embed these sector specific and technical skills more effectively into the planning (schemes of work) and delivery of lessons (IDAC).
6. Embed ‘soft’ employable skills throughout the learners CPD days, alongside embedding English and maths skills to highlight the importance of how E&M functionality is an integral part of the workforce.

Essex Sectors & Technical Skills – Priority 1

- Advanced Manufacturing, Engineering & Aviation
- Agri-tech
- Community & Voluntary
- Creative & Cultural
- Digitech
- Education
- Health, Social Care & MedTech
- Professional Services
- Transport & Logistics

Relevant national/regional/local priority

Skills & Post-16 Education Act (2022)

All the above are identified areas of local priority and/or growth.

Impact

All students will leave college with not only their qualifications but the key sector specific technical skills to immediately and successfully enter and thrive in the workforce.

Aim 8 Continue to roll out T-level curriculum offer.

Implement and expand our offer of T-levels across our campuses in a range of subject areas which meet the local and national skill set need.

Objective

1. In academic year 25/26 we will expand our offer to enhance our portfolio of T-levels which will provide a total of 7 T-level curriculum choices in a range of subjects which are in line with our career pathways. These areas will be, Accounting, Legal, Business, Health, Education, Digital and Engineering.
2. A further roll out of 2 additional T-levels are well planned and implemented for academic year 26/27 in the subject areas of Animal care and management and Marketing.
3. T-levels are planned and designed to meet the students and employer needs with meaningful, purposeful and a range of placement variations.
4. T-levels will create talent pipelines for progression into higher technical education as well as well-paid meaningful employment.

All T-levels have been developed in collaboration with education providers and employers and these qualifications will meet the needs of industry and prepare learners for entry into skilled employment, apprenticeship or further educational related studies alongside higher education.

Relevant national/regional/local priority

T-levels will provide our learners with the skills, knowledge, behaviours & attitudes, and knowledge that employers really need.

T-level offer will ensure all gaps of qualifications, which are planned to have funding removed, are filled.

Impact

T-levels, alongside A-levels qualifications will become the main choices for post 16 education in future educational sectors. T-levels are also a growth national priority following the qualification reforms and USP college will directly reflect the national, regional, and local skills need.

The shared ambition of the group is to respond effectively to the LSIP priorities ensuring a greater alignment of provision across the region and the design of courses which develop appropriate skills and knowledge to better support progression into the areas of priority and growth.

Moreover, the college pro-actively leads a 50-college national consortium developing 'VR Campus, a state-of-the-art Virtual Reality project designed to provide high-quality lessons to all learners regardless of geographical location via pre-recorded content. The college has also pioneered a national immersive learning initiative through an immersive room network addressing both the current teacher shortage problem and the impact of inequitable student experience.

The key stakeholders the college has engaged with include:

- Students of all ages, via the college's learner voice activities
- Employees of the college
- College Governors
- Local and National employers of all sizes within the college's focused sector areas
- Other local providers
- Local authorities and other government bodies
- Jobcentre Plus
- Employer representative partners such as the Essex Chambers of Commerce
- Higher Education Institutions
- Local community and charity based groups

Corporation Statement:

On behalf of the Unified Seevic Palmer's College (USP College) Corporation, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their Strategic Planning Event on Tuesday 13 May 2025.

The plan will be published on the college's website within three months of the start of the new academic year and can be accessed from the following link:

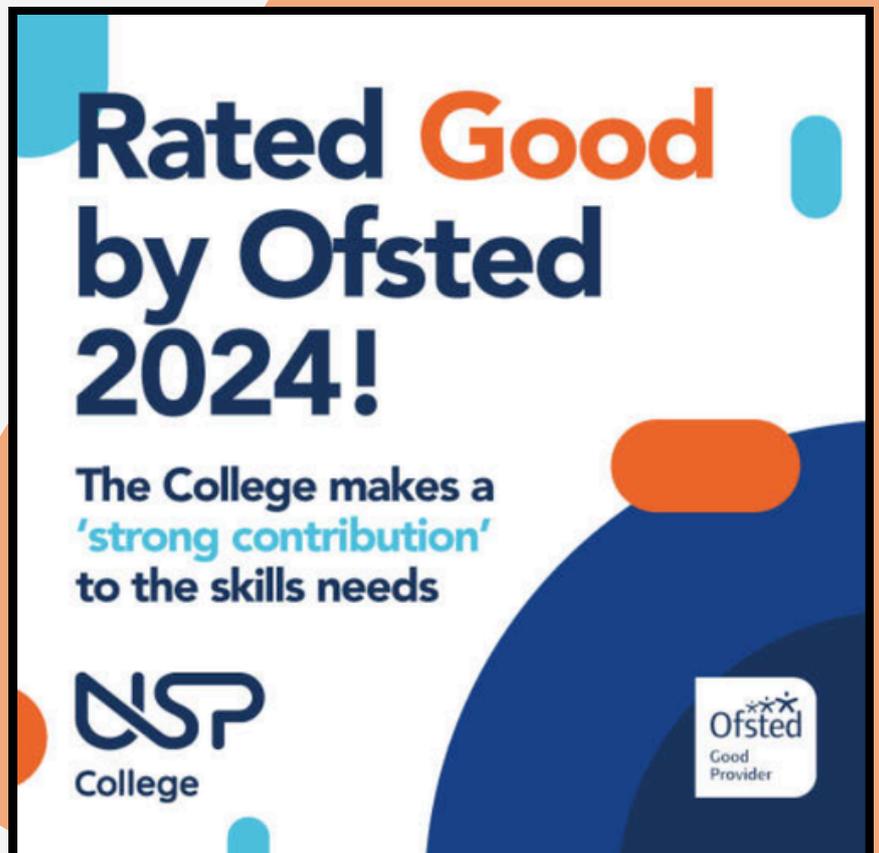
Chair of Governors, Paul Wakeling:

Chief Executive Officer, Dan Pearson:

Dated: 13 May 2025

Relevant Supporting documentation:

1. [Local Skills Improvement Plans](#)
2. [Essex Skills Plan](#)
3. [College Strategic Plan](#)
4. [Ofsted Inspection Report](#)
5. [Annual Financial Statement](#)



Appendix A

Local Skills Improvement Plan (LSIP) Commitment Statement

Greater Essex - Federation of Essex Colleges Commitment Statement:

The Federation of Essex Colleges is a well-established group within Greater Essex. We work collectively for the benefit of our Essex geography to support high quality education, training and skills provision that meet the needs of our economy.

Mission:

To support the region's economy and drive up the prosperity of all people in Greater Essex through the transformational power of learning and skills development. Our partnership approach delivers relevant post-16 learning and skills for individuals and businesses.

Vision:

The goal is to enhance the post-16 education and skills system in Greater Essex, benefiting individuals, communities, and businesses. The Greater Essex partnership aims to boost skills, making the region attractive for business investment. Members aspire to be esteemed in their communities, attuned to evolving needs, and appealing to learners and employers seeking relevant education and skills development. The focus is on financial sustainability, resource management, and innovative funding approaches for well-maintained organizations offering compelling career opportunities in education.

Our Commitment:

We believe in a systems approach through:

- Speaking as one voice to promote and raise the profile of further education and skills, including apprenticeships, adult education and higher education, to influence change for the benefit of our learners, communities, region and members.
- Collaborative planning and delivery of a cohesive regional skills offer, building on our successful models from the Strategic Development Fund and the current Local Skills Improvement Fund.
- Collaboration and sharing of experience, expertise and resources at all levels within providers, as well as growth and efficiency opportunities.
- Strategic partnerships with key stakeholders in business and government.
- Working collaboratively with the Essex Provider Network (EPN) towards these common goals.