



ASSOCIATION
OF COLLEGES

Covid-19 and colleges

AoC's early summer survey

4th May 2020

Covid-19 and colleges, 4 May 2020

1. The national shutdown put into effect by the UK government in March 2020 to tackle the Covid-19 outbreak has had a profound effect on colleges and their students. For the first time since the 1940s there was a government instruction to close all schools and colleges on 18 March 2020 but, unlike then, education has continued online and, for a few students, in person. Seven weeks on, there are discussions about a general restart, including reopening colleges, but it is clear that this will not be normality as we know it.
2. To assist discussion about what needs to happen now, AoC issued a survey to the leaders of the 244 colleges in England on 21st April with a return date of 28th April. 125 surveys were returned – more than 90% by principals or chief executives plus 7 other returns.
3. This report explains and discusses the survey results in four main sections:
 - Teaching and learning since the shutdown
 - Finance, funding and staffing
 - Oversight of colleges
 - Reopening and restarting

The survey

4. Association of Colleges (AoC) represents 95% of the 244 colleges in England incorporated under the Further and Higher Education Act 1992 and has a number of associate members. Table 1 and 2 analyse survey responses:

Type	Number of responses	Number of colleges in England	Percent within type
General further education college	98	168	58%
Sixth form college	12	51	24%
Specialist college	15	25	60%
Total England	125	244	51%
Academy (Sixth form college conversions)	3		
Other*	4		
Total survey responses	132		

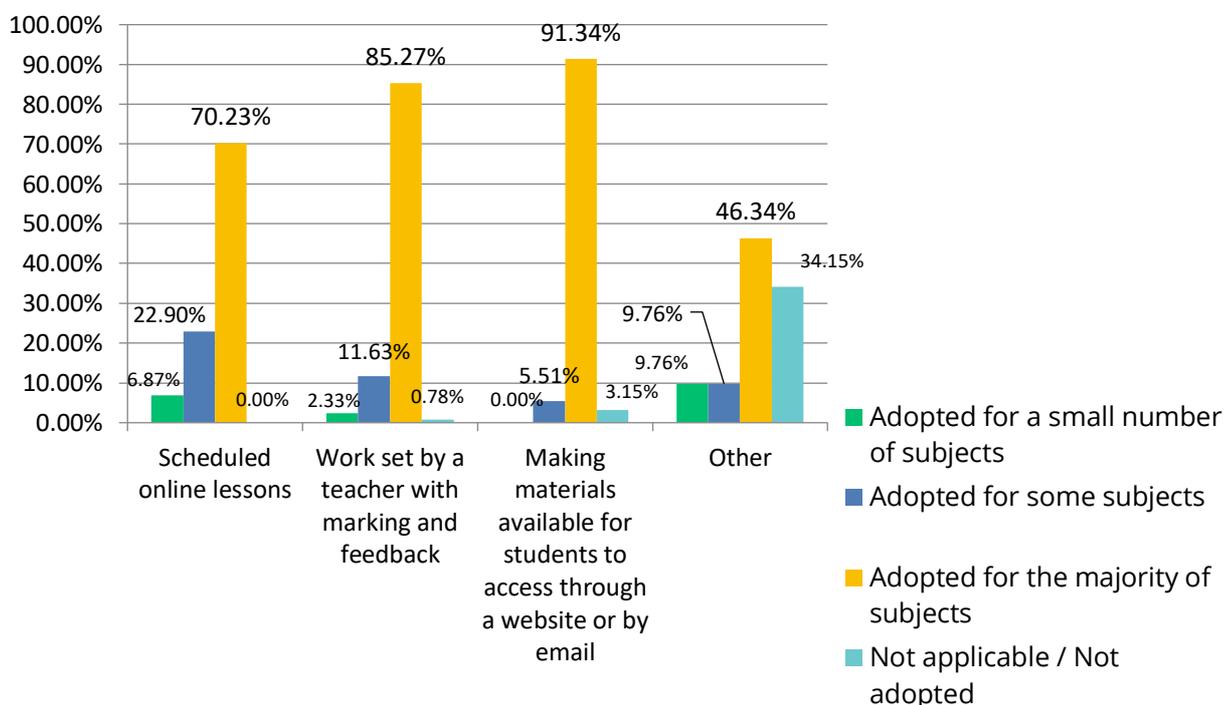
* Channel Island and Independent Specialist Colleges

Region	Number of responses	Number of colleges in region	Percent within region
Eastern region	16	23	70%
East Midlands	11	15	73%
Greater London	20	34	59%
North East	6	14	43%
North West	13	42	31%
South East	17	39	44%
South West	13	24	54%
West Midlands	17	25	68%
Yorkshire and the Humber	12	28	43%
Total England**	125	244	51%

Teaching and learning since the shutdown

- Colleges have done a great job shifting to remote learning but the new arrangements are not sustainable on the current basis for more than a few months. Students, courses and staff will need to return in person in due course. This does not mean there might not be things that can be done in the next few weeks to assist remote learning but there should also be longer term plans.
- Many colleges are using a mixture of set work, pre-built content and scheduled on-line lessons. AoC ran a remote learning webinar in the first week of lockdown. Further education e-learning experts advised that trying to replicate the classroom experience in full would be difficult. They advised that colleges should use a mixture of teaching and learning methods would be better. Question 14 in AoC's survey shows that this is the approach taken in most colleges.

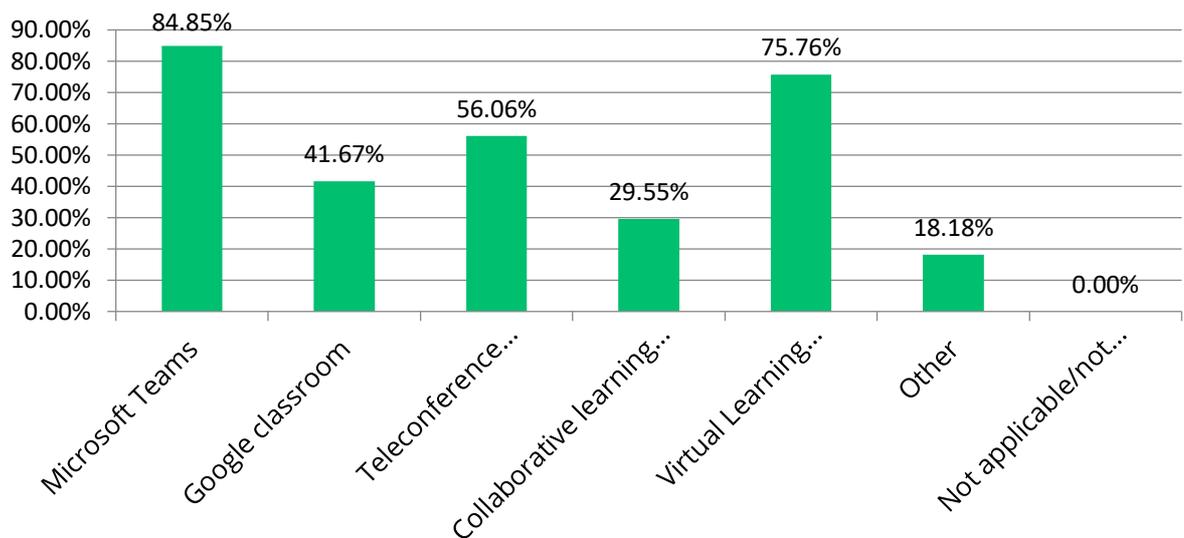
Q14: For each element of online learning listed below, please indicate how much it has been adopted by your college: (131)



- The colleges reporting that they used "other" methods are posting paper-based packs to young people or adults without devices or connectivity.

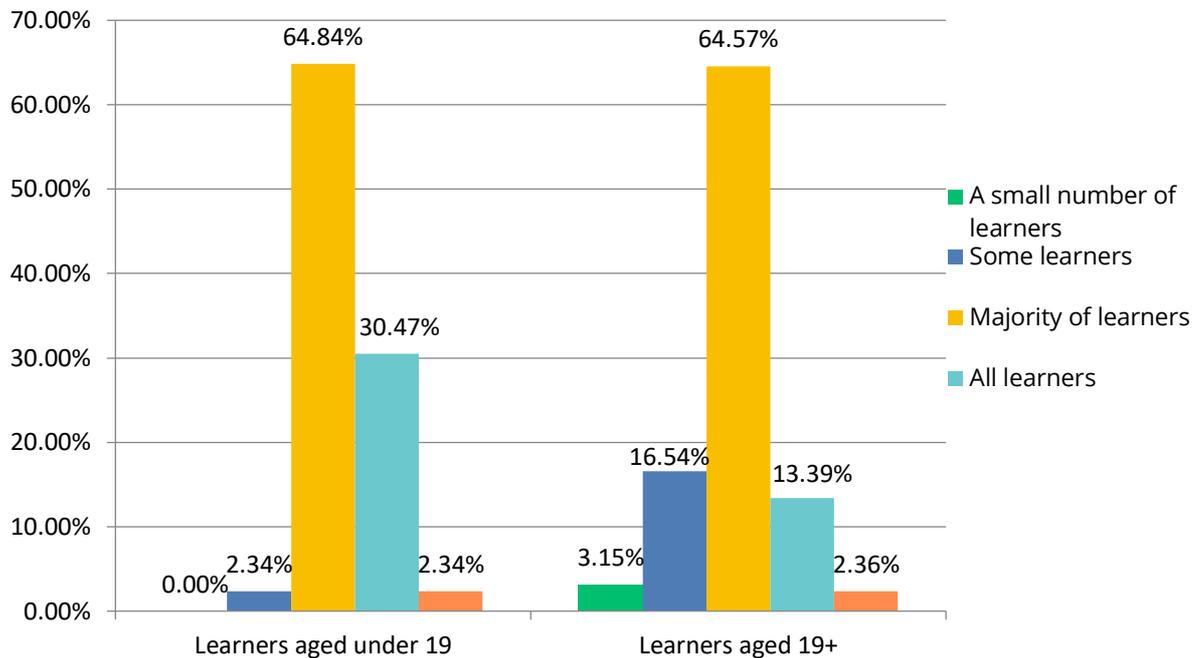
- Most colleges are using a mixture of platforms to engage with learners. Tools such as Microsoft Teams or Zoom were most prevalent where scheduled lessons and small group tutorials were concerned, whereas Virtual Learning Environments such as Moodle were popular for setting work and tracking assessments.

Q15: Which digital collaborative/ learning system are you using? (132)



- A small number of colleges are using a vast array of platforms, apps and games to engage with students. Several colleges reported some adults being difficult to engage with due to not having a device or connectivity.
- 30% of colleges report that all their young people are continuing learning remotely while 65% say that a majority are. This leaves a handful where only a minority are. Meanwhile 17% of colleges reports that their adults are continuing learning with 65% reporting a majority.

Q16: Approximately, what proportion of your learners are continuing their learning remotely? (131)

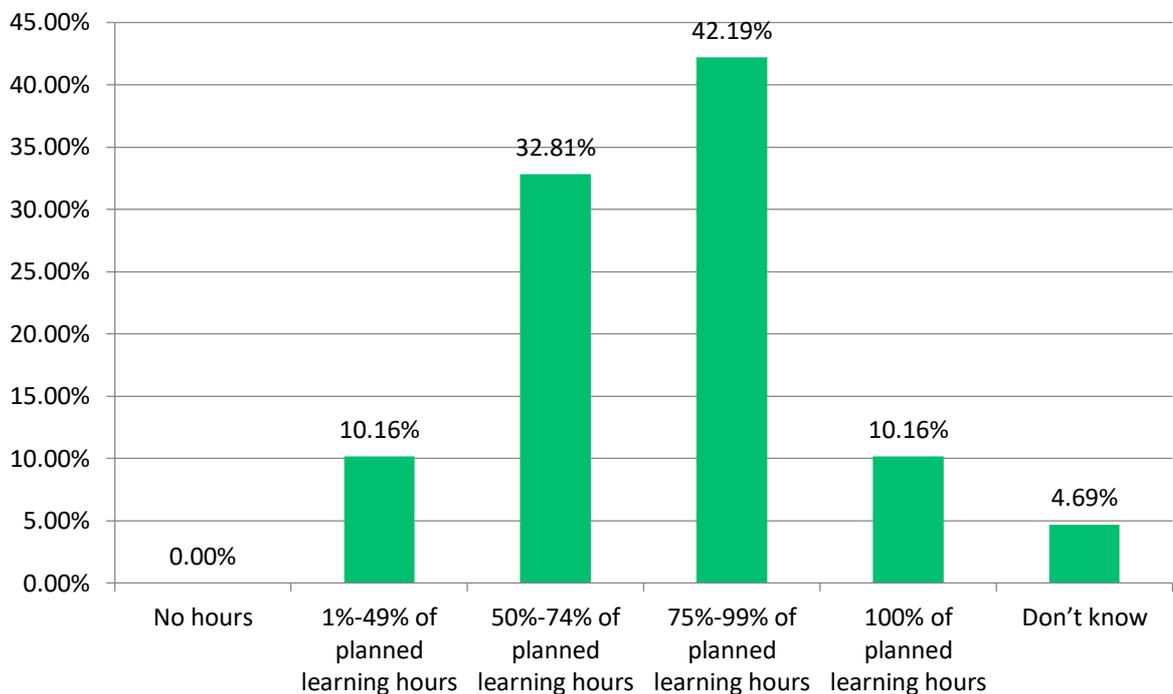


11. Colleges provided some more information in question 17. 95% of colleges reported that their learners under the age of 19 are continuing to undertake planned learning to some extent, with the other 5% saying they 'don't know'. No college reported learners receiving zero learning hours. However, as to be expected there is significant variation in the amount of learning being undertaken, with:

- Almost half of colleges reporting that their learners are undertaking 75% or more of their planned learning hours, with one in ten colleges reporting that all planned learning hours are delivered remotely.
- A third of colleges reporting that their learners are taking between 50 and 74% of planned learning hours.
- And one in ten learners undertaking less than half their learning hours.

12. In summary, 43% of learners are doing less than three quarters of their planned hours and may need further support or catch up time in future.

Q17: For learners aged under 19, what proportion of planned learning hours do you estimate are being undertaken remotely? (128)



13. College staff had very little time to prepare for the shutdown and are continuing to run courses on a provisional basis. If social distancing remains in place in the 2020-1 academic year – from September 2020 onwards – then several flexibilities in the rules will be required including:

- Relaxation in the definition of a guided learning hour to include online and blended learning,
- Changes to the audit evidence rules,
- Extension of tolerance in adult education budget
- Relaxation of the English and maths condition of funding.

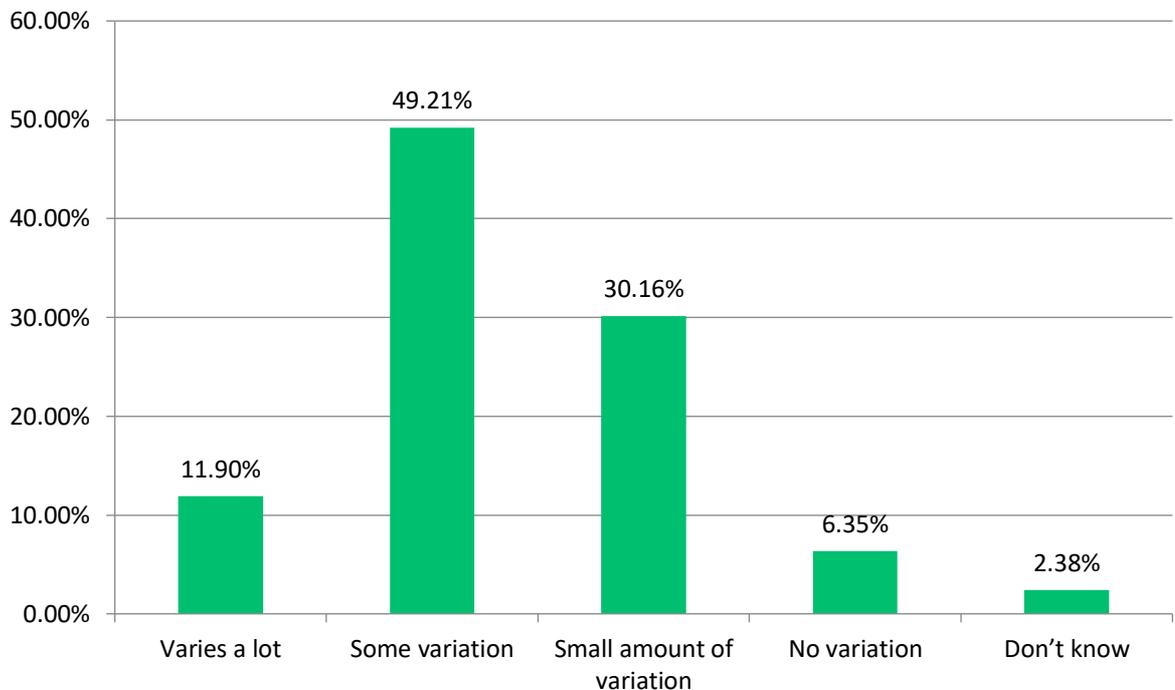
14. Only 1 in 10 colleges reported a significant variation in the amount of remote education being delivered by subject, half reported some variation, and the remaining 36% reported a small amount or no variation.

15. Engagement was reported as more difficult for practical subjects such as catering, sciences and trades (practical elements). This was also the case for creative subjects such as performing arts.

16. More broadly, colleges reported that students on lower level courses or with special educational needs were more disengaged.

17. Colleges also report significant levels of disengagement among students on the final year of A-level courses and GCSE English and maths resit courses.

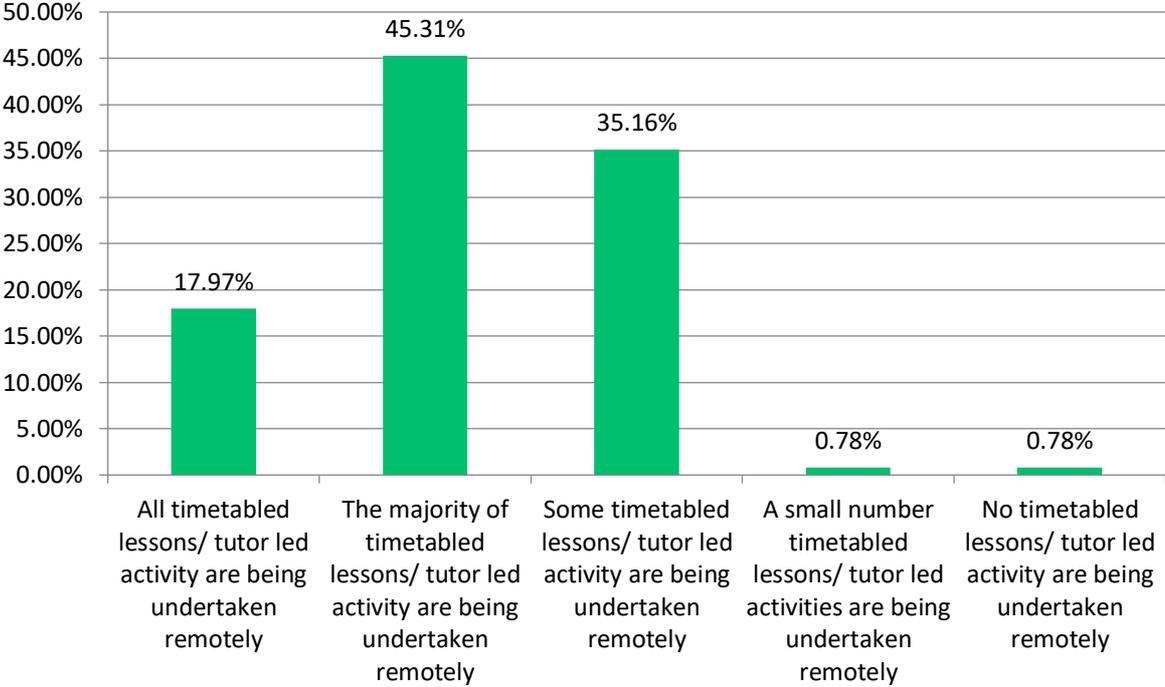
Q18: For learners aged under 19, to what extent does the proportion of planned learning hours being undertaken remotely vary by subject? (126)



18. Almost all younger learners are receiving timetabled lessons remotely, but generally in a reduced form with:

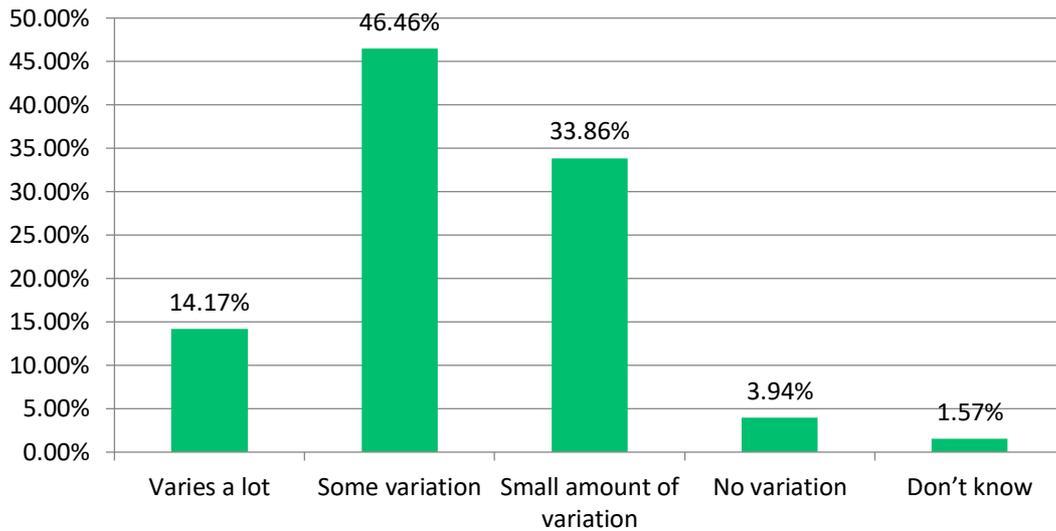
- 1 in 5 learners are receiving a full timetable.
- 45% of learners are receiving a timetable covering the majority of lessons.
- Just over one third (35%) of learners are receiving a significantly reduced timetable.

Q19: For learners aged under 19, what proportion of timetabled lessons/ tutor led activity has continued during the stay at home period? (128)



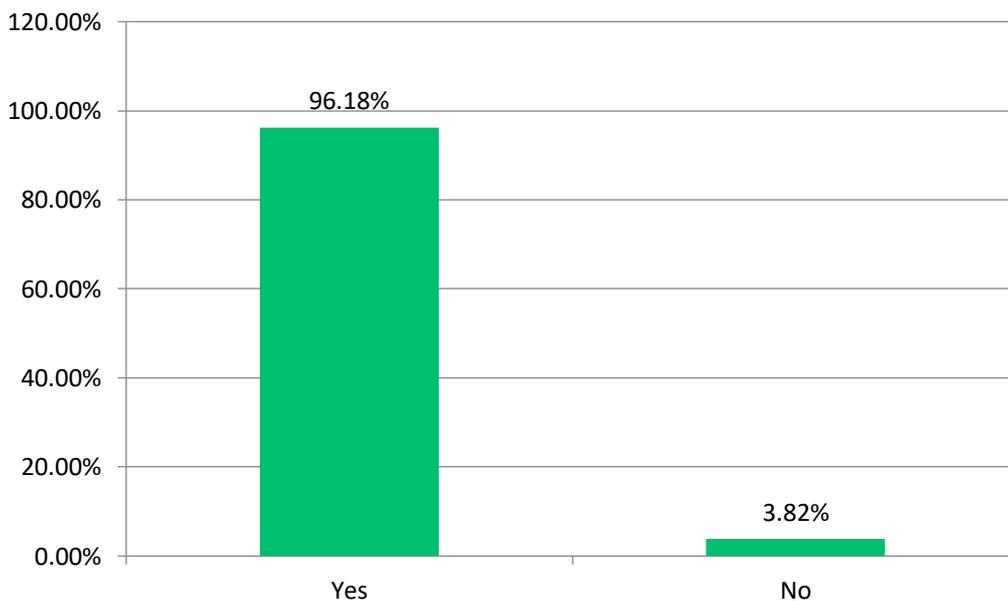
19. Similar patterns of variation by subject for timetabled lessons were reported for adults as they were for young people. Practical subjects were again seen as problematic, as were lower level courses. Adult attendance was noted as being problematic due to childcare and caring commitments. Staff skills and confidence were also cited as issues by some colleges.

Q20: For learners aged under 19, to what extent does the proportion of timetabled lessons/ tutor led activity that has continued during the stay at home period vary by subject? (127)



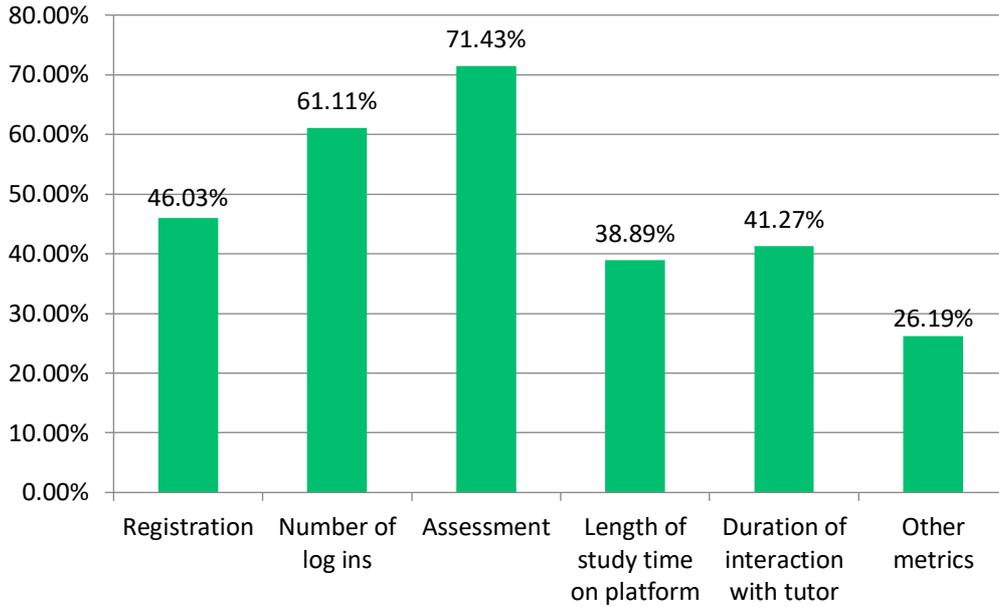
20. Nearly all colleges (96%) have systems in place to collect participation in remote learning.

Q21: Do you have systems in place to collect participation in remote learning? (131)



21. However, a wide variety of metrics are reported to be in use. Should social distancing measures extend into the next academic year, ESFA will need to produce guidance on what audit evidence will be required.

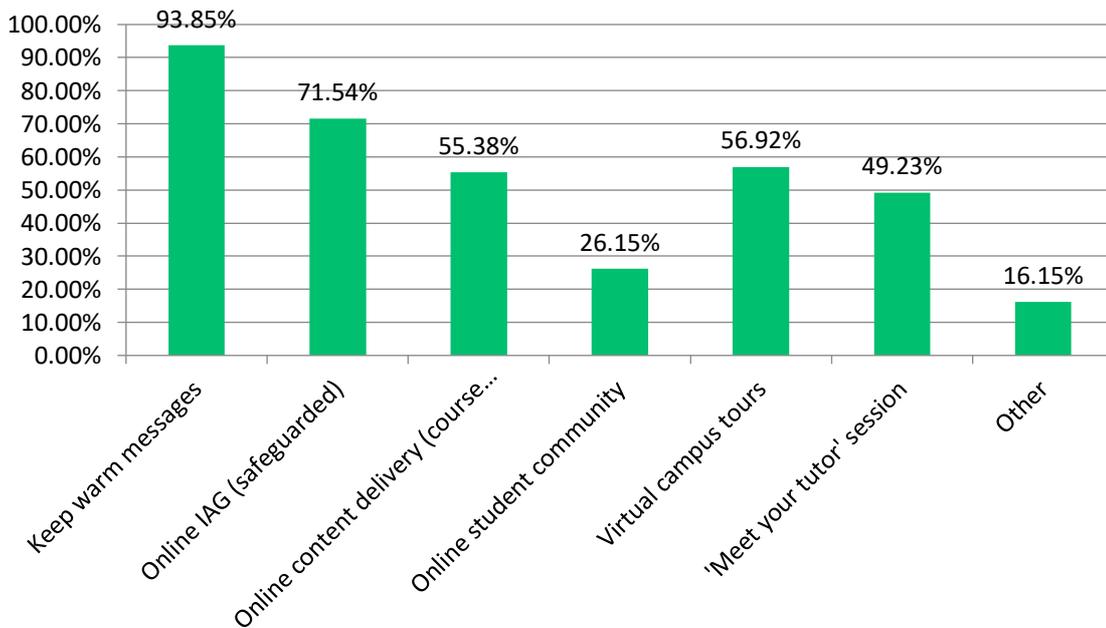
Q22: If you indicated you have systems in place to collect participation in remote learning, what data do you collect? (126)



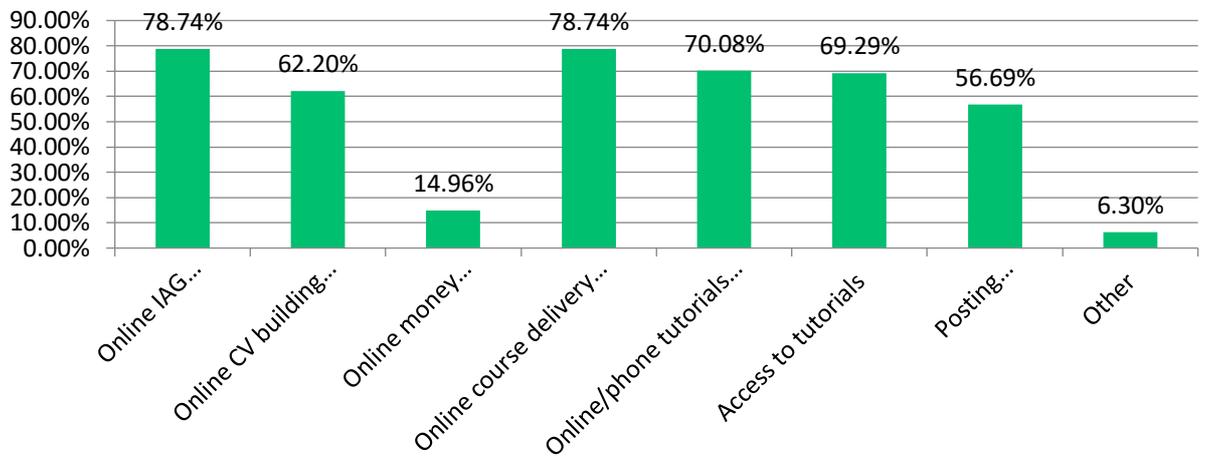
22. Questions 24, 25 and 26 focused on pastoral care and how colleges are supporting learners to transition from:

- School to college.
- College to employment.
- College to higher education.

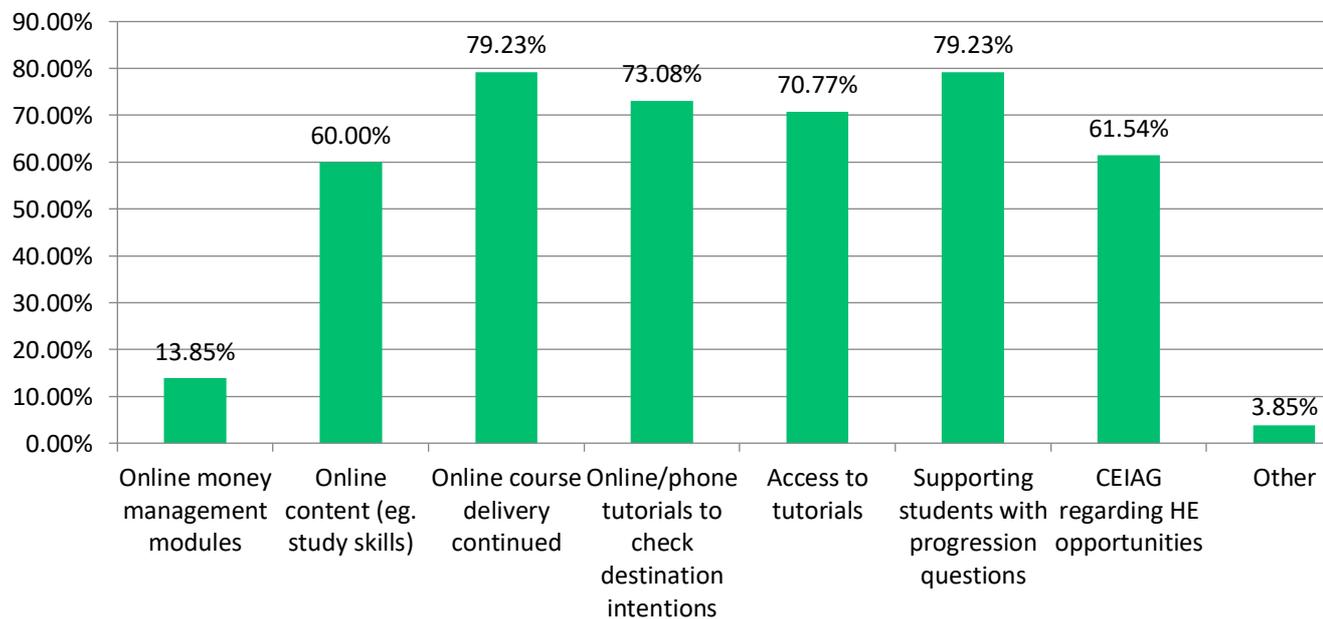
Q24: How are you supporting students to manage transitions: school to college? (130)



Q25: How are you supporting students to manage transitions: college to employment? (127)



Q26: How are you supporting students to manage transitions: college to higher education? (130)



23. Most colleges are providing a range of tutorial and pastoral services to support learnings and can draw on a range of specialist staff including personal tutors themselves, learning support assistances, study coaches,

counsellors and chaplains. Some colleges have 24-hour support lines. All are supporting vulnerable students on a 1:1 basis.

24. Colleges have changed their mode learning in around three weeks. Many are now thinking about how to capitalise on best practice and sustain this change post-crisis. AoC is working with Jisc to promote good practice in remote working, teaching, learning and assessment while the crisis persists. We are also seeking to establish a consensus on what “good” looks like in a transformed learner and staff experience, ready for when both are able to return to physical sites and the workplace.
25. There is an opportunity to make a shift towards a ‘digital first’ sector but this may need:
 - a national online repository of high-quality interactive content specifically designed for vocational and skills-based delivery. This will include ‘bite size’ micro-credentialed content endorsed by industry sectors,
 - resilient and reliable connectivity for FE learners so that they can access online resources,
 - development and adoption of new assessment methodologies designed for secure remote delivery, and
 - work on technical solutions to support teachers and administrators including digital assistants, automated workflows, data analytics, flexible working and reduced workflow.

Finance, funding and staffing

26. The financial impact of the shutdown on colleges has been severe. Ministers made some quick decisions to guarantee the largest parts of college funding but the English FE system is very complicated and the level of income protection varies widely between different colleges. On average approximately 65% of college income is guaranteed in both 2019-20 and 2020-1 regardless of actual activity and around another 20% in public funding will continue to flow until 31 July 2020 as a result of the actions taken by government. Other income – ranging from fees charged for adult education or international students, catering, commercial contracts with employers and apprenticeship training – is less certain. The situation varies by college and continues to change week-by-week.
27. From our discussions with college leaders, officials, banks and unions, we have discerned four main trends in college finance:
- A substantial loss of income in the 2019-20 from apprenticeships, summer term enrolments, international students, catering and a range of other commercial activities, adding up to about £150 million or 2% of total income. This is a similar percentage to the reduction reported by UUK for UK universities¹.
 - Some short-term savings for colleges from furloughing staff, travel and agreeing cost reductions on contracted-out services. At the same time, colleges have incurred costs, for example in purchases of IT equipment and software. Several colleges will defer building works and staff reductions which they would normally have carried out in the summer. This will conserve cash but could store up costs for the future.
 - Major uncertainty and risks on all non-grant income lines in 2020-1 outside the 16-18 funding or adult education budget. As with universities, this leaves a major sum at risk – as much as £2 billion (40%) for colleges – though a lot depends on what students, employers, government and colleges themselves do between now and Christmas.

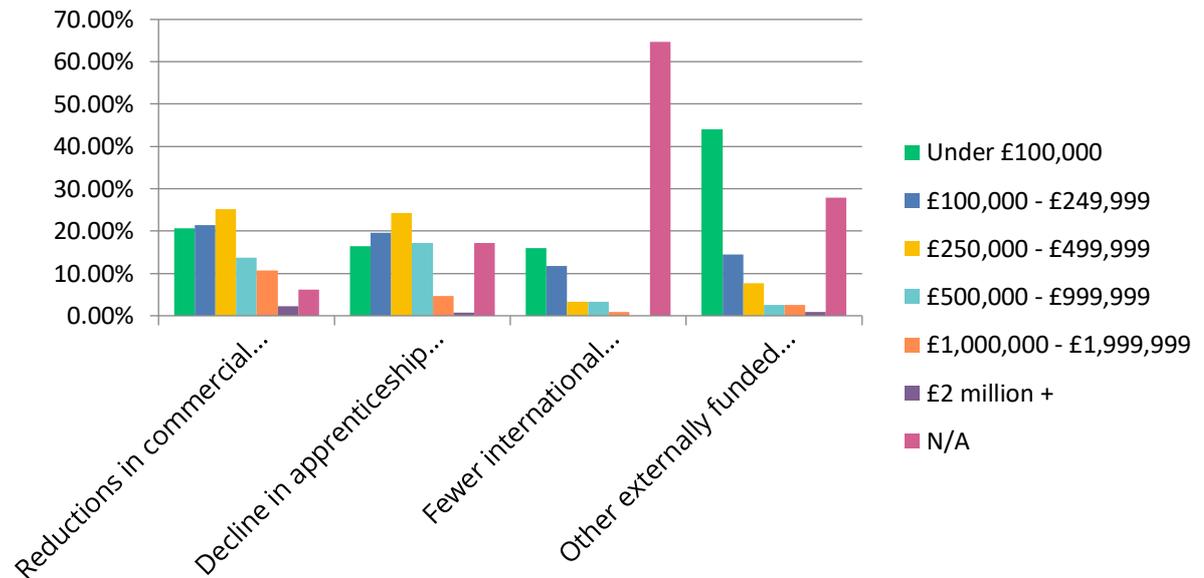
¹ Universities UK “Achieving stability in universities following Covid-19” April 2020

- A risk that the crisis will knock some commercially focused colleges very hard and compound financial issues for colleges who were already financially stretched, resulting in mounting problems for individual institutions in the run up to March 2021.
28. Before the crisis started, almost every college produced a detailed month-by-month cashflow forecast for the period up to July 2022 on the instructions of ESFA. These Integrated Financial Models required an excessive amount of detail on costs and income; were prepared in different ways by different colleges in the absence of a clear instruction and involved a lot of guesswork about future income given that Treasury has not confirmed any part of the DfE budget after March 2021. AoC and the College Finance Director's Group (CFDG) registered concerns about the complexity of the requirement in February 2020 before the crisis hit.
 29. Colleges are now looking at termly, monthly even weekly cashflows but very few are using the IFMC. Instead they are using the home-grown monthly budget and cashflow models that they have always used. ESFA staff are reviewing future requirements – including the possibility of a simplified IFMC or budget return for July 2020 – but colleges cannot wait for this and have been re-forecasting their financial position regularly in recent weeks. AoC's survey asked principals for some of the headlines from this work.
 30. Question 4 in the survey asked college leaders for the current estimated impact on the main income streams. The most common areas of concern are apprenticeship and commercial activity but a small number of colleges have a significant hit from the loss of international income, adult education fees or major contracts. The colleges in this latter group have been education international students or adults for decades and could not reasonably have been expected to anticipate the speed or scale of the shutdown – the government's Pandemic flu plan prepared several years before the crisis and still on gov.uk at the end of February 2020 said that *"the government does not expect to close borders, end mass gatherings or impose controls on public transport during any pandemic"*²
 31. The survey returns were made just after DfE published a "Post-16 supplier relief" scheme covering non-levy apprenticeships which provides protection up until 30 June 2020 but which requires an application which ESFA staff will not complete until the middle of May. One-third of the colleges participating in AoC's weekly webinar on 1 May 2020 said they would be

² The government's national flu pandemic plan, downloaded from gov.uk on 24 February 2020

making an application in this scheme. If successful, that might affect the apprenticeship numbers reported below.

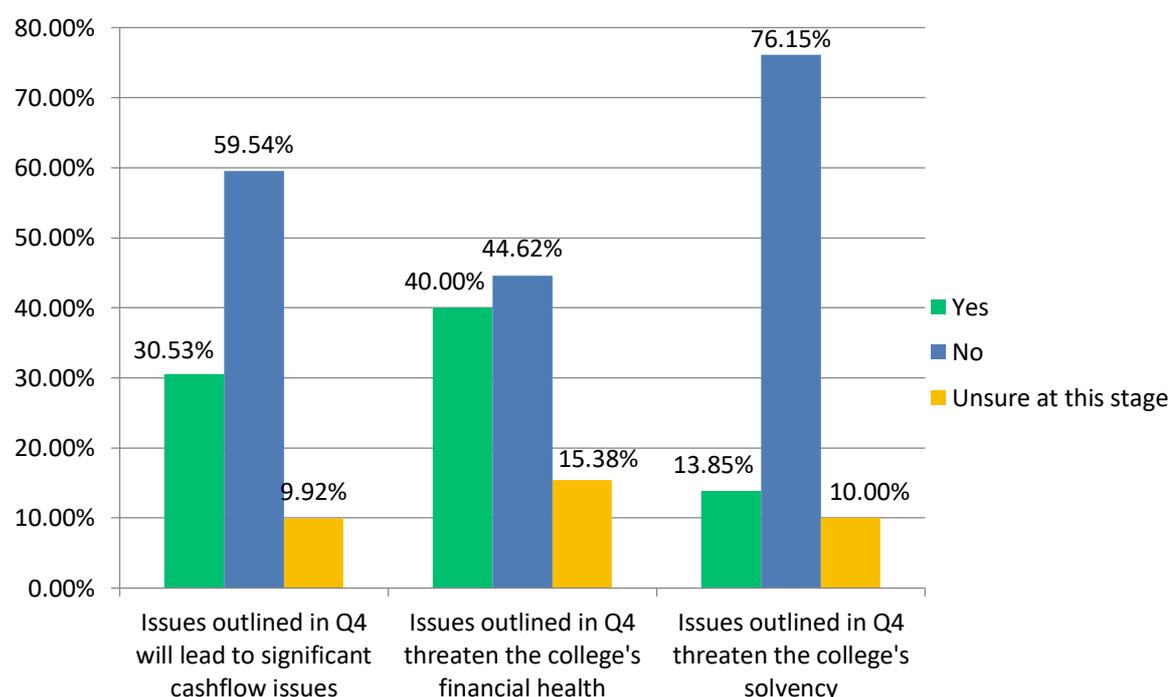
Q4: What is the estimated financial impact in the 2019/20 financial year (year ending 31 July 2020) of each of the following: (132)



32. Question 5 asked college leaders to identify three specific financial consequences from the loss in income.
33. The most significant estimated impact is on college financial health (40% predicting a deterioration; 15% not knowing). ESFA has a well-established rating system for financial health which assesses operating performance, net current assets and debt. Before the crisis started, the average college does not quite reach the 5% EBITDA threshold used to distinguish between a “good” and “requires improvement” rating but this performance is impressive in the circumstances and is several percentage points than that achieved by academies (who are set lower targets by DfE and who are fully funded for capital spending). ESFA has not made statistics of college financial health data available for 9 months and there were pre-crisis plans to change the ratings (made on the assumption that the IFMC would work). It is worth noting that the financial health in the 15% or so colleges judged inadequate could not deteriorate any more – they are already at the bottom of the scale.

34. The more serious consequence reported from the survey is the view from 30% of college leaders that the 2019-20 financial impact will create significant cashflow issues and 13% report a significant threat to solvency. Colleges provided this information in confidence but our review of the detailed data showed that only 5 respondents (4%) reported a significant solvency risk before 31 July 2020 of whom 1 is already in full intervention, 2 were in early intervention and the other 2 are already taking robust action to stay out of trouble. Of bigger concern are the 6 more who anticipate problems in autumn 2020, the further 4 who predict issues in spring 2021 and the possibility that there are others who may not think they have problems now but will fall into difficulty. Colleges operate on very thin margins, incur fixed costs in advance to ensure quality with risks that income will not be forthcoming and have few places to turn for cashflow support. Three banks account for 95% of college lending and have little appetite for new college customers.

Q5: Does the financial impact of the issues outlined in Q4 cause any of the following:(131)

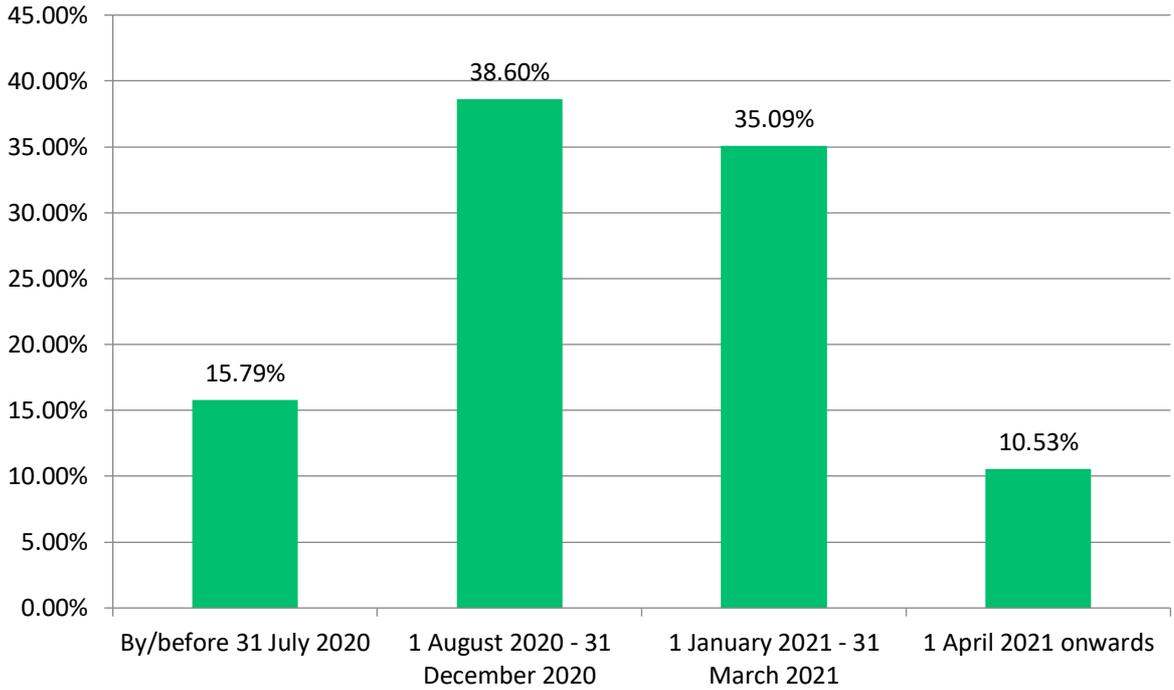


Issues outlined in Q4 will lead to significant cashflow issues	30.53%	40	59.54%	78	9.92%	13	131
Issues outlined in Q4 threaten the college's financial health	40.00%	52	44.62%	58	15.38%	20	130
Issues outlined in Q4 threaten the college's solvency	13.85%	18	76.15%	99	10.00%	13	130

35. Questions 6 and 7 confirms that cashflow – as well as solvency – fears hit at the end of 2020 or in spring 2021. It is worth unpicking the issue:

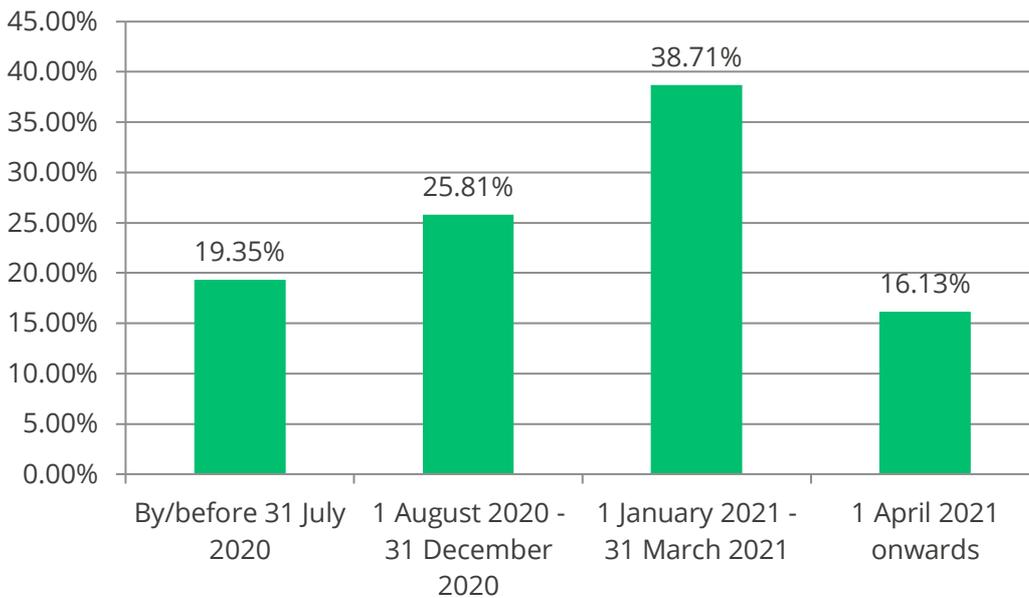
- There are lead-times in education. The income that colleges will draw down in summer 2020 (grants, contracts etc) relate to enrolments and starts made before the crisis – mainly in September 2019. The main threat to income has been refund requests. DfE’s announcement suspending adult education clawback for colleges who were on target in February 2020 is an example of a refund request being waived. Colleges should also be able to protect much of their apprenticeship and higher education income on the basis that individuals are still attending remotely and are aiming to complete rather than withdraw.
- The shutdown, the disruption to business and the rise in unemployment all threaten new starts. There may be a shift in demand – from apprenticeships to education – but, for colleges this will mean a reduction in activity-led income and higher demand in areas where their allocations are fixed. There is the prospect of higher costs and fixed or lower income.
- There are lead-times in terms of handling people. Reorganisations and redundancies involve upfront costs for longer-term savings. Deferral now implies higher cash outflows in autumn 2020.
- At the moment, all post-16 funding systems involve paying in arrears with early April being the lowest point in the year. At that point, colleges are 6% down on 16-18 and adult education and 15-20% down on higher education tuition fees and apprenticeships against the even cash profile used to pay academies.

Q6: If you indicated the impact of the issues outlined in Q4 will lead to significant cash flow issues, when is the impact likely to fall? (57)



Answer Choices	Responses	
By/before 31 July 2020	15.79%	9
1 August 2020 - 31 December 2020	38.60%	22
1 January 2021 - 31 March 2021	35.09%	20
1 April 2021 onwards	10.53%	6

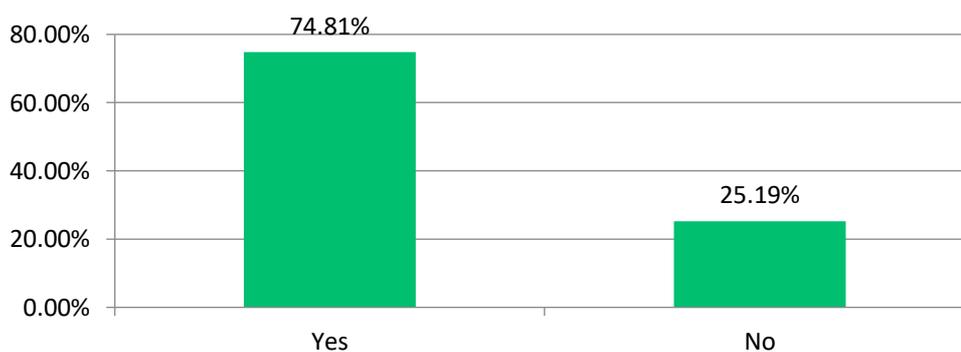
Q7: If you indicated the impact of the issues outlined in Q4 threaten your college's solvency, when is the impact likely to fall? (31)



Answer Choices	Responses	
By/before 31 July 2020	19.35%	6
1 August 2020 - 31 December 2020	25.81%	8
1 January 2021 - 31 March 2021	38.71%	12
1 April 2021 onwards	16.13%	5

36. College leaders have been considering whether to use the government's Job Retention Scheme ever since it was announced in late March 2020. DfE did not issue firm information on the areas where colleges should and should not use the scheme until 17th April. Some colleges made their applications on the day it was launched on 20th April. Question 10 showed that the 75% of college respondents planned to make use of the scheme, though Question 11 shows that most are furloughing relatively small numbers.

Q10: Have you already or do you plan to furlough any of your staff? (98)



Answer Choices	Responses	
Yes	74.81%	98
No	25.19%	33

37. Question 11 showed that a minority of respondents (22 colleges, 17% of the survey) will be furloughing 100 staff or more. There is interest and possible concern about large scale use of the scheme so AoC staff reviewed these cases and we can confirm:

- Many of the colleges furloughing large numbers of staff are large colleges employing hundreds of staff
- There is a significant overlap with the group reporting significant 2019-20 (summer 2020) income losses.
- Several – though fewer - were financially weak pre-crisis

38. Furloughing in large numbers is only one of several actions that college leaders are taking to conserve cash. Here is a sample of responses from this group:

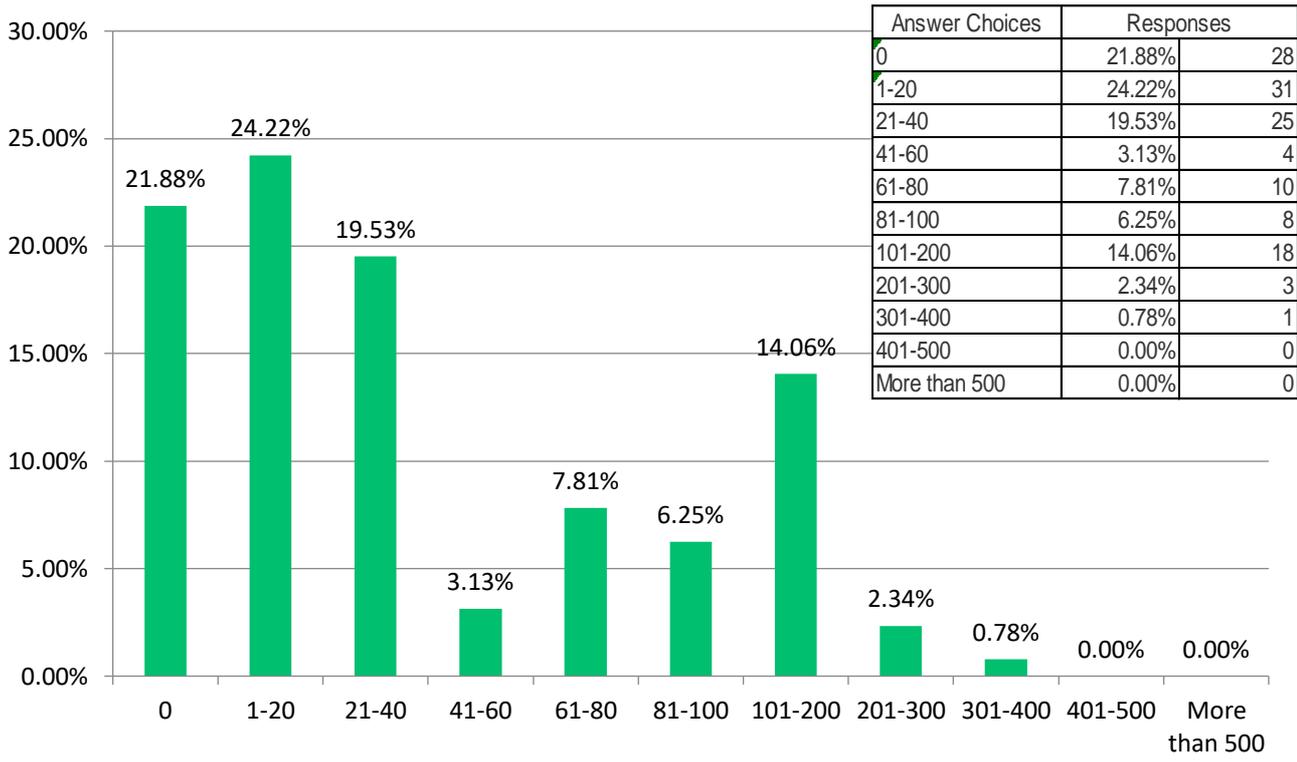
"Decided against pay award for 2019-20, which was due to be approved by corporation and backdated to August 2019. Delayed implementation of job evaluation and harmonisation outcomes, having worked hard to secure a collective agreement. Delayed paying suppliers. Secured delay in clawback and ESFA loan repayments. Making use of the job retention scheme. Negotiated reductions with suppliers of buses and cleaning services.

Furloughing approx. 15% of staff; working with large external contractors to furlough their staff / reduce costs; VR/CR planned for Sept /Oct 2020; significantly reduce capex; £2m overdraft already in place for last 2 years (never yet used but probably will be); non-pay savings being aggressively pursued e.g. premises; travel & subsistence; teaching materials & learning resources; pushing hard on new opportunities to generate new income streams / grow existing"

"Actions taken to defend the cash position - We have agreed with HMRC that PAYE payments can be deferred until June 2020, and if we are unable to pay at that time, we can negotiate a payment plan; We are delaying capital expenditure as much as possible. We have asked the Teacher Pension Scheme to delay payments. We have been working closely with our bank, who in turn have been working with ESFA officials - ESFA funding rules require us to exhaust options around commercial lending before they will consider stepping in to provide support."

"Job retention scheme - Furloughed more than 150 employees - Reviewed a number of employees who were leaving via a voluntary severance scheme and brought forward leaving dates - Closed campuses and scaled back running costs to save e.g. utility costs - Reviewed ongoing contracts to assess any potential savings - Redeployment of staff - Review of capital expenditure to scale back cash flow"

**Q11: Please indicate what your planned/actual furlough staff numbers are:
(128)**



Oversight of colleges

39. Colleges have been self-governing for more than twenty-five years and have developed plenty of experience in navigating competing demands placed on them. However, pre-crisis, the demands from government had reached new levels of complexity. In addition to the terms and conditions of ten different funding lines all of which start from the DfE's budget, there is:
- A master ESFA funding agreement of 110 pages (much longer than the equivalent documents for academies and universities).
 - Early and formal intervention by the FE commissioner team in line with the DfE's College Oversight and Intervention Policy. At the start of the year, around 30% colleges were covered by these arrangements and expected to be implementing the recommendations of ministerial letters, FE commissioner-led structure and prospect appraisals, local provision reviews or diagnostic assessments.
 - Private oversight by the 5 banks involved in the sector which hold 90% of FE colleges and 40% of sixth form colleges to terms and conditions set out in covenants.
 - Quarterly financial monitoring of the 15% of colleges who received restructuring grants or loans between 2017 and 2019. The colleges make a detailed monthly cashflow return which is similar to the IFMC discussed earlier.
 - Registration conditions (26 in all) applied by the Office for Students to 85% of FE colleges on the higher education register – OfS aims to treat all registered providers in the same way whether it is a large university or a college with fewer than 50 HE students.
 - Risk-based inspection by Ofsted which, in a normal year, covers around 20% of colleges. A similar proportion – 20% - are currently subject to quality-related intervention because their last report judged the institution as being either inadequate or requiring improvement.

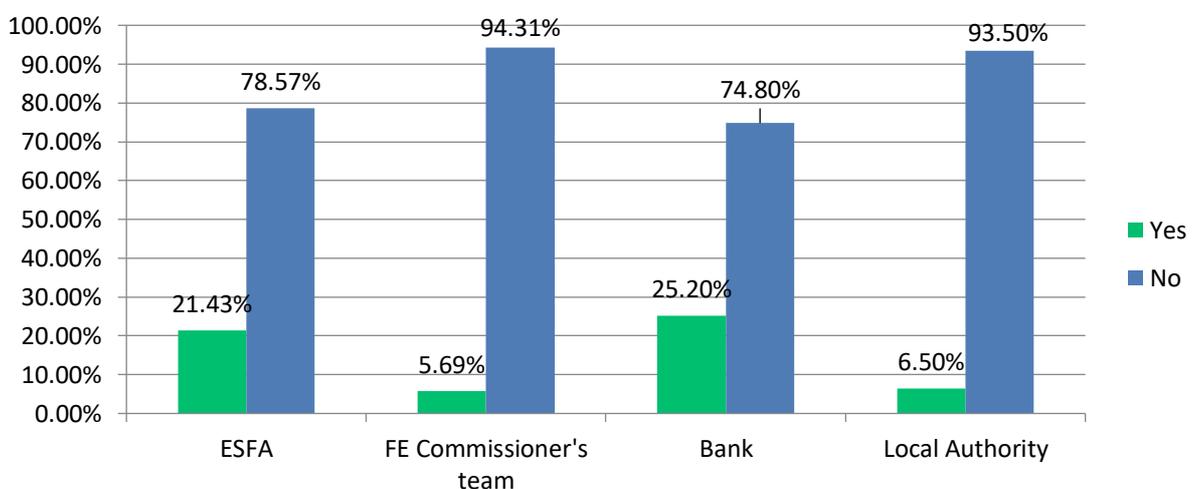
- Collection of a student census (the Individual Learner Record) every month with the data used to calculate and check funding entitlement, to assess quality and to publish performance data.

40. The March and April shutdown has brought the suspension of the vast majority of the oversight and intervention activity described above:

- Ofsted suspended its inspections in March.
- The FE commissioner has suspended his team’s visits but has written a letter offering the support of his team.
- ESFA territorial staff are periodically contacting colleges and colleges are still providing monthly Individual Learner Record data.
- OfS has written several letters to accountable officers in colleges and universities signalling a change in approach.
- The ten or so colleges in the most severe financial situation are still discussing recovery plans with ESFA and FE commissioner staff though some of the planned reviews and mergers will be delayed.

41. College leaders have had to make some big decisions in the last few weeks, are now working differently and face some big challenges in the months ahead. Question 13 asked whether assistance had been sought from four key stakeholders.

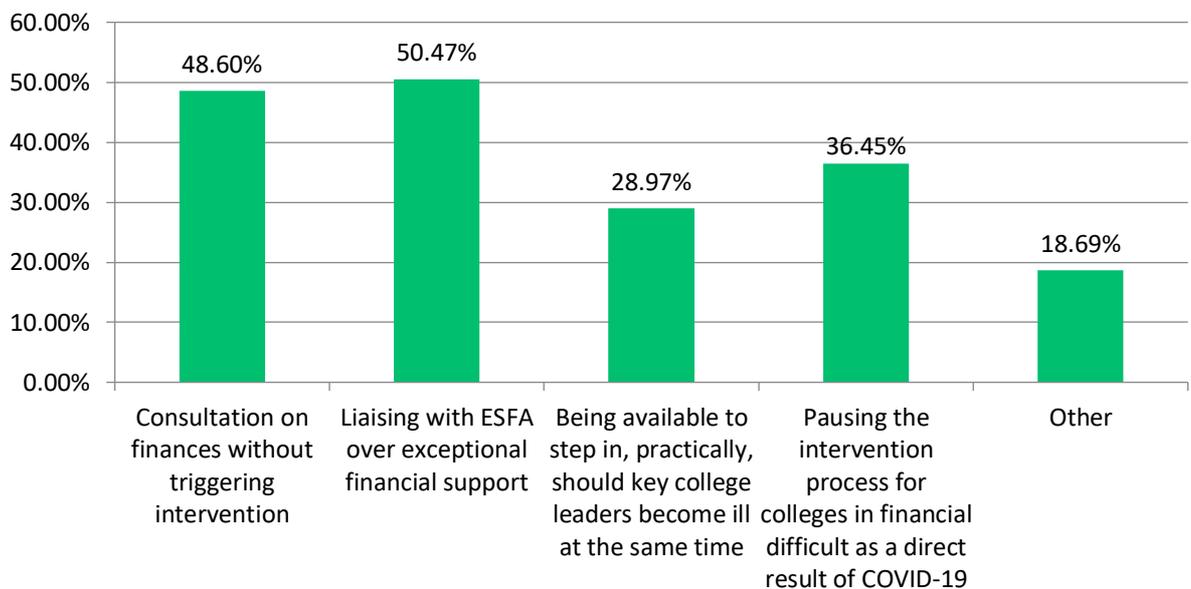
Q13: Have you sought any assistance from any of the following: (129)



	Yes		No		Total
ESFA	21.43%	27	78.57%	99	126
FE Commissioner's team	5.69%	7	94.31%	116	123
Bank	25.20%	32	74.80%	95	127
Local Authority	6.50%	8	93.50%	115	123

42. The numbers suggest there is some way to go to move the oversight system from intervention to support.
43. Question 27 asked for views on a number of support options from the FE commissioner team.

Q27: What support would be useful from the FE commissioner's team? (107)



44. Question 28 asked for free-text suggestions about Ofsted support before inspections restart. Views offered included:
- a delay to the recommencement of full inspections so that college can focus on settling learners back in to learning and for catch up and bridging provision. A range of recommencement dates were suggested, including the 2021/22 academic year and beyond.

- earlier re-inspection of colleges graded inadequate to allow them to recover their reputation and regain access to funding currently denied them.
- clear signposting of the re-start, given that be future shutdowns and multiple infection waves.
- guidance around the submission of self-assessment reports in terms of timing and data expectations.
- realistic expectations around the time taken to return to normality, about remote learning and about work experience.
- clarity on how Ofsted will use data for the 2019/2020 academic and how it will be contextualised.
- extension of the 2 day notice periods for inspections.
- Continuation of the AoC/Ofsted webinars

45. During the AoC weekly webinar on the 1st of May 2020 we separately polled principals and CEOs on the question of when Ofsted inspections should recommence after the lifting of restrictions, those that answered responded as follows:

- Immediately (for example, September 2020) – 2 (2%).
- One term after lifting (for example, January 2021) – 29 (32%).
- Two terms after lifting (for example, April 2021) – 19 (21%).
- Three terms after the lifting (for example, September 2021) – 40 (44%).

Reopening and restarting

46. A restart for colleges is economically and socially necessary for two big reasons:
- Many of the courses taught by colleges cannot be taught online, including construction and many other courses with safety-critical elements.
 - We cannot leave disadvantaged students confined at home for too many more months. The current cohort of Year 11 students and the growing number of people without a job are two other priority groups.
47. The return won't be easy. There is work underway now across government to consider the next steps. Although there is an understandable yearning to return to normality, the daily death rate has not dropped significantly, testing has only just been ramped up and it's not yet clear that the R-rate of transmission is below 1. The government is likely to move slowly. AoC's re-opening work started this week and we have five working groups covering the following areas:
- Physical re-opening of the estate
 - Ensuring the safe return of staff to work (including issues associated with social distancing, shielding and PPE)
 - Financial issues associated with smaller teaching groups, transport, IT)
 - Online start to next year (including enrolment, data sharing with schools)
 - Curriculum issues
48. These are all issues where DfE itself needs to take action but college leaders need to be involved and consulted in key decisions. In the last question, we asked for September 2020 priorities. Here is a sample of answers:

Ensuring all completing learners from 2019-20 are able to finish off technical elements once college is allowed to reopen and move on to intended destination wherever possible. - Providing a support programme for those people joining the college who may well have been physically out of education for 6 months before starting main qualification. - Securing funding and delivering a massively enhanced adult offer - in support of learners leaving college but unable to go into work and those adults made

redundant as a result of Covid 19. - Taking the good practice from this crisis (such as effective online activity) and applying this to normal operations where it adds value going forward. - Taking whatever further action is necessary to stay financially solvent throughout this period

Clear guidance on social distancing and H&S measures (presuming the lockdown is relaxed) Ongoing training for online teaching and learning - it will continue even if the lockdown is relaxed Clear guidance on what level of student attendance is expected - it will not be possible to accommodate all students as normal Financial planning to manage the ongoing loss of income across all areas - colleges will not go back to business as usual for a long time Staff cover for those unable or unwilling to return to the College Early indication of additional exams so that resource and space can be made available

Regrettably - the financial sustainability of the College. We're were 6 months from potentially coming out of financial intervention with a second 'good ESFA financial rating. CV19 and, in particular, its impact on apprenticeships (c20% of what we do) is likely to cause us major problems, We went onto CV19 with relatively strong cash balances, but I'd imagine these will soon dwindle

Year 11 pupils will need an enhanced induction period, smaller classes would enable teacher to provide greater care and better targeted feedback. Need to reassure pupils and our own students that they will not be adversely affected (which they will be). I fear for the mental health of staff and students

Learners - both learners from previous year who will need skills development and assessments, progressing learners who will need recap and additional skills development to progress, and new learners who are starting a new programme. The beginning of the new term and induction. Return to College - how to operate with social distancing - PPE, screens, logistics, timetabling etc. The budget - forecasting income and working through costs and savings where possible.

Progressing student learning/ensure they are on track, New students settling in and making sure their results accurately reflect their ability, replacing first aid kit and PPE donated to NHS, ensuring financially viable, supporting potential apprentices until placements become available, ensure sufficient staff as interviews are more difficult remotely

Outside of financial priorities: Adjusting provision for those whose first year/Y11 was disrupted - Additional provision (L4?) for those who thought they had completed college and were heading to work - New provision for unemployed adults

1. Plugging gaps in new year 13 learning 2. Making sure we have some students in the College, given the cancelled/postponed promotional events and the fact that many schools with sixth forms have started L3 courses for year 11

Sensitivity to staff and students returning after a prolonged period of absence. students particularly may have been out of a formal education setting for 6 months. Longer induction period and spiralled teaching of study skills required, plus increase in 'wellbeing' support.

How to operate a socially distanced college and how to pay for it. Student and staff wellbeing and safety

*Financial plan fully revised and recovery plans in place (including revised staffing restructure implementation timetable) * Ensure fully effective on-line applicant engagement to optimise applications and enrolments; * Revised 'catch-up' style delivery to recover lost ground. We are planning an intensive Autumn Term skills based focus to support progression to apprenticeships in January / Feb (predominantly 16-19 construction, engineering based apprenticeships where students don't yet have the practical skills they would normally have and to support later apprenticeship recruitment for companies delaying starts due to economic uncertainty.*

A clear start to the year with minimum ambiguity

Impossible to say. Might be planning to deliver during social distancing; might be managing mental health of our staff and students; bound to include re-starting apprentices; supporting return to work for those laid off; getting students back into the discipline of studying.

Establishing safe working practices to safeguard all students and staff

Participation of students - ensuring they don't drop through the cracks - that students progress appropriately from school to college, within college, from college to HE, apprenticeship or work. Maintaining best apprenticeship starts possible and doing what we can to mitigate any

redundancies on existing apprentices (moving company etc.) Responding to government schemes for adult education and retraining. Completing qualifications for those that are licence to practice e.g. AAT, Electrical, Cache Maintaining staff and student confidence in college being a safe place to be. Managing staff who need to isolate because they are personally at high risk.

Reintegrating staff back to College Reintegrating students back to face to face learning, particularly those from school. Looking at savings to bolster cash position Working with LEAs/Local authorities to support the unemployed in upskilling and assistance into work.

Association of Colleges
4 May 2020