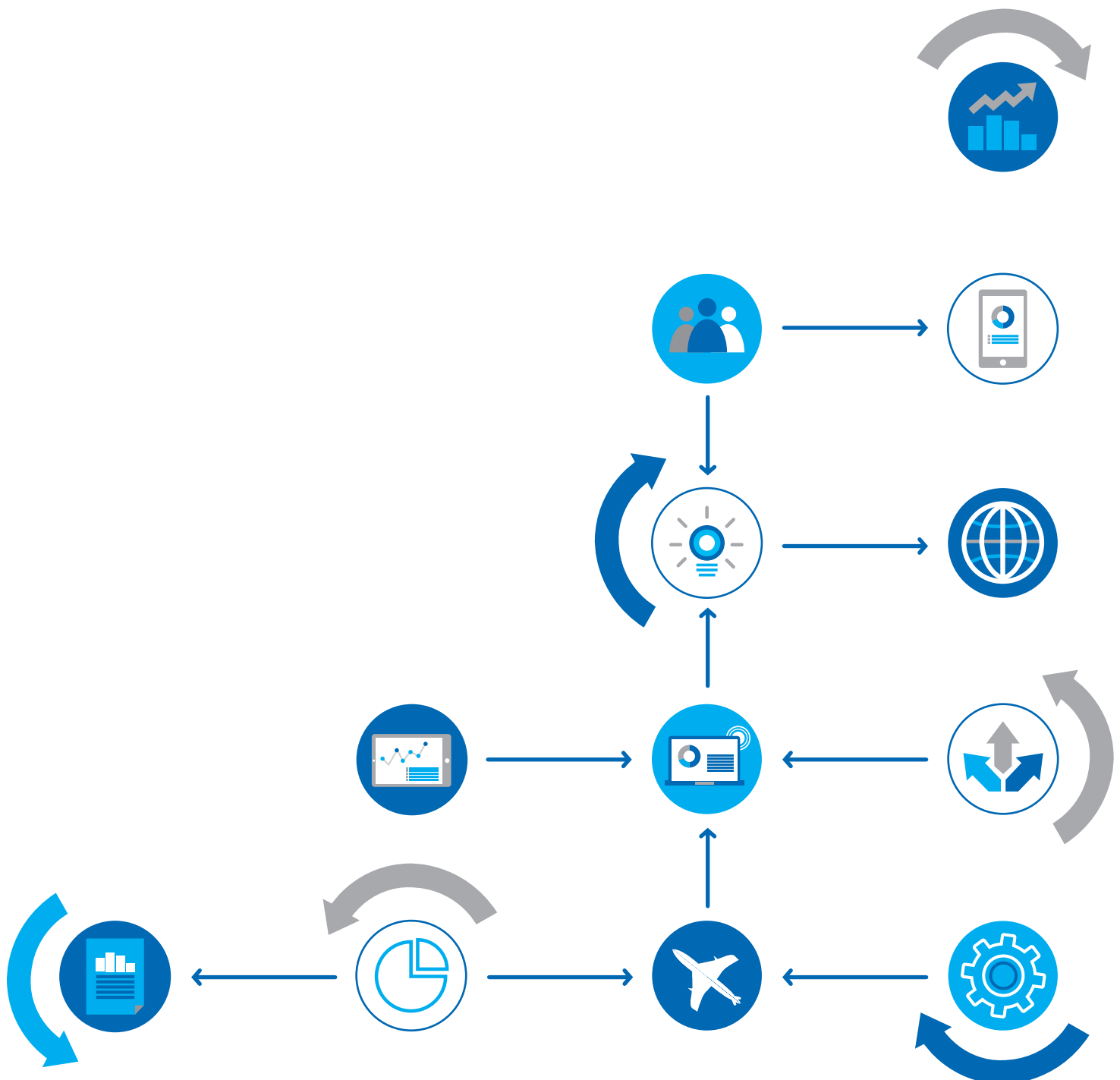


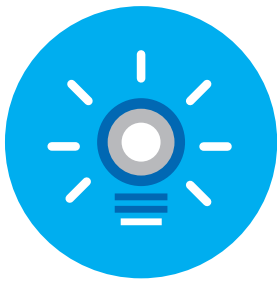
Burton and South Derbyshire College Adaptive Plan 2022 – 2030

Version 3: Update Summer 2022



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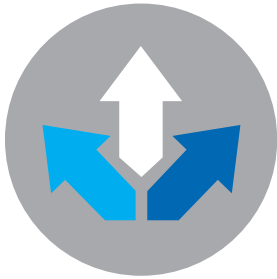
CURRICULUM INTENT



DIGITAL FUTURES



QUALITY AND PERFORMANCE
IMPROVEMENT



EDUCATION AND SUPPORT



GLOBALISATION



LEARNER SUPPORT SERVICES
AND CUSTOMER EXPERIENCE



PEOPLE AND PERFORMANCE
INCLUDING EQUALITY, DIVERSITY
AND INCLUSION



MARKETING AND
BUSINESS DEVELOPMENT



GROWTH



FINANCE



ESTATES







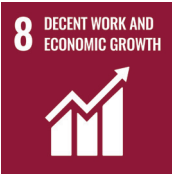












IT INFRASTRUCTURE



SUSTAINABILITY

United Nations Sustainable Development Goals

The United Nations has created 17 Sustainable Development Goals for countries, regions, cities and towns and businesses to follow and ensure that we are all collectively working to make the world a better place. BSDC has a role to play within this context and we must do our part in ensuring we have a sustainable, equitable and prosperous planet for future generations. We have mapped our Adaptive plan and, specifically, our strategies to these goals to ensure that we are contributing to this future world vision. The table below exemplifies this;

United Nations SDG	BSDC strategy	United Nations SDG	BSDC strategy	United Nations SDG	BSDC strategy
	Education and Support Implementation		Finance, Estates, Sustainability		Sustainability
	Education and Support Implementation		People and Performance, Marketing and Business Development		Sustainability
	People and Performance, Education and Support Implementation		Digital Futures, Globalisation		Sustainability
	Curriculum Intent, Digital Futures, Quality and Performance Improvement, Education and Support Implementation, Finance, Estates, Information Technology, Sustainability		Curriculum Intent, People and Performance, Education and Support Implementation		Finance, curriculum Intent, People and Performance
	People and Performance		Sustainability		Marketing and Business Development, Curriculum Intent
	Estates, Sustainability		Sustainability		

This adaptive plan details Burton and South Derbyshire College's forward strategy over the next 8 years.

Whilst this plan focusses on the period of 2022 to 2030, it is important that we look beyond this to envision what the world will look like. The world is changing fast and we must continue to adapt whilst considering our long term future. All strategies within this document will focus on what we will achieve (and how we will do this) by 2030, but will also consider the research and understanding we have of the changing world and what global technological and demographic trends will shape the world in 2035.

What the world will look like in 2035...

In 2035, the global population will have reached 8.9 billion with a burgeoning global middle class and the largest population growth will be seen in Asia and Africa. India and China will be the world's most populous countries and the vast majority of the global population will live in cities. Chinese will be the most widely spoken language and Islam will be the most practiced religion. In the 15 years prior to 2035 close to two billion children will celebrate their 5th birthday with over 80% of these in Asia and Africa. By contrast Europe will amount to just under 6%. In the 15 years leading to 2035 1.1 billion people will celebrate their 60th birthdays with just under 70% of these living in Asia and Africa and 15.5% in Europe.

Technological advancements will make 2035 unrecognisable with transport including driverless cars and artificial intelligence replacing most of the jobs that drive today's economy. The rapid expansion and development of 3D printing will mean that many products are produced closest to the consumer, having significant effects on global logistics slowing down the need to move goods from manufacture to sales location. The first wearable technology controlled by thought will be in mass production. Mass data storage and processing will drive many of 2035's industries as the storage of data in DNA will have radically overhauled the internet and the way we manage information today.

Preparing our learners for 2035

The young people we are preparing for this future world work, study and socialise in a very different way to their predecessors. The attitudes, passions, strengths and weaknesses of each generation are moulded by the world around them. Political influence, economic factors and technological change all converge and produce a new set of individuals who see the world in a way that generations before them never have.

Millennials have been the focus of most organisations, but there is a new generation taking the corporate world by storm. This is, of course, Generation Z (Gen Z), who constitute a fifth of the workforce in 2021. Famously, Generation Z is the first to grow up completely immersed in technology. They are accustomed to abundant, free information and instant, real-time feedback.

The relationship between manager and employee will be more important than ever

Generation Z will have a serious impact on the relationship between manager and employee and we must consider this in the way we teach these individuals whilst also considering this in preparing them for the world of work. Sources agree that as a generation, they have high expectations and are unlikely to remain with a company if managers are aloof and detached.

Access to instantaneous information has made Gen Z hungry for instant

feedback and this should be a consideration in how we recruit, train and progress these young people. Generation Z isn't fragile. They desire feedback regardless of whether or not it is good; they only ask that it is constructive and instructive. According to one source, 52% of Gen Z and Millennials believe honesty to be the most important quality in a leader, which means that our teachers will have to be providing specific, constructive, straightforward and (often) candid feedback to these learners.

Generation Z is also extremely project-oriented and efficient, as long as they know what is expected of them and how they are performing. For this reason, it is likely that weekly feedback sessions will become the norm. During this time, Gen Z learners and their teachers should discuss current performance and any relevant issues, as well as both short-term and long-term goals.

Teachers will have to be less hands-on

Though instruction, guidance and input is important for Generation Z, as a whole, they are generally self-reliant. They work best with an element of personal freedom and don't wish to be micromanaged. For this reason, teachers will have to act more as a coach. Teachers will get the most out of their Generation Z team members if they simply give instructions, then take a step back and allow them to achieve that goal without too much supervision. On-demand feedback and check-ins will help to keep performance on-track, but hovering over shoulders will only result in frustration and disengagement.

Work-life integration will become more common

Everyone knows the concept of work-life balance, but this is quickly becoming an outmoded concept. This is due in no short part to the prevalence of technology and the ease of communication. We no longer work traditional 9-5 hours — 24% of employees check work emails during their private time and one in three employees check their work emails every single day while on holiday.

Similarly, we want to keep in touch and utilise social media at work. This is particularly true of Generation Z, who are regularly referred to as 'digital natives.' They have never existed in a world without mobile phones and computers and for this reason, they don't understand why there should be such a division between work and play.

Moving forward, it is likely that rather than having a solid barrier between work and home life, they will be integrated. Traditional office hours may fall by the wayside and, to compensate, there will be a higher emphasis placed on the achievement of goals. We are already seeing examples of this, with companies such as Netflix and Virgin, who have introduced the idea of 'unlimited time off'. Staff can take as much holiday time as they like and the time isn't tracked, but managers keep strong tabs on whether objectives are being met on time and to standard. Policies such as this require higher amounts of trust from the company and an equal amount of responsibility from the employee. If we are to prepare Gen Z for this kind of work life, some of this approach must be emulated in our teaching delivery. Areas such as online and on-demand teaching, learning and assessment through technology will aid new and emergent delivery models at BSDC that meet these expectations.

Organisations will need a clear route of progression

For Generation Z, career progression is a critical aspect of performance management. They are generally known for their entrepreneurial spirits; they're driven and want to succeed. They also place a huge emphasis on

personal growth. This means that rather than trying to attract them with the promise of money, a larger focus will likely be placed on a clear path to leadership. This is the only way companies will have any hope of retaining determined and ambitious workers of the new generation. Again, this must be reflected in our planned learning journeys for Gen Z, giving them a clear understanding of their pathways to success and the related skills, qualifications and competencies they need to achieve their leadership ambitions. The good news is that Generation Z are prepared to work for it. In fact, over 75% of them expect to have to work harder than previous generations to achieve career satisfaction.

Generation Z want to know they're making a difference

In a very significant way, work will play a large part in the average identity of a Gen Z individual. They don't just want a job that pays the bills; they want to know they are making a difference. They are more interested in following their passions than making money and, if they don't feel they are having an impact at their company, they are likely to leave for a company that will appreciate them.

If Generation Z is to function well in an environment, organisations will need to ensure that they don't feel like an anonymous, superfluous element. Good organisations will make efforts to show Generation Z that they're part of something big, and that they're an integral aspect that keeps it moving. We will need to continue at BSDC to involve learners in college leadership. We will need to be explicit about our core values and how these align to Gen Z. We will need to ensure that our information, advice and guidance covers organisational cultures and values, as well as hard facts such as promotion prospects and average potential salaries. We will need to ensure that our college has meaning for Gen Z and that they feel part of a wider movement, something that isn't just about qualifications, but an organisation that is entrenched in its local community, is a driver of good locally and is a totem of economic and social change that improves lives and future prospects for all who engage with us.

BSDC In 2035

From a learner's perspective, BSDC will look very different to how it does today. Our customer base will be global and we will have a virtual presence and delivery in all major global conurbations. How learners engage with us will be predominantly online and cloud based with virtual tutors and teachers using technology to engage a vast and multilingual population of learners.

Our brand will be world renowned and synonymous with relevant, high quality learning that significantly increases individual's skills and allows them to play a central role in the prosperity of their country and achieve rewarding and valued careers. BSDC courses and qualifications will play a major part in both businesses and individual success, and will be in high demand because of this. Our facilitators will be renowned in their industries for excellence and, through their extensive industries links, will play a significant part in the future development of their related sectors. These employees will be based throughout the world and will speak a multitude of languages to support BSDC's global reach. Our staff will win international awards for excellence.

Our support teams will work in a streamlined and coordinated manner across our learners' journey providing immediate and seamless support, in real time, to those learners who need it. Technology will drive how we support learning at BSDC in 2030 and our support teams will understand, and be proud of, the role they play in supporting global learning and underpinning what is required to help our facilitators to achieve excellence in learning.

Our infrastructure will support a global workforce and our IT capabilities will be leading edge. Cloud based content will be accessible globally and will house vast amounts of data, content, video and insight securely providing assurance to our customer base of the integrity of our systems.

We will have domestic and international vocational assessment centres that house the latest industry specific technologies that allow highly effective assessment methodologies that validate learning and provide accreditation and certification to our global programmes. These centres will boast a mixture of face to face and automated services that underpin the assessment of learner capability in their chosen profession.

This global reaching and technologically driven approach will allow BSDC to generate surpluses that are re-invested in new product development and the capability of both our people and our technology. Our strong financial health will underpin our current and future stability as an organisation.

WHAT THE WORLD WILL LOOK LIKE IN 2035...

63%

of the global population will live in cities



India and China will be the world's most populous countries

Asia and Africa will see largest population growth

Chinese will be the most widely spoken language



By **2035** smart homes will be ubiquitous and they will use **automation to provide technological solutions** to support our busy lives.

The global population will have reached

8.9 BILLION



GEN ALPHA

By 2030, the first members of Gen Alpha will begin to have more direct customer interactions with businesses and ultimately become the primary decision-makers



Key factors that differentiate these three groups

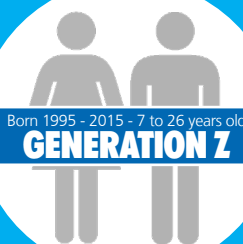
Self-aware
Persistent
Realist
Innovative
Self-reliant

Hyperconnected
Independent
Visual
Technological
Diverse

Self-centred
Idealist
Dependent

Entitled
Creative

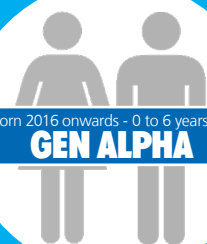
Advances in **wearable technology** and new modes of living mean that the older generation will benefit from a **smart-enabled future**.



Born 1995 - 2015 - 7 to 26 years old

GENERATION Z

Gen Z, on average, will use technology for at least **10 hours per day**.



Born 2016 onwards - 0 to 6 years old

GEN ALPHA

Productivity-boosting technology will be commonplace by 2035, according to business leaders



Born 1981 - 1994 - 25 to 39 years old

MILLENNIALS



Our priorities over the life of this plan (2022 – 2030)

The current Government's Strategy has been a key driver in informing all of the strategies contained within this document. There is now a need to balance the country's finances post pandemic, stabilise the economy, invest in UK infrastructure, continue to position the UK as a major force in the world with exports to match and to cement business growth through utilising skills to increase human capital and productivity. This section of our adaptive plan demonstrates the role we will play in supporting the achievement of these national aims and how we will continue to deliver a Dynamic Global College through highly effective provision and a sustainable and financially robust institution.

The five key pillars of our 8 year adaptive plan will therefore be:

1. Secure opportunities for growth

BSDC has an excellent reputation in delivering relevant and high-quality provision at a regional level. We boast successful relationships with global companies and micro businesses alike and have a continued insight into the impact these programmes have in increasing business efficiency and effectiveness. Our priority, over the life of this plan, will be to grow high quality provision across all ages in line with local labour market trends. We will expand our existing relationships with employers and will engage new employers who haven't yet realised the benefits of these valuable qualifications. We will attract increasing numbers of young people through our high quality offer and conveying the significant opportunities conveyed in securing technical and professional skills. We will develop our adult related courses to meet the needs of those wishing to secure promotion or those wishing to upskill and we will create new local Higher Education Opportunities.

2. A Technical and Professional Curriculum that exceeds industry expectations

We will continue to work with employers to deliver the skills they need for the future and will secure their endorsement for this provision via our Local Skills Improvement Plan. We will continue to invest in state-of-the-art facilities that exceed industry standards and labour market intelligence and employer feedback will be at the heart of this technology design. We will ensure all those that study with us gain the skills and confidence needed for success within the workplace and that we are playing our important role in economic regeneration and development leading to local thriving communities supported by burgeoning industries.

3. Employability and Work Ready Resilience

We enshrine employability and work ready resilience in all that we do. We will continue to build upon this highly effective approach through the further development of our employability hub and Skills Promise. This element of our Adaptive Plan will be critical in us continuing to secure high quality employment in much needed careers and occupations that are aligned to Local Skills Improvement Plan. We will continue build the technical skills and employability skills in our learners that leading companies require and will measure the effectiveness of this through a continued monitoring of learner's progression, destinations and remuneration once employed.

4. Globalisation

As our vision for 2035 describes, through technology, the world is getting smaller. Learners can communicate across continents at the touch of a button and can reach cultures and communities in all corners of the globe. This new world requires BSDC to prepare our learners for a global career. We will continue to expand our presence in countries such as Korea, Japan and the USA and will continue to embed the learning from this into our domestic learner's journey. Aligned to our Employability strand, we will broaden our learners' horizons through this approach and will ensure we are giving insight and experience of different cultural business norms to add value to our learners' experiences and prepare them for global business and a culturally varied career. This strategy will also allow us to continue to diversify our income and profitability so that these funds can support the growth and re-investment required to enable our 2035 vision.

5. Be sustainable in all we do

We have already begun our journey towards sustainability but there is still much to do. We will be a carbon neutral College within the first year of this plan effectively measuring our annual carbon footprint and then supporting projects around the world that off-set this. We will then achieve a net zero position by at least 2050 by investing in our estate and having policies and procedures that are sustainable and do not negatively impact the environment. We will work with our learners and staff to embed sustainability into their lives ensuring that our wider impact is felt regionally and that we are playing a significant role as a responsible corporate citizen.

A vibrant dynamic global college

VISION



MISSION

Inspiring and motivating all to achieve their maximum potential

Creating the skills of tomorrow.

STRATEGIC OBJECTIVE

Growth

A technical and professional curriculum

Employability

Globalisation

Sustainability

KEY PILLARS OF PLAN



THE CUSTOMER IS OUR FOCUS



CONSISTENTLY ACHIEVING



VALUED & RESPECTED

CORE VALUES