



College Development Plan
2018/19

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1. Executive Summary

- i. Belfast Met was established in 1906 to provide the city of Belfast with the skills it needed to meet the demands of industry.
- ii. Our vision is to be a world-class college that nurtures the talent and ambition of the city of Belfast and beyond.
- iii. The College has evidenced continuous improvement over the last 4 years. Our performance is sector leading in the majority of areas and we have pioneered industry relevant programmes such as Assured Skills Programmes.
- iv. Of the 16,000 students studying at Belfast Met each year, 1 in 3 come from Northern Ireland's most deprived backgrounds (quintile 1) and this increases to 50% of Essential Skills learners.
- v. There are 339,796 people living in Belfast of whom 219,530 are working age. Over 7% of the working age population study at the College each year.
- vi. There is a shrinking 16-19 year-old demographic (returning to growth in 2020). As a result, the post primary school sector is working to retain greater numbers of students into years 13 and 14 of study. Schools are broadening their curriculum, with 22 of Belfast's schools now offering BTEC qualifications: traditionally BTECs were delivered solely by the FE Sector.
- vii. While Belfast has a young population with over 1 in 3 people aged under 25, it should be noted that in the next 10 years the cohort of those aged 65+ is forecast to grow by 20%. As a result, experts predict a sharp rise in the demand for health services.
- viii. Economic activity rates in Belfast are 82%, 1pp above the Northern Ireland average. The NI Skills' Barometer forecasts 80,400 posts will be advertised each year for the next 10 years. 51,800 of these posts will be populated from the existing labour force. 28,600 will be new posts which will be recruited from education or migration.
- ix. 16% of the working age population have no qualifications however there is low and decreasing demand for low skills. Achieving qualifications or higher level qualifications is becoming more important to not only get a job but to keep a job (as outlined in point viii, 51,800 jobs per annum will be filled from within the existing labour market). The College will increase its efforts to engage with those in the workplace (through programmes such as Innovate Us and Skills Focus) and with their employers, and will help evidence the policy environment to ensure adequate funding and equal access for those over the age of 25.
- x. The number of the working age population classed as economically inactive across Northern Ireland is currently around 232,000 and within the Belfast City Region there are circa 176,000 economically inactive. Through our PEACE IV and ESF funded programmes the College is committed to delivering on a social inclusion agenda for young people and adults.
- xi. Wider employability skills are becoming increasingly important to securing employment. Over half of graduate employers would be unlikely to recruit a candidate with no work experience. All full-time learners will have access to employment enrichment as part of their programme study.
- xii. There are 10,100 VAT registered companies in Belfast. Almost 13% of these businesses engage with the College each year. The College wishes to grow and deepen its relationships with sector skills bodies, industry bodies and employers.

- xiii. Belfast is fast becoming recognised as a centre for ICT and professional and business services. Belfast Met's success in this space has resulted in the College being designated the lead Digital ICT Hub for Northern Ireland by the Department for Economy under its Curriculum Hub initiative.
- xiv. Tens of millions of pounds of capital investment is planned to take place in Belfast during the next decade. This will offer opportunities for the population to access employment in all areas of construction.
- xv. The College has been partnering with three FE Colleges and six Local Authorities to shape the Skills Strategy that will underpin the bid for a £1 billion Belfast City Region Deal.
- xvi. The implications of Brexit remain unknown. The College needs to consider how it might support businesses operating in a new international business environment. As an isolated region Northern Ireland needs to maintain an outward looking perspective to support internationalisation and access to funds to support research, innovation and connections for staff and students.
- xvii. There are major reforms ongoing around training, apprenticeships and higher level apprenticeships, the College is leading the sector on this reform and will need to reinforce our approaches to curriculum reform and employer engagement to meet future skills demands.
- xviii. This current year (2017-18) the College has exceeded its target by 2% to meet existing demand. For 2018-19 we propose a reduction of 1,172 enrols (part time) compared with the 2017-18 target. The target for 2018-19 is in response to demand and is made up of a reduction in part time FE and Essential Skills coupled with an increase in part time HE and HLAs. As a result of the reduced target, the College will invest resource to support curriculum development in Priority Skills Areas and in our preparation for youth training and apprenticeship policy reform. It will also provide capacity for targeting those with low qualifications already in the workplace, and their employers and provide resource to allow us to more proactively engage with economically inactive young people and adults.

2. Belfast Met Purpose and Strategic Context

“The aim of further education (FE) is to strengthen and enhance the skills profile of Northern Ireland by addressing the skills deficit and so underpinning the creation of a successful regional economy. Its core purpose is to link individuals to work, assisting them in finding a job, keeping a job and getting a better job. FE also assists businesses to innovate and grow, so increasing competitiveness across the region. FE delivers successfully at all skills levels and has a particular role in providing a bridge to mainstream education for those furthest away from the labour market, creating opportunity for all. The sector provides a strong collaborative offering across the region aligned strongly to economic priorities at regional and sub-regional levels. It does this with strong governance, a track record of financial efficiency and a state of the art estate, meeting the needs of the present and future economy.”

Belfast Met was founded as the Belfast Municipal Technical Institute in 1906 at the height of the city’s industrial might and in direct response to the demands of industry. It provided the knowledge, creativity and innovation that drove industry forward, equipping the workforce with the technical skills on which the city thrived. This proud heritage endures today in our increasingly agile, employer-led approach to meeting current and future skills demands, as Belfast Met plays its full part in ‘Leading the City to Work’.

We are committed to ensuring that every learner, irrespective of background gains the skills to get a job, keep a job or get a better job; that every business is supported to grow and innovate; and, that those with barriers to learning have the opportunity to learn and grow to achieve their potential. This is the Belfast Met ethos.

We will do this by providing the skills that will serve to broaden opportunity, narrow inequality and create an economy that works for everyone: an economy for the common good.

Through dedication, innovation and creativity we are determined to provide the range of skills necessary to help our learners to realise their potential: to get a job, keep a job or get a better job, and in doing so support employers in competing locally, nationally and internationally.

Belfast Met is a Non Departmental Public Body of the Department for Economy and one of six Colleges that make up the FE Sector in Northern Ireland. We have much in common and our collective corporate plan shows how we complement one another. This College Development Plan charts how Belfast Met will bring to life its own vision and mission. The Plan reflects our own core values of Collaboration, Ambition, Respect and Excellence and our educational outcomes and performance measures that are based on sound data, insights and analysis.

Belfast Met is focussed on achieving excellence in delivering the skills needed for the economy of today and tomorrow.

We are ambitious for our learners and for the contribution we make to improving the competitiveness of the economy of Northern Ireland

FURTHER EDUCATION REQUIREMENTS

“Article 20 of the Further Education (Northern Ireland) Order 1997 requires that each college should prepare a College Development Plan (CDP), otherwise referred to as a business plan, for submission to the Department. This document fulfils that statutory requirement.”

FACTORS IMPACTING ON CDP BUSINESS PLANNING PROCESS

There is a direct correlation between the ambition of the Northern Ireland Executive and Belfast Met’s own mission of working to strengthen the economic and social success of the city of Belfast and beyond. This is reflected in the recently revised Corporate Plan for the FE sector.

Our provision is also fully aligned with key government policies such as Programme for Government, Northern Ireland Economic Strategy, the Industrial Strategy for Northern Ireland, FE Means Success – the Northern Ireland Strategy for FE and the Belfast City Council Corporate Plan.

Northern Ireland Programme for Government – 2021

The Programme for Government is the highest level strategic document of the Northern Ireland Executive. It sets out the economic and social priorities for Northern Ireland to 2021. It aims to improve wellbeing for all by tackling disadvantage and driving economic growth. Belfast Met contributes to five of the Programme for Government’s 12 outcomes:

1. We prosper through a strong, competitive, regionally balanced economy (Outcome 1).
2. We have a more equal society (Outcome 3).
3. We are an innovative, creative society where people can fulfil their potential (Outcome 5).
4. We have more people working in better jobs (Outcome 6).
5. We give our children and young people the best start in life (Outcome 12).

Northern Ireland Economic Strategy - 2030

There is a direct correlation between the ambition of the Northern Ireland Executive and Belfast Met’s own mission of positively changing people’s lives by providing high quality, accessible and relevant skills, education and training which tackles disadvantage and drives economic growth. As such, we believe we can make a full and effective contribution in ensuring that the Executive successfully delivers on its stated commitment of *“improving the wellbeing of all – by tackling disadvantage, and driving economic growth.”*

Northern Ireland Industrial Strategy - 2030

The Northern Ireland Industrial Strategy underpins the Programme for Government and aims for 80,000 new jobs by 2030. Belfast Met will play a key role in the delivery of four of the “Five Pillars of Growth”:

1. Accelerating Innovation and Research.
2. Enhancing Education, Skills and Employability.
3. Driving Inclusive, Sustainable Growth.
4. Succeeding in Global Markets.

FE Means Success -the Northern Ireland Strategy for FE

Belfast Met works closely across the further education sector and with other key stakeholders in the development and implementation of the Northern Ireland Strategy for Further Education: Further Education Means Success which is structured around nine themes:

1. Economic development (Theme 1).
2. Social inclusion (Theme 2).
3. Curriculum delivery (Theme 3).
4. Excellence (Theme 4).
5. College partnerships (Theme 5).
6. Governance (Theme 6).
7. Funding model and college sustainability (Theme 7).
8. International dimension (Theme 8).
9. Promoting the Further Education sector (Theme 9).

Local Authority Community Plans

Belfast Met is a key delivery agent in the development and delivery of Local Government Community Plans. We are an active member of Community Planning Partnerships, alongside the council, statutory bodies, agencies and the wider community, including the community and voluntary sector and together we are developing and implementing a shared plan for promoting the well-being of Belfast.

Northern Ireland Skills Barometer 2017

This research helps estimate the quantum of future skill needs and gaps by level, sector and subject area. Belfast Met, alongside Department for Employment and wider Government, will continue to ensure this forecast information informs our latest policy thinking and levels of provision to meet skills needs of the NI economy.

City Deal

Belfast Met is leading on the development of an education, skills and employability strategy as part of the Belfast Region City Deal and in future years the actions arising from this deal will need to be integrated into College Development Plans across the target region.

Through this College Development Plan we contribute to the delivery of each of these policy commitments, providing opportunities for all people to secure a better future and better life.

We will achieve this by:

1. Delivering a relevant and future proof curriculum.
2. Providing a quality learning experience for all.
3. Ensuring effective governance, and management of finance and resources.
4. Supporting economic development through innovation and employee upskilling.
5. Increasing international engagement.
6. Actively participating in delivering socially inclusive growth
7. Developing and empowering our people to achieve our vision.

The findings of the Skills Barometer 2017 clearly underpin the provision offered by Belfast Met, demonstrating a clear role for Colleges in providing a pathway to Level 3 curriculum, in delivering the Level 3 and above curriculum, STEAM subjects and the wider employability skills developed through work experience.

Belfast Met will continue to play a key role in developing people to fulfil their earnings potential and employment prospects as part of the NI economic wellbeing.

Northern Ireland 2017 Skills Barometer – Skills in Demand

Key features of the 2017 Skills Barometer indicate that over the 2016-2026 period:

- 28,600 job opportunities will become available each year, which will have to be filled from the education system and migration;
- 30% of the average net requirement require a degree level qualification, National Qualification Framework (NQF) Level 6;
- There is low and decreasing demand for low skills, so achieving higher level qualifications is becoming more important to getting a job;
- 28,600 vacancies cannot be filled within the existing labour market and therefore must be met from those leaving education and/or from migration;
- The skills' profile of the existing workforce will not meet the needs of these jobs so there will be a significant investment required to upskill and reskill the existing workforce – i.e. those aged 19+.
- STEM related subjects will be in greatest demand reflecting the anticipated growth in the ICT, professional services and advanced manufacturing sectors. STEM qualifications will also be demanded by a wider range of sectors across the economy;
- Employment projections forecast that the top five growth sectors between 2016 and 2026 are:
 - Professional, scientific and technical,
 - Information and communication,
 - Admin and support services,
 - Health and social work,
 - Manufacturing;
- By continuing into further and higher level education earnings potential and employment prospects are greatly increased as people with a masters/ PHD have a 91% employment level and earn £688 per week on average. This compares with people at below Level 2 attainment with a 60% employment level and typically earning £301 per week;
- More people will be needed with foundation degree level/ higher level apprenticeships in:
 - Nursing
 - Science
 - Engineering
 - ICT and Creative Arts; and,
- Wider employability skills are essential to securing employment. Placements, internships and work experience are key to developing employability skills and increasing chances of a job offer. Over half of graduate employers would be unlikely to recruit a candidate with no work experience.

3. Belfast Met Profile and Context

College Profile

Belfast Met is the largest and longest established further and higher education college in Northern Ireland. We sit as part of the new Department for the Economy and have a dual mandate – **one of economic development and social inclusion**. This translates as a mandate for economic inclusion and something therefore that echoes the Programme for Government’s central aim of seeking to deliver improved wellbeing for all our citizens.

We were founded in 1906 in direct response to the demands of industry and this relationship with employers and with the shifting needs of the local economy, remains as relevant today as it did over a century go. We understand, in particular, the importance of remaining relevant and place enormous significance in collaborating with employers in designing courses that meet current and specific skills demands, while also planning for those of the future.

Curriculum Strategy

Our curriculum strategy is aligned to the economic needs of the city and the wider region. We are engineered to provide the necessary upskilling and reskilling to support areas with high economic growth potential. At the same time, we fully understand the role we have in delivering on a social inclusion agenda, creating engagement and upskilling opportunities for disadvantaged groups across the City Region.

Belfast Met’s achievements in pioneering new approaches to learning through, for example, our graduate conversion Academy-style collaborations with employers, demonstrate our effectiveness in offering flexible, responsive and relevant skills solutions. Delivered as part of the highly successful Assured Skills programme, we have provided approximately 55 academies to date bringing over 1,000 graduates into employment. The latest figures show that 93% of Belfast Met participants secure good jobs in growth sectors upon completion.

We equip people with the skills to enter the workplace for the first time, assist those wanting to upgrade their current skills who are already working and support those with ambition to find better jobs through acquiring more skills.

The latest Department for Economy FE Leavers Survey (2017) helps demonstrate our effectiveness, i.e. six months after a period of study with Belfast Met:

- **82%** of our former learners were employed or in further study/ training six months after completion.

Furthermore, we deliver innovative NEETs solutions and engage with hard to reach young people and their families across diverse communities within the City. In addition, we continue to develop and invest in our training, apprenticeships and employability provision across the College, as we are fully committed to offering a broad range of high quality and economically relevant training and apprenticeships solutions. We are committed to supporting policy reform and to working with partners to shape a new offer for Youth Training, Apprenticeships and Higher Level Apprenticeships.

Social Inclusion Agenda

The College seeks to build social inclusion and opportunity through widening economic participation. We work with local communities in creating capacity, developing knowledge and skills, raising self-esteem and providing pathways into further training or employment.

Belfast continues to face particularly high levels of social and economic disadvantage. NISRA data shows that one-third of the city's population live in the most deprived Super Output Areas. Just under four out of 10 pupils (39.8%) who live in Belfast leave school not having attained at least five GCSEs A*- C including English and Maths – the lowest in Northern Ireland. This is reflected in applications to Belfast Met: the top nine feeder schools are in the bottom half of the NI GCSE League Table.

Our Future

Belfast Met has an increasingly relevant future ahead. As the demand for skills' evolves, over the next three years, we will continue to ensure that our provision is tailored to the sectors and levels where it is needed most. Our curriculum offer is aligned to industrial need and we will continue to develop:

- Tourism and hospitality
- Professional and services
- Creative industries
- Digital/ICT.

We will pioneer new approaches to meeting higher level skills demands by growing our range of apprenticeships at levels 4 and 5, while also leading the way in the Department for the Economy's hugely successful Assured Skills programme. What began as a ground breaking yet fairly modest scale partnership between the Department, the College and companies such as Deloitte and PwC has since evolved to successfully encompass all priority sectors – from IT and advanced engineering, to export sales and marketing and Cyber Security.

Our success in being designated the lead Digital ICT Hub by the Department for Economy under its Curriculum Hub initiative will have a positive impact across our wider curriculum. We will take the lead in linking to the other five colleges in order to draw in the teaching and curriculum excellence, sectoral knowledge and employer engagement to provide a consistent high quality provision for learners and employers across Northern Ireland.

Belfast Met plays a vital role in reengaging those who have been failed by the education system, by helping to identify pathways back to further education both in the community and in our main sites. Through our innovative work with a large number of community based organisations, we will continue to increase the participation in further and higher education of people who have disengaged from education at an earlier stage in their life.

We will continue to ensure that our estate provides employers, students and communities with the very best in modern, industry-standard, technology-enhanced facilities and that our 1,000 plus staff are equipped to provide nothing short of teaching and learning excellence.

4. Belfast Met Performance 2016/17

Belfast Met had an exceptional year in 2016/17. Recent results show that we are performing consistently well and indeed are outperforming other NI colleges across a number of key indicators.

2016/17 highlights include: 54 staff and student successes

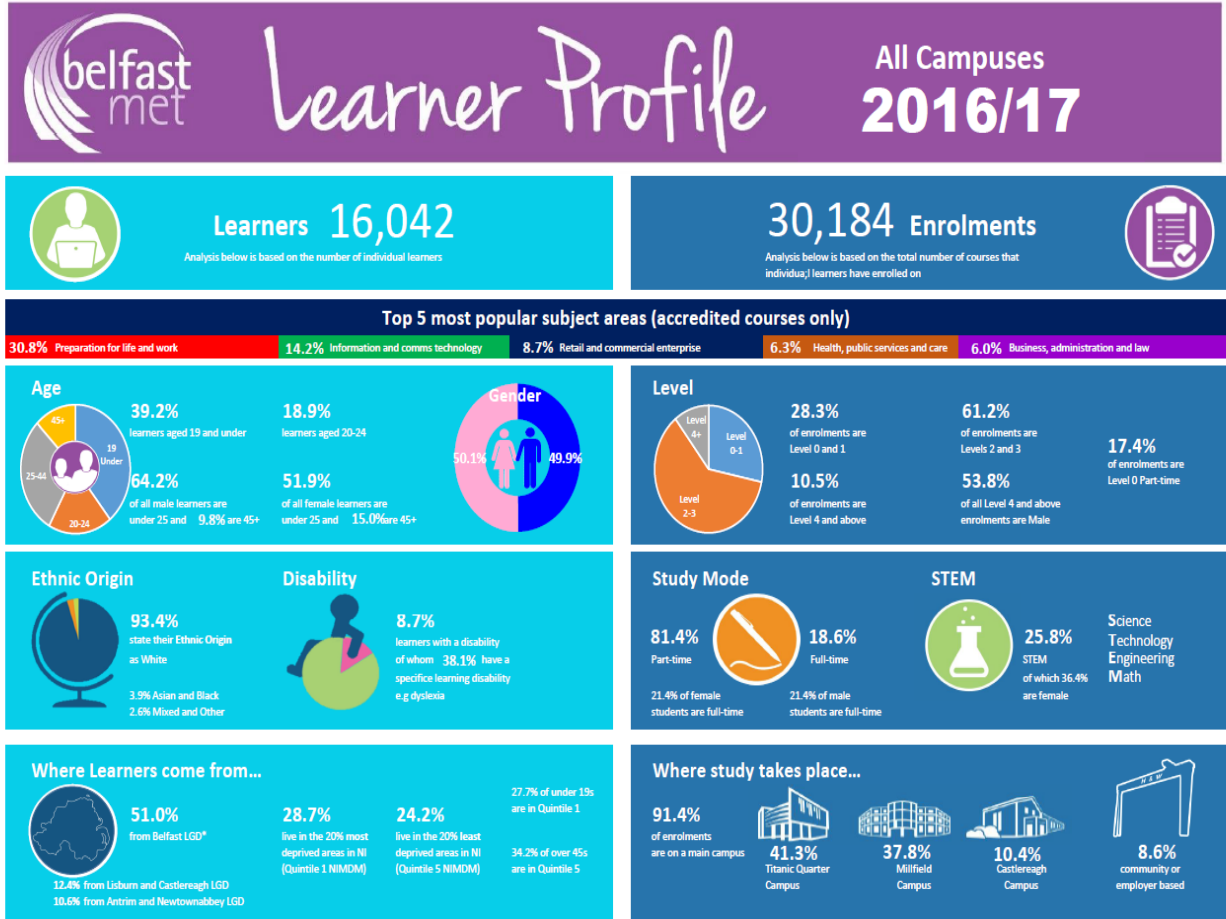
35 Learner Awards

4 Hair & Beauty Cosplay Contest British Beauty Association National Student Barber of the Year Beauty Skills Festival Hair Design Award Hairdresser of the Year City & Guilds Progressive Barber of the Year Awards - NI Winner Hair Beauty Awards 2017 Nicola McTaggart Hair Beauty Donegal Magazine Hair Styling & Beauty Challenge	5 Music Kasper Linnemann BTEC Music Student of the Year 2017 The Music (NI) NI Matt O'Leary - Winner Clavinon O'Wally, Thomas Lomas and Jonathan O'Leary - 2nd Place Eoin McKeown, David Purton, Connor Burns, Eoin McKeown, Andrew Smith & Dylan Lammont Best Cover Band, Best Pop, Best Single, Best Instrumental, Best Piano	3 Future Student of Business Award Adria Marshall High Commendation Healthy Kump Finalist Leah Robinson Finalist	3 NI Engineering Skills Phoenix Morgan 1st Place - Young Jordan Miller 2nd Place - Working Dylan Bell 3rd Place - Working
4 Royal Television Society NI Student Awards NIHD Creative Media (Film & TV) Winner: Comedy & Entertainment Winner: Factual Award Winner: Short Feature Award Winner: Best Single-Channel	3 WorldSkills UK Skills 2016 Christina McDowell G47 - Industrial Electronics Katie Cooney G47 - Fibre Optic, Optic Instructor Nicola Cooney Fibre - Industrial Electronics	BEST Awards Lynn Lincinson Business Tutor Jordan Stephen Murray FE Sector Career Winner	Other Awards Geraldine Bell Winner - People's Trust NI Catherine Jackson Business Award Winner Christine McDowell & Nicola Cooney 2017/18 Awards 2018 Recognition of Achievement Award Connor McCourt, Ben James & Ryan Larkin Musical 1st Best Band Award Winner at the 2017 10th Annual Trust NI Awards Amanda Bamblett, Connor McCourt, Connor Lally and Michael Agnew Best Sportsman County 2017, Best Sports
Career Ready National Awards NIHD Qualifications Winner - Of Minded Student Career Ready Student of the Year (NIHD Qualification)	PD Magazine Awards Optimum Business Accessibility Apprentice of the Year 2017 Adria Marshall Adria National Business Championship High Achiever & Junior Business Female & 1st out of 200 16 years, NI & Award Championships	6 Staff Awards Career Ready National Awards, Winner Graduate Engineering Champion 2017 NI National Winner & Northern Ireland Winner Heather Houston Northern Ireland Creative & Cultural Skills Awards 2016, Finalist - Fashion Product Designer Institute of Hospitality Awards 2017 Lecturer of the Year, Finalist Laura Johnson CIPD NI Awards 2017 - 1st Best of the Year, Shortlisted Human Resources BTCC Awards 2017 - Tutor of the Year 2017, Finalist and Highly Commended Michelle McManus TES FE Awards 2017 - Teacher of the Year, Shortlisted Brian Douglas	

13 Corporate Awards

	Northern Ireland Chamber of Commerce Winner - Education and Business Partnership Award LVP (Learner Voice Practitioners) Awards Overall Winner - Belfast Met Students' Union Business in the Community NI Environmental Benchmarking Survey Platinum Status - Estates Team NI Food & Drink Awards Highly Commended - Best Food Story Finalist - Best Marketing Achievement UK IT Industry Awards Big Data/Data Analytics Category Shortlisted - IT Department TES FE Awards 2017 Shortlisted for Support for Learners & Shortlisted for Apprenticeship Programme of the Year Princess Royal Award Shortlisted - Centre for Excellence ISO Certification ISO 9001 - Quality Management ISO 18001 - H&S Management ISO 14001 - Environmental Management ISO 50001 - Energy Management Estates Team
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We remain the largest FE College in Northern Ireland with 16,042 learners and 30,184 enrolments.



We are the only college to have met year-end targets for the second year running.

See table overleaf.

FLU and Enrolment Targets and Performance 2016/17		Targets 2016/17			Performance		
		Enrols	FLUs:	% FLUS (V 4.5)	Enrols	EST FLUs:	% FLUs (V4.5)
Level 1 & Below Provision	Full Time	190	188	2.9%	221	224	3.5%
	Part Time	2,500	325	5.0%	2,415	345	5.3%
	Total	2,690	513	7.9%	2,636	569	8.8%
Level 2 Provision	Full Time	570	805	12.4%	542	792	12.3%
	Part Time	4,500	454	7.0%	7,130	561	8.7%
	Total	5,070	1,259	19.5%	7,672	1,353	21.0%
Level 3 Provision	Full Time	2,919	4,152	64.3%	2,798	4,031	62.5%
	Part Time	2,500	539	8.3%	2,440	497	7.7%
	Total	5,419	4,695	72.6%	5,238	4,528	70.2%
Total FE L 0-3 (Ex Essential Skills)	Full Time	3,679	5,149	79.6%	3,561	5,048	78.3%
	Part Time	9,500	1,318	20.4%	11,985	1,402	21.7%
	Total	13,179	6,467	100.0%	15,546	6,450	100.0%
Total Essential Skills	16-19	1778	206		1,475	170	
	>19	2030	224		1,958	223	
	Total	3,808	430		3,433	392	
Total HE in FE	Full Time	1,434	2,100		1,436	2,172	
	Part Time	1,310	513		1,268	515	
	Total	2,744	2,613		2,704	2,687	
Total	FLU	9,510			9,529		

Figure 1: FLU and Enrolment Targets and Performance 2016/17

During 2016-17, Essential Skills moved from continuous assessment to end of programme testing. While we were disappointed to show a drop in performance, we are the top performing college in our Essential Skills provision (10pp ahead of the sector).

Figure 2: Essential Skills Retention, Achievement and Success, 2013/14 to 2016/17

	13/14 %	14/15 %	15/16 %	16/17 %
Retention	77	76	82	81
Achievement	87	91	92	87
Success	67	70	75.5	70

SOURCE: BELFAST MET CDR 2017

Our full time performance is outstanding or very good and we are the top performing College (joint) in our FE Full Time provision.

Figure 3: FE Full Time Provision Retention, Achievement and Success, 2013/14 to 2016/17

Level	Retention %	Achievement %	Success %
0 (1)	99	100	99
1	9	97	91
2	91	97	88
3	95	98	93

SOURCE: BELFAST MET CDR 2017

We are 'outstanding' in terms of HE provision (based on ETI criteria).

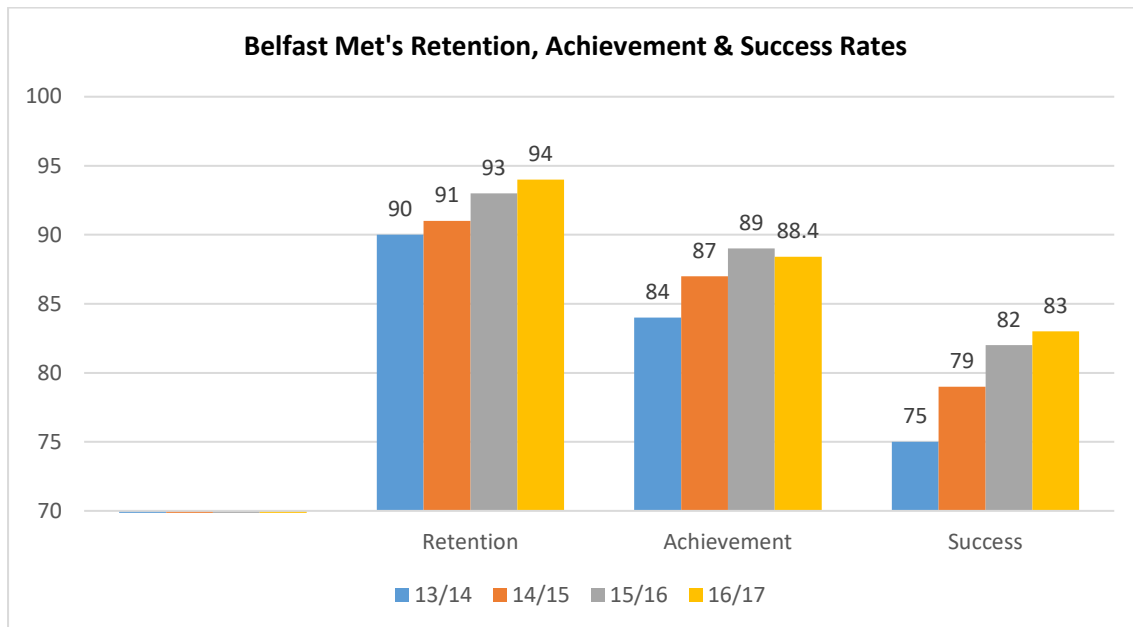
Figure 4: HE provision Retention, Achievement and Success, 2013/14 to 2016/17

Level	Retention %	Achievement %	Success %
5	99	100	99
6	100	100	100

SOURCE: BELFAST MET CDR 2017

We have witnessed a steady upward trajectory right across Retention, Achievement and Success rates.

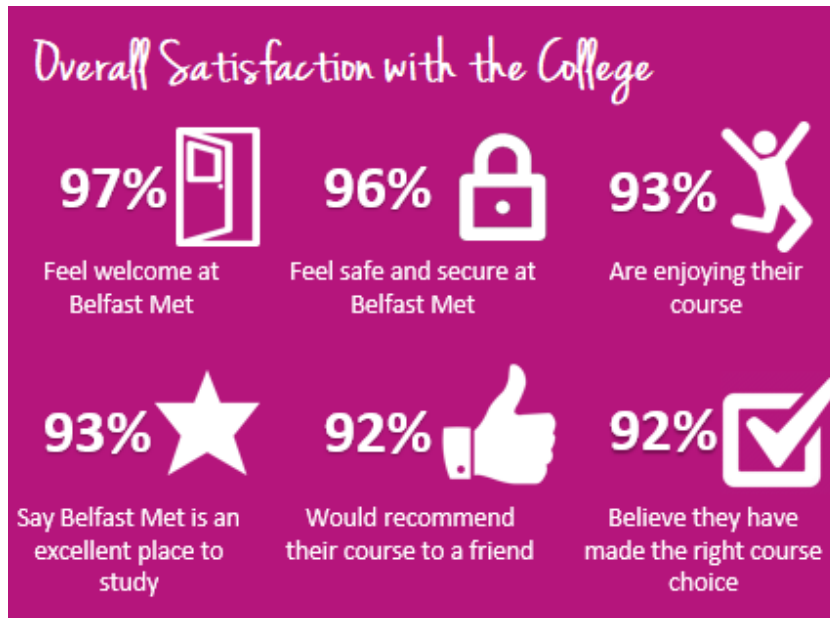
Figure 5: Belfast MET Retention, Achievement and Success, 2013/14 to 2016/17



SOURCE: BELFAST MET CDR OCT 2017

What our stakeholders say

Findings from the October 2017 bi annual learner survey indicate continued high levels of satisfaction amongst our learners in terms of the broad indicators, such as feeling welcome and enjoying the course, as detailed below.



Belfast Met continues to be very well regarded by its wider stakeholder group with over four out of five of our stakeholders having a favourable opinion of the contribution we make.

5. Regional Context - Challenges

a) Population

- Belfast is the capital of Northern Ireland with a population of 339,796 and a population of 670,000 living in the wider metropolitan area.
- The city has a young population with 19.8% of people aged under 16 years and a further 33.7% aged under 25 years.

Figure 6: NI Population Projections by age group, 2016 to 2026

	Belfast						NI					
	2016		2026		Change		2016		2026		Change	
	No	%	No	%	%	Actual	No	%	No	%	%	Actual
0 - 15	67,208	19.8%	70,534	20.2%	5%	3,326	387,012	20.8%	394,874	20.2%	2%	7,862
16 - 19	18,815	5.5%	19,860	5.7%	6%	1,045	96,761	5.2%	102,854	5.3%	6%	6,093
20 - 24	28,587	8.4%	25,993	7.4%	-9%	- 2,594	119,472	6.4%	109,579	5.6%	-8%	- 9,893
25 - 44	95,451	28.1%	92,006	26.3%	-4%	- 3,445	486,895	26.1%	477,652	24.4%	-2%	- 9,243
45 - 64	80,274	23.6%	81,671	23.4%	2%	1,397	474,316	25.5%	489,556	25.1%	3%	15,240
65+	49,461	14.6%	59,386	17.0%	20%	9,925	298,159	16.0%	379,629	19.4%	27%	81,470
Total	339,796		349,450		3%	9,654	1,862,615		1,954,144		5%	91,529

SOURCE: NISRA 2017

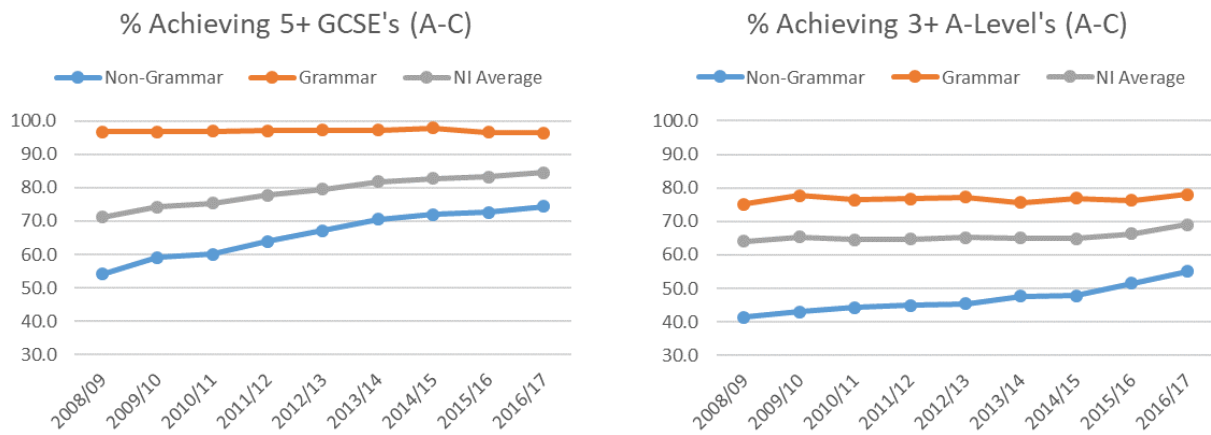
- Whilst Belfast's population is due to grow by 3% over 10 years from mid-2016 to mid-2026, representing an increase of 9,654 to 349,450:
 - The number of 20-24 year olds is expected to decrease over the same period;
 - The working age population (16-64 year olds) is projected to decrease marginally by 899 (-1%) from 219,530 over the ten-year period.
 - Over the ten-year period of 2016 to 2026 the 65+ age group is expected to grow by 20% in Belfast.
 - The number of 16-19 year olds in both Belfast and NI as a whole has decreased from 2008 to 2016 and will continue to decrease towards 2020. This, in combination with the rising achievement rates of students in post-primary schools at GCSE and A-Level creates challenges for the FE sector.

b) Education

- Our schools, colleges and universities rival the best in the world and our youthful population provides a strong talent pool for investors across a range of sectors.
- In the wider Northern Ireland context, Belfast has the most number of schools, the largest catchment and the widest spread of educational performance. On one hand, five of the top ten performing schools (at A-Level) are in Belfast, while five out of the 10 worst performing schools (at A-Level) can also be found in Belfast.
- Belfast has some of the most affluent areas in Northern Ireland but also has a higher-than-NI average dependency on free school meals. The most deprived wards in Belfast tend to be closest to Belfast Met's city centre campuses.
- While overall achievements at Post-primary level in NI have been steadily increasing from 2008/09 to 2016/17, still just six out of 10 16 year olds in Belfast, leave school having achieved 5 GCSEs (A*-C) including English and Maths.
- Correlations can also be drawn when comparing achievement rates from the grammar and non-grammar schools. Almost 100% of grammar school attendees achieve 5 GCSEs (A*-C) including

English and Maths compared with just six out of 10 non-grammar school attendees. Likewise, almost 80% of grammar school A-Level students achieve 3+ A-Levels (A-C) compared with just over half of non-grammar school student.

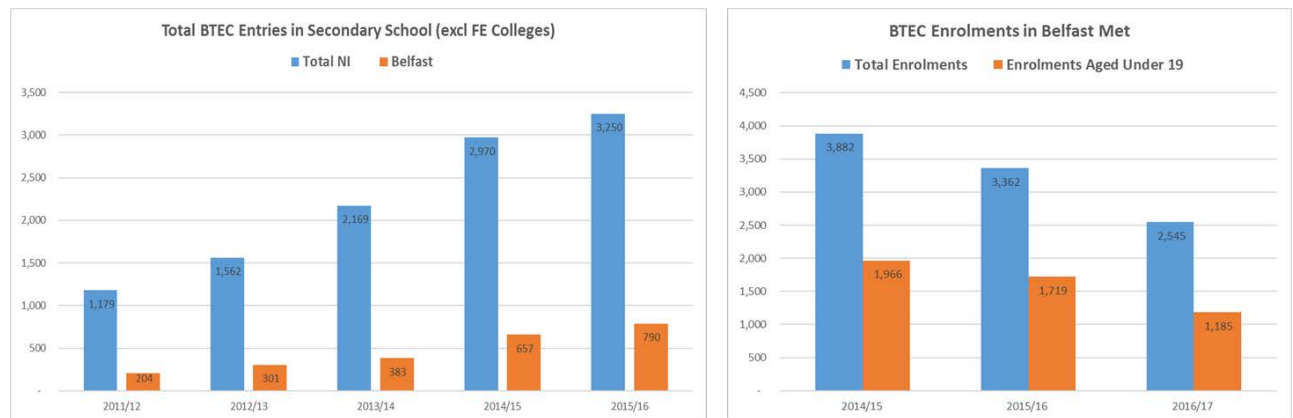
Figure 7: NI Post-Primary Achievement Rates at Level 2 and Level 3, 2008 to 2016



SOURCE: DfE 2008 - 2017

- Of the 35 secondary and grammar schools in Belfast, 22 now offer BTEC courses at Level 2 and Level 3 and this has had a direct impact on BTEC enrolment in Belfast Met.

Figure 8: NI BTEC Enrolments in Post-Primary vs Belfast Met, 2011 to 2015



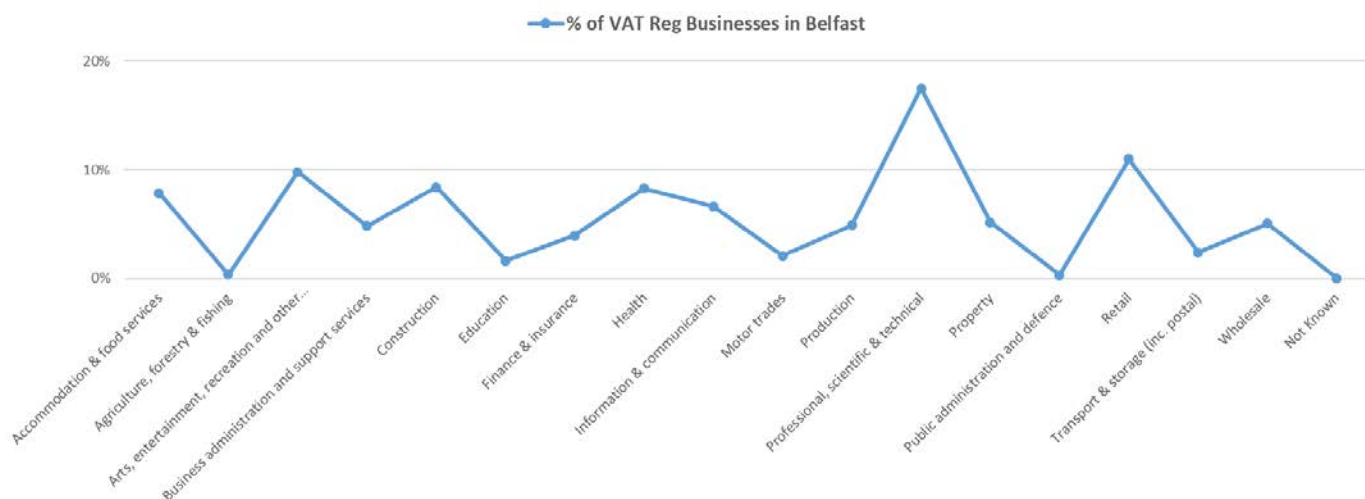
SOURCE: BELFAST MET / DfE 2017

- Between 2011/12 and 2015/16 the number of students enrolling on BTEC courses in NI and Belfast increased steadily. In contrast, BTEC enrolment declined in Belfast Met over a similar period as more students study BTEC courses in post-primary schools. This is further evidenced by a 7% decline in the number of all applications received for 2018/19.
- This 'competition' for BTEC students may ease however as a consequence of the rise in student numbers aged 16-19 between 2020 to 2026 – this may result in less pressure on post-primary schools to provide non-typical courses to maintain student numbers. The College is responding to this by ensuring that its curriculum offer is unique and an alternative e.g., Level 3 courses developed include Cyber Security elements.

c) Businesses

- Belfast is the key driver of the Northern Ireland economy with:
 - 220,190 jobs in the city.
 - 10,100 VAT registered businesses.
 - £34,583 GVA per head.
- The three-year survival rate of indigenous firms in Belfast is 55.3 per cent, higher than the UK average of 54.4 per cent (ERC, 2016).
- Belfast has a number of key sectors driving economic growth and job creation including business and professional services, financial services and fintech, creative and digital sector, clean tech, cyber security and tourism.
- The city is currently Europe’s leading destination city for new software development projects and is the number one destination globally for financial technology investment. Indigenous businesses are growing up around global brands and the city now has the second fastest growing digital cluster in the UK.

Figure 9: % of VAT Registered Businesses in Belfast, 2017



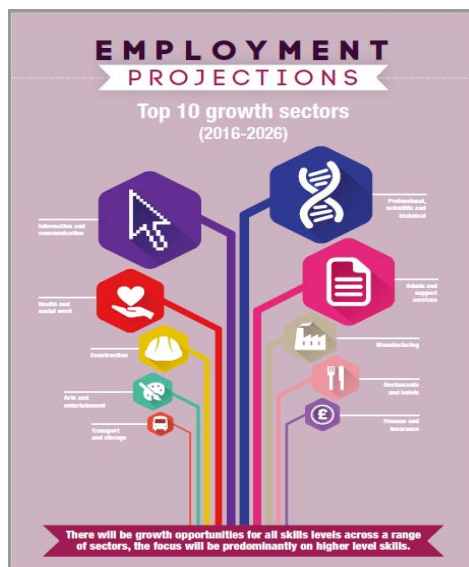
SOURCE: NISRA 2017

- Belfast has world-class capabilities in a number of key sectors including:
 - Digital and IT
 - Advanced manufacturing materials engineering
 - Life and health sciences.
- Other key growth sectors include:
 - Financial Services and FinTech
 - Professional and Business Services
 - ICT, Digital and Creative Technologies
 - Advanced Engineering and Manufacturing
 - Life and Health Sciences
 - Agri-Food
 - Tourism
 - Hospitality
 - Energy.

- With almost €3 billion of investment over the past decade, Belfast's transformation has been impressive. Regeneration is continuing with a further £325million of funding allocated across a number of strategic development areas including North-East Quarter, Belfast Transport Hub, Inner North, City Quay, York Street Interchange and the continuing development of Titanic Quarter. Belfast Met will need to raise aspirations and diversify the skills of the local workforce in order to continue to strengthen the economy and ensure local people can make the most of these new job opportunities that will arise in the city.

d) Employment

- The Belfast working age employment rate in 2017 was 69% - equal to the NI average.
- Sectors with job growth expected up to 2025 include:

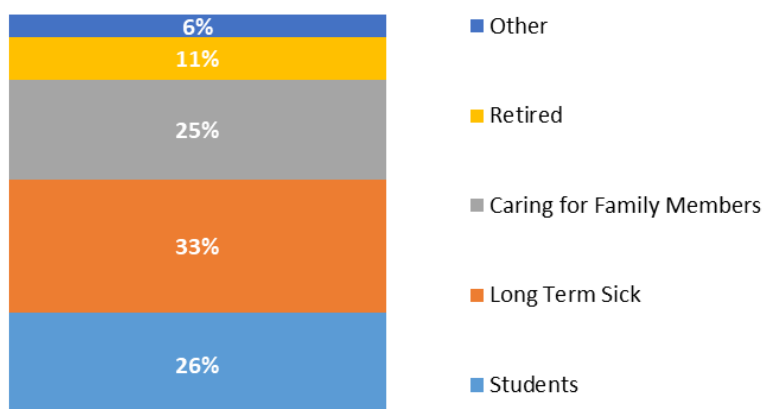


- Information and Communication
- Professional Scientific and Technical
- Admin and Support Services
- Manufacturing
- Restaurants and Hotels
- Finance and Insurance
- Transport and Storage
- Arts and Entertainment
- Construction
- Health and Social Work

e) Economic Activity

- The working age population rate in Belfast is 81%, 1 percentage points higher than NI as a whole.
- The working age economic activity rate in Belfast is 74%, equal to the NI average.
- The working age inactivity rate in Belfast is 26%, equal to the NI average.

Figure 10: Structure of NI Economically Inactive Working Age Population, 2016



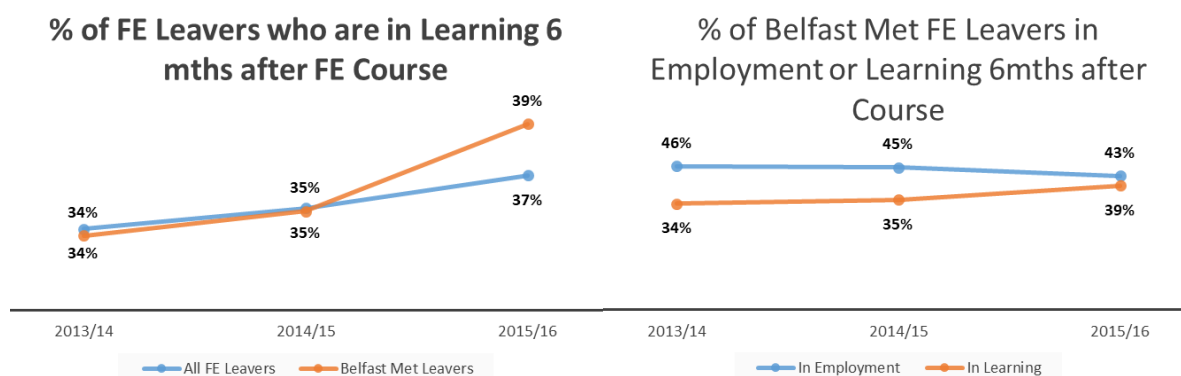
SOURCE: UUEPC 2017

- The graph above illustrates that more work is needed to understand the profile and opportunities to re-engage several of these cohorts e.g., women returners through Access courses.

f) School Leaver Qualifications and Destinations

- Just under four out of ten (39.8%) pupils who live in Belfast leave school not having attained at least five GCSEs A*-C including English and Maths.
- Whilst there has been a 2.5% increase in the proportion of Belfast pupils attaining at least five GCSEs A*-C (including English and Maths) since 2013/14 Belfast continues to record the lowest level by local government district across NI for this indicator.
- In 2012, 23% of the Belfast working age population had no qualifications. This compares to 16% of the NI working age population. In the medium term, Belfast Met will target those in employment and employers to upskill the existing workforce to ensure that we have a workforce with the skills needed to respond to emerging and replacement opportunities.
- In 2016, 52% of the Belfast working age population had qualification levels 1, 2 or 3 (A-Level or less). This compares to 53% of the NI working age population.
- In 2016, 34% of the Belfast working age population had qualification levels 4 and 5 (First degree and higher). This compares to 31% of the NI working age population.
- The Department for the Economy conducted a survey of 2015/16 FE leavers in Spring 2017 enquiring about their main activity both before and six months after completing and achieving their regulated qualification at Belfast Met. Findings from the 2015/16 survey indicated that **82%** of former Belfast Met learners were employed or in further study/ training six months after completion. This equates to two percentage points higher than our results in 2014/15 (80.2%).

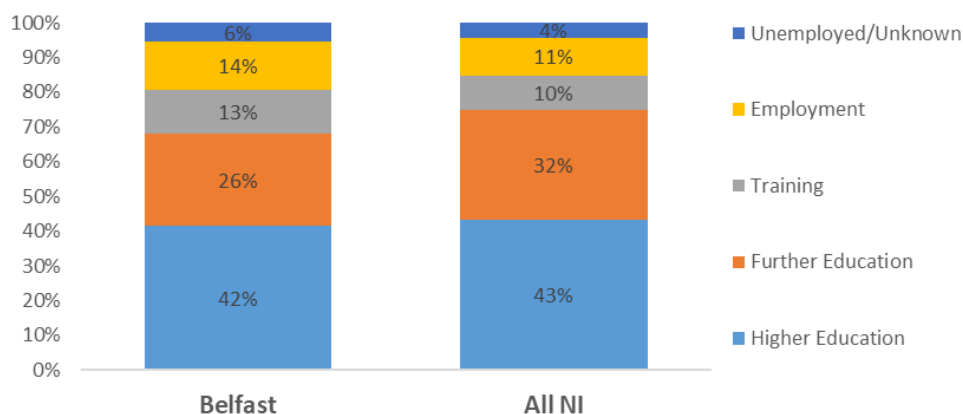
Figure 11: NI FE Average vs Belfast Met FE, Destination of Leavers, 2015/16



SOURCE: DFE, DLHE 2017

- Results also show that 26% of post-primary school leavers in Belfast go on to study at an FE college, such as Belfast Met. 41% of FE learners in Belfast Met are aged 19 and under.

Figure 12: NI Destination of Post-Primary School Leavers, 2015/16



SOURCE: DFE, DLHE 2017

g) Enrolments at Belfast Met

- Enrolments dropped by 19% from 37,068 in 13/14 to 30,184 in 16/17. This decrease represented 4,152 fewer learners in 16/17 (20,194 individuals in 13/14 compared to 16,042 in 16/17).
- Approximately 6 out of 10 enrolments were 16-25 year olds in 2016/17.
- As a result of financial pressures the 20-24-year-old cohort dropped from 23% in 13/14 to 17% in 16/17 and those aged 25 + accounted for 32% of enrolments in 2016/17 – a 10pp drop from 13/14.

Figure 13: Enrolments in Belfast Met by Age Group, 2017-18

	13/14	14/15	15/16	16/17	17/18
19 Under	35%	44%	49%	51%	54%
20-24	23%	17%	17%	17%	17%
25-44	26%	25%	24%	23%	21%
45+	16%	14%	10%	9%	8%
Grand Total	100%	100%	100%	100%	100%

SOURCE: BELFAST MET CDR 2018

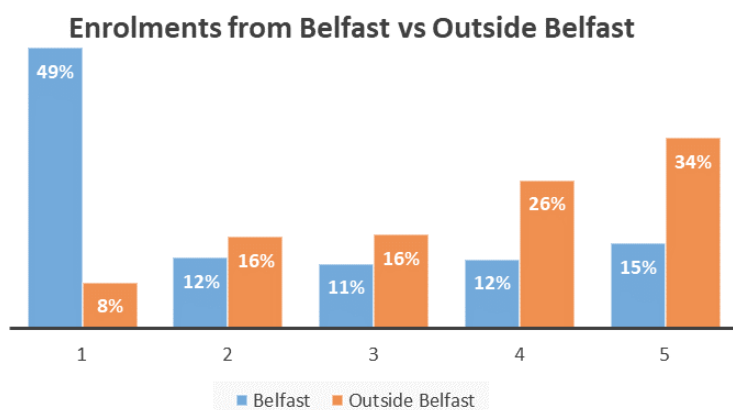
h) Where our learners come from (Local Govt. District)

- Belfast Met attracts learners from all parts of Northern Ireland.
- In 2016/17 half of enrolments (51%) were from Belfast based learners.
- The neighbouring LGDs of Lisburn and Castlereagh and Antrim and Newtownabbey each accounted for a further 12% and 11% enrolments respectively.

i) NI Multiple Deprivation Measure (NIMDM)

- Analysis of NIMDM Quintile data indicates a stark contrast in the proportions of enrolments from Quintile 1 from Belfast to outside Belfast – 49% versus 8% respectively.

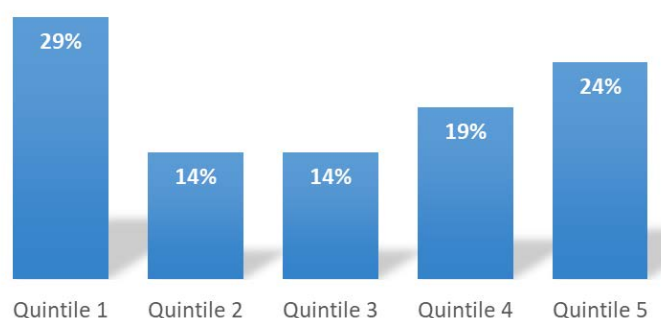
Figure 14: NIMDM Quintiles Enrolments at Belfast Met, 2017/18



SOURCE: BELFAST MET CDR 2018

- In 2016/17 29% of Belfast Met enrolments were from learners in the top 20% most deprived areas in Northern Ireland (Quintile 1).

Figure 15: % of Enrolment at Belfast Met by Quintile, 2017/18



SOURCE: BELFAST MET CDR 2018

Whilst approximately one in three enrolments at Belfast Met are from learners who live the top 20% most deprived areas in Northern Ireland (Quintile 1) (33% in 13/14 and 29% in 16/17), a quarter of our enrolments also come from residents of the least deprived areas in Northern Ireland, Quintile 5.

j) Upskilling

- In 2016, 14% (reduced from 22% in 2009) of the Belfast working age population had no qualifications. This compares to 18% of the NI working age population.
- In 2016, 52% of the Belfast working age population had qualification levels 1, 2 or 3 (A-Level or less). This compares to 53% of the NI working age population.
- In 2016, 34% of the Belfast working age population had qualification levels 4 and 5 (First degree and higher). This compares to 31% of the NI working age population.
- The lack of educational qualifications is a key barrier to work and those with no qualifications are more at risk of not being in paid work and of receiving low rates of pay. As well as being an immediate issue for Belfast, this also has long-term implications for reduced earnings potential. Changes in the labour market, which have emerged as a result of technological developments, also means that a greater proportion of jobs require a broader range and higher level of skills, and a greater proportion now require at least some form of qualification.
- Education is an important element in reducing the intergenerational spread of disadvantage. Belfast Met will continue to play a key role in not only engaging disadvantaged young people and helping to improve their educational attainment, but also in supporting those already in work to increase their qualification levels to help them out of the no pay-low pay cycle. We will upskill and reskill those already in employment by:
 - Working in conjunction with key stakeholders such as Department for Economy, Council, employers and community organisations, to develop and implement strategies to reduce economic inactivity through skills, training, incentives and job creation.
 - Placing greater focus on adult education going forward.
 - Developing and implementing tailored interventions with employers.
 - Forecasting labour market needs and working closely with sector skills councils and industry bodies to ensure we achieve our economic ambitions.

What does this mean for Belfast Met?

Analysis of our geography and learner profile provides a rich picture of our market but also identifies areas within it that can be developed and supported, dependent upon available funding.

Assuming no significant change to budget, we will continue to:

- **Raise the profile of FE** among employers, helping employers forecast future skills' needs and developing curriculum for potential employees and tailored solutions to upskill the existing workforce.
- **Ensure Belfast Met is positioned as 'an alternative pathway'**, responding to business demands rather than direct competition with the post primary sector.
- **Fulfil our dual mandate** by relentlessly supporting an agenda of economic inclusion for all, and providing opportunities for those who have significant barriers to learning.
- **Maximize student attainment and employability** by enabling individuals to achieve their full potential. We will provide a relevant curriculum offer based on local and regional need and employability programmes to respond to employer demands.
- **Deliver consistently high quality teaching and learning**, provide inspired and inspirational leadership, achieve continuous improvement, empower our employees, and deeply embed Belfast Met's core values of Collaboration, Ambition, Respect and Excellence in everything we do.
- **Develop our internationalisation agenda** to create networks and opportunities for our staff, learners and business partners.
- **Work with local, national and international employers** of every size – from the largest companies to the smallest of micro-businesses – in designing courses that meet their current and specific skills demands, whilst planning for those of the future.
- **Establish more Higher Level Apprenticeships** in collaboration with employers and colleges.
- **Work with local communities** to develop knowledge and skills, build confidence and self-esteem and provide opportunities that help put people on a pathway into further training or employment.
- **Contribute to up-skilling and re-skilling** the population through a broad range of courses in professional and technical areas and across GCSEs and A levels to HNCs, HNDs, Foundation Degrees, Higher Level Apprenticeships and other specific training programmes.
- **Develop the skills and capabilities of our employees** so we can respond effectively to the needs of all stakeholders and invest in technology to ensure more flexible and innovative delivery, and one that keeps pace with market demand.
- **Understand our policy landscape** and proactively respond to the opportunities and challenges it presents.
- **Deliver our services in an efficient and effective manner**, ensuring value for money.

6. Belfast Met Curriculum Offering

Taking the above into account, Belfast Met will ensure it develops a curriculum offer to meet the needs of students, employers and communities. Through longer term future forecasting and a rigorous annual review of our curriculum, we will ensure that our provision provides appropriate pathways to success through an improved student experience, and partnerships with employers, schools, universities and the community sector. We will also develop and grow specialist provision that will support the overall rebalancing of the economy and the skills needs of young people and adults.

The Curriculum for the coming years will be built around five Frameworks. Each Framework will have a generic set of underpinning principles as set out below but each Framework will have its own component parts and outcomes.

Underpinning Principles

- Deliver a curriculum that is designed by and for industry.
- The curriculum is delivered using industry standard staff.
- That we achieve a reputation for producing industry ready learners.
- That we are agile - responsive to the needs of communities and the agenda for inclusion.
- That we reach out to learners and employers through our modes of attendance and the use of technology.
- That we maximise value for the public pound.

Curriculum Focus at Levels 0-1

The Level 1 curriculum consists of both full and part-time provision.

The full-time element is currently centred around two main areas. One concerns learners with special educational needs (SLDD) and the other is in the area of Construction.

The part-time element includes Essential Skills (ES), Not in Education Employment or Training (NEETs) provision, modern languages, leisure, ESOL and community outreach courses. Our ESF and PEACE IV funded programmes will allow us to engage with disconnected groups in society including the long-term unemployed.

In recent years the Levels 0-1 landscape has changed. Previously leisure provision and Learner Access and Engagement programmes provided a pathway to Training and to mainstream FE. Looking to the future, ESF funding will end following Brexit and as such there is uncertainty and a potential funding gap at Levels 0-1 that will result in very limited entry points to Training and to mainstream FE.

As the policy environment evolves, the full-time components will undergo changes around funding. Part-time provision will undergo shifts as funding changes continue to impact upon community provision, NEETs, ESOL and leisure. This will greatly change what was historically one major “traditional” component of FE.

Curriculum Focus at Level 2

Full-time Level 2 learners are in the main young people at GCSE level (below grade C) who wish to gain relevant vocational qualifications. Level 2 covers a wide variety of vocational areas, consists of traditional qualifications and, draws a high proportion of its enrolment from Belfast school leavers who leave school with the minimum level of qualifications.

Part-time at Level 2 consists of part-time variations of full-time provision as well as stand-alone Additionality and other provision. The latter includes ES, some GCSE, some Languages and Sports.

In the coming years this level in full-time mode will undergo radical change as new policies embed in order to make this area more economically relevant and to improve outcomes.

Curriculum Focus at Level 3

Level 3 full-time currently consists in the main of GCSE level (4+ GCSE C grade and above) entrants who aim to either access higher education or employment. There are two main groups, those undertaking technical/vocational qualifications and those undertaking A Levels. Some of this full-time provision is mirrored in part-time provision though some of the latter consists of Additionality.

Whilst the main curriculum components (technical qualifications and A levels) are unlikely to have unsignalled changes there will be change. Changes are occurring to the content of the technical qualifications to make them more aligned to industry needs. In addition, learners undertaking technical/vocational qualifications face the challenge of the introduction of higher assessment standards for all awarding bodies over the next three years. Level 3 Apprenticeships are also set to occupy a more significant place in the curriculum offer.

Curriculum Focus: Higher Education

Full-time higher education provision covers a wide range of vocational areas. The core qualifications on offer consist of Foundation Degrees and HNDs. Part-time HE currently consists of professional qualifications and qualifications such as HNCs.

In the coming years the major addition to this area will be the growth of HLAs at levels 4 and 5 which will sit alongside the current offering and indeed include some of the existing, as well as new, qualifications.

The major development will be the need to engage at different levels with employers through the Sectoral Employer Groups.

The second major development required will be the use of TEL to deliver the blended learning that employers and students require. This applies equally to part-time as well as full-time.

Curriculum Focus: Training and Apprenticeships

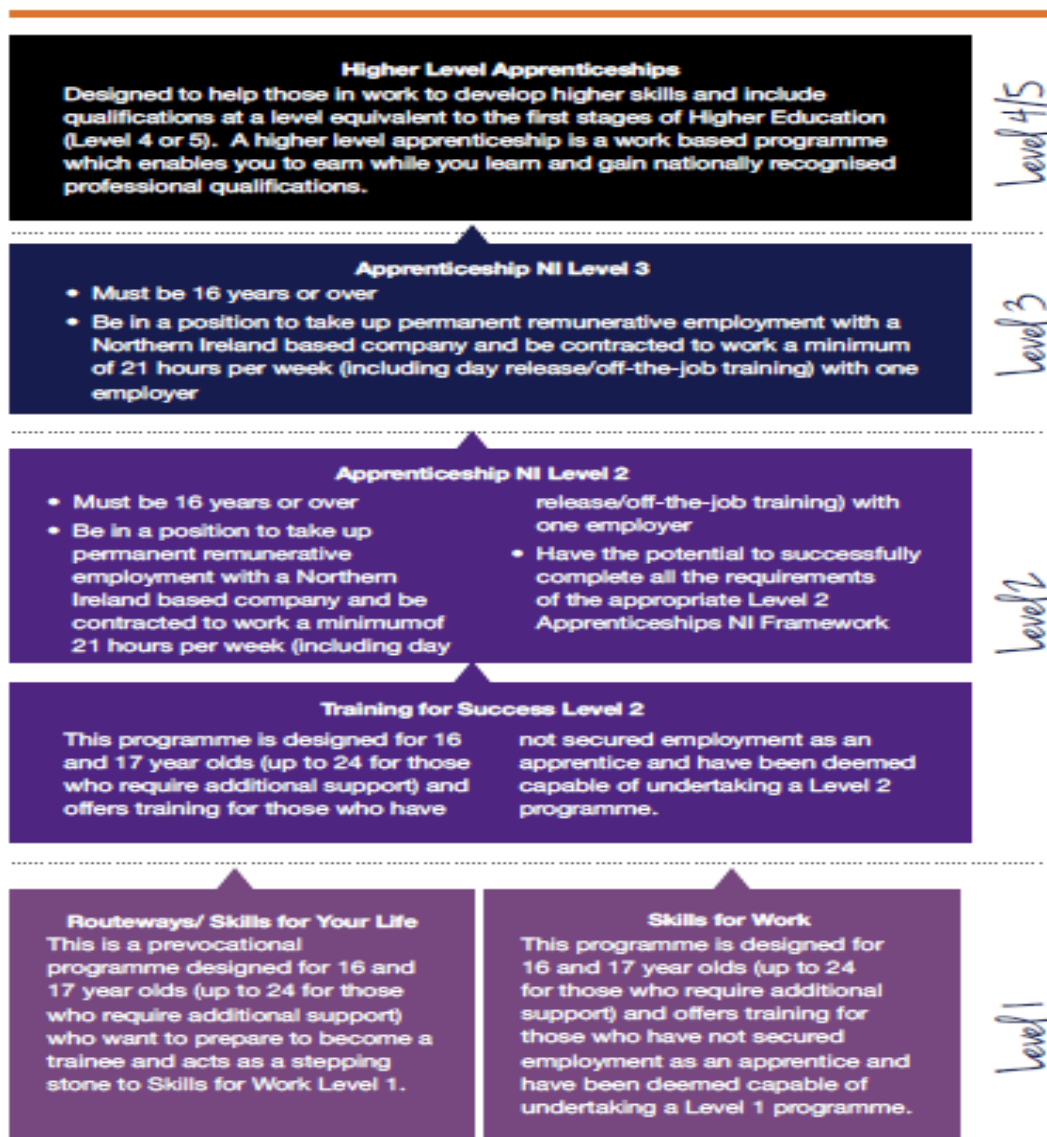
Belfast Met is a significant provider of work based learning programmes. The Department for the Economy contracts the College to provide Training for Success and Apprenticeships NI programmes. In addition, the College delivers pilot programmes in relation to Youth Training, Level 3 Apprenticeship and Higher Level Apprenticeships.

The programmes delivered are therefore as below:

- Training for Success Level 1
- Training for Success Level 2
- Pilots of Level 2 Youth Training (Traineeships)
- Apprenticeships NI Level 2/3
- Pilots of Level 3 New Apprenticeships
- Higher Level Apprenticeships.

These levels and progression pathways for these programmes are illustrated in Figure 16 below.

Figure 16: Progression Pathways for Training and Apprenticeship Programmes



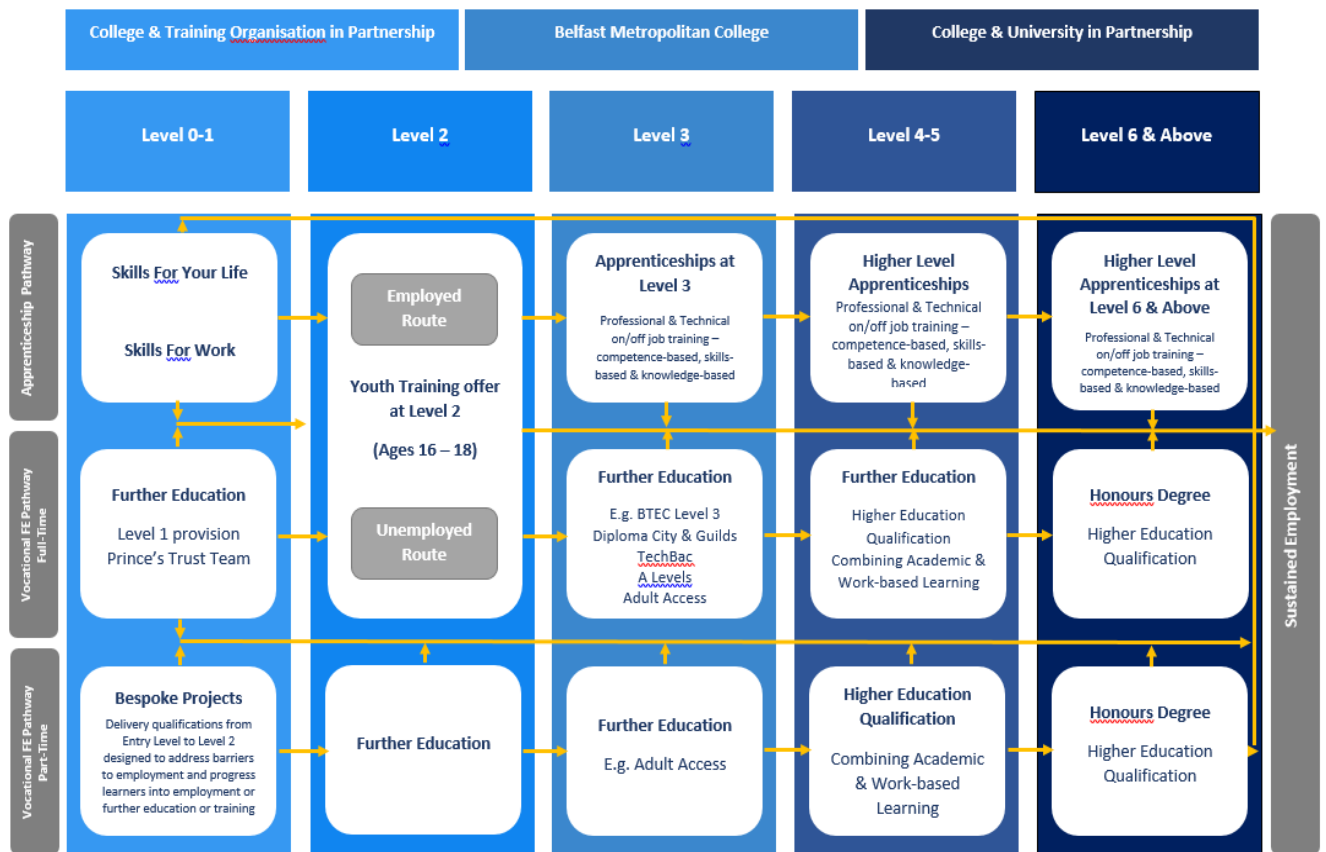
The Further Education sector, and consequently Belfast Metropolitan College, faces a period of significant change over the next few years. The Further Education Means Success strategy underpinned by the Youth Training and Apprenticeships reform strategies sets out ambitious plans to transform the further education sector in Northern Ireland. The implementation of the Further Education Means Success strategy also provides broader strategic framework for reforms in FE, which

cannot be taken in isolation from the wider training reforms and the draft Programme for Government provides the opportunity to look at achieving outcomes in more innovative ways.

The emerging youth training and apprenticeship system will be shaped to support the needs of learners (facilitating the transition from education to work), to support employers (matching the vocational education and training needs of industry) and to support the economy more generally. It must deliver a high-quality parallel route that differs from the traditional academic pathway, and provide young people with opportunities for professional education and training at *traineeship* and *apprenticeship* levels that will facilitate seamless career progression to sustained employment or further and higher education. This will be achieved through a broad curriculum and qualifications to support ongoing career development.

One of the key guiding principles that will be used in determining our overall curriculum offer and supporting qualifications is the need to ensure that we are able to provide relevant and well-structured progression pathways from Level 0 – 6. The progression pathways, Figure 17, created under our curriculum offer must allow learners to progress upwards or alternatively move across from one pathway to another depending on their personal circumstances and employment status. The College will continue to review the range of academic, professional and technical courses to ensure that these sit within our defined progression pathways.

Figure 17 Progression Pathways to Sustained Employment



7. Other Challenges, Opportunities and the Future

Belfast Met is open to the elements of the external environment. Continuing austerity and the potential of financial cuts going forward for the next few years will see sustained focus by the College to continue to deliver services in the most cost effective manner and to achieve value for money. With this in mind, it is imperative that Belfast Met continues to build on its already strong reputation, ensuring that the curriculum we offer is industry relevant; is responsive to the policy environment and maximises its reach through technology.

Many of FE's foundation policies are being reviewed which will transform further education, training and employability programmes and undoubtedly have an impact on Belfast Met. We are committed to working with colleagues in Government and across the sector to help shape these policies to ensure they provide the best solutions for our learners and employers.

The local employment landscape impacts upon the nature of our curriculum offer as job growth in some of the private sector improves but employment in the public sector declines. Further, educational underachievement of over 1/3 of Belfast's school-leavers remains the highest in the UK presenting the need to have the necessary support and access routes to the curriculum for such leavers. This is especially the case in Belfast which has the greatest concentration of under-achievement and social deprivation.

The future prosperity of Northern Ireland will depend ultimately on the number of persons at work and their productivity. However, Belfast continues to face particularly high levels of social and economic disadvantage with one-third of the city's population living in the most deprived Super Output Areas which presents significant challenges to Belfast Met in terms of retention, achievement and success.

As an anchor institution within the city of Belfast, the College recognises the need to play a more prominent role in trying to inform and shape co-ordinated citywide education, skills and employability solutions. It is our role to ensure that skills remain top of mind. The College has been partnering with three FE Colleges and six Local Authorities to shape the Skills Strategy that will underpin the bid for a £1 billion Belfast City Region Deal.

The impact of the decision to leave the EU and the associated implications on Corporation Tax reform make the investment in skills all the more important, and urgent. There is also a need to improve how the Apprenticeship levy is currently impacting upon Northern Ireland employers in terms of cost and administration.

Professional and technical study has a proud heritage. Towards the end of the 20th century, Higher Education became the preferred pathway. Further Education lost its value. Professional/ technical pathways were considered lower value than academic routes, however this is changing. The economy, certainly in Belfast, is increasingly demanding professional and technical skills.

Other developed economies have successfully created an education system which places equal credibility on both technical/ professional and academic career pathways. Belfast Met, with the rest of the sector, must therefore continue to build the reputation of FE as an equally viable, alternative pathway to a good job and a meaningful career.

8. Budget

Latest budget position to support CDP targets is as per NDPB submission made on 28/5/18 (see attached). This forecast follows guidance re pay pressures set out in para 10 of DfE's letter dated 23/5/18 which allows for contractual obligations relating to increments and the NJC agreement for support staff but excludes any allowance for revalorisation for teaching staff from 2015/16 to date.

Please note invest to save request for Whiterock has been excluded from these workings.

9. Educational Outcomes and Performance Measures – Report Cards

Government has adopted an outcomes' based accountability methodology for planning and reporting. Belfast Met has developed four report cards that provide evidence, detail the story behind the evidence and set the performance measures for the year ahead.

Appendix 1 also provides a more detailed breakdown of the deliverables during the 2018-19 academic year.

Defined Service Users: *Businesses*

Outcome: We prosper through a strong, competitive, regionally balanced economy.

Outcome: We are an innovative, creative society where people can fulfil their potential

Indicator: Rate of Innovation Activity (% of companies engaging in innovation activity)

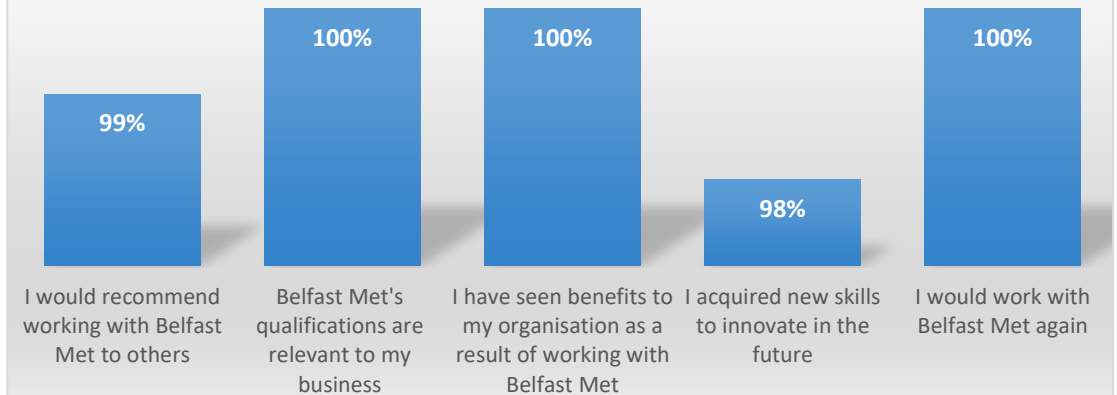
PERFORMANCE MEASURES

Individual Businesses supporting Student Placements, Apprenticeships and Business Support programmes delivered by Belfast Met

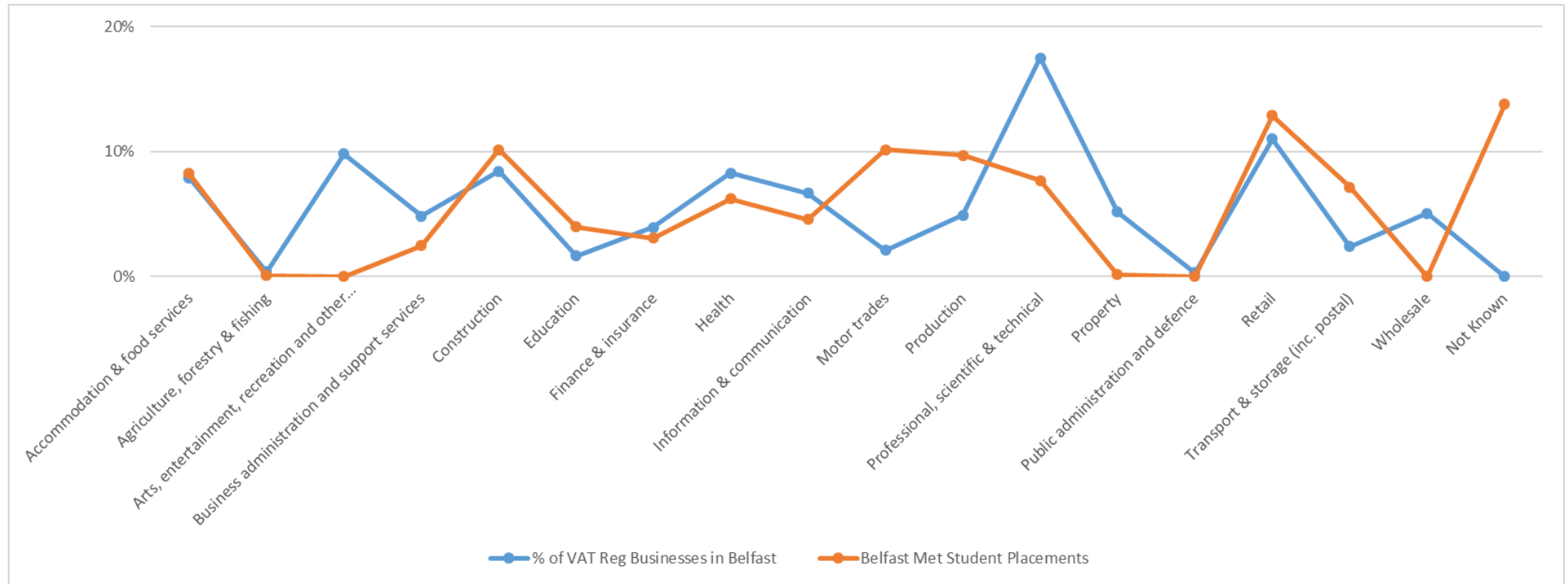
	2013/14	2014/15	2015/16	2016/17 *
Assured Skills	5	15	11	15
Connected		5	10	5
KTP	0	1	1	2
InnovateUs	40	116	48	36
Innovation Vouchers	11	5	4	8
Skills Focus	*	*	*	63
IWTS **	*	*	*	229
Student Placements				383
Apprenticeships				257
TFS				213
HLA				71
Total no of Unique Clients	56	142	74	1282

2702 students have been placed/apprenticeships. Businesses have only been counted once per year although they may have been involved in multiple projects.

Satisfaction Rates - Innovateus and T&A Surveys



COMPARISON OF THE PROPORTION OF BUSINESSES BELFAST MET ENGAGED WITH 2016-17 AND THE BELFAST PROFILE OF VAT/PAYE REGISTERED BUSINESSES 2016 (PLACEMENTS, APPRENTICESHIPS AND TRAINEESHIPS)



Story behind the baseline

There are 10,100 VAT/PAYE registered companies in Belfast and Belfast Met engaged with 1282 individual companies during 2016-17 – 12.7%.

To grow the NI Economy, it is essential businesses are supported to innovate and grow to provide more job opportunities. As business needs change it is crucial that the workforce is able to support business expansion by having appropriate skills. FDI also requires a skilled workforce to be available. Therefore, it is very important that

students are upskilled in areas relative to demand (Skills Barometer, 2017) and that the existing workforce is developed to ensure local business can compete in a global market.

In addition, statistics show that 23% of Belfast’s working age population have no qualifications and in parallel there is a low and decreasing demand for low skills. Therefore, upskilling the existing workforce will be an increasingly important role for Belfast Met.

Belfast Met has a key role to play in responding to business need through reskilling and upskilling their existing workforce through courses delivered for employees. Through providing trainee placements, businesses are supporting Belfast Met to provide invaluable training for a new workforce.

Data analysis demonstrates that in many business sectors Belfast Met is providing support in line with Belfast business profile. There are exceptions such as Arts, Entertainment Recreation & Other, Motor Trades, Production, Professional, Scientific & Technical, Property and, Wholesale. This is most likely due to the fact that students studying Tourism (which could map to the Recreation sectors) are being classified under Business Administration & Support Areas and those studying in Professional, Technical & Scientific areas are being placed in other business sectors such as Health. Likewise, there is a correlation between Retail and Wholesale and it is likely that these learners and securing placements categorised as Retail.

Belfast Met has increased its efforts to engage with businesses and has found that often businesses are not aware of the support they can obtain from Colleges. This is also true of other statutory sector partners such as Councils and Government Departments. Further awareness raising of support available is necessary and the College has strengthened a sales and employer engagement team to deliver this.

Who are our partners that will help us to do better?	Business Sector organisations, Department for the Economy, Invest NI, Businesses/Employers, Local Government
<p>What works to do better?</p> <p>Low cost-</p> <p>No cost-</p>	<ul style="list-style-type: none"> • Promote services available from Colleges more widely • Promote services available at Community Planning meetings so that other Statutory Bodies can link businesses they engage with College services. • Develop more integrated approaches to promoting business support and skills programmes through InvestNI and through Councils working to deliver a City Deal solution.
What do we propose to do?	<ol style="list-style-type: none"> 1. We will engage with employers to deliver bespoke training to reskill and upskill 250 people who are in work. 2. Through the InnovateUs programme we will engage with 100 businesses to support increases in their rate of innovation.

- | | |
|--|---|
| | <ol style="list-style-type: none">3. We will engage with 500 businesses to provide Training for Success and FE/HE Full Time student placements.4. We will engage with business to deliver over 1,263 apprenticeships and HLAs.5. We will draw down £350k of EU funding for research and innovation.6. We will establish the Digital ICT Hub for the FE Sector and develop an agreed action plan. |
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Defined Service Users: *Students*

Outcome: We prosper through a strong, competitive regionally balanced economy

Outcome: We have more people working in better jobs

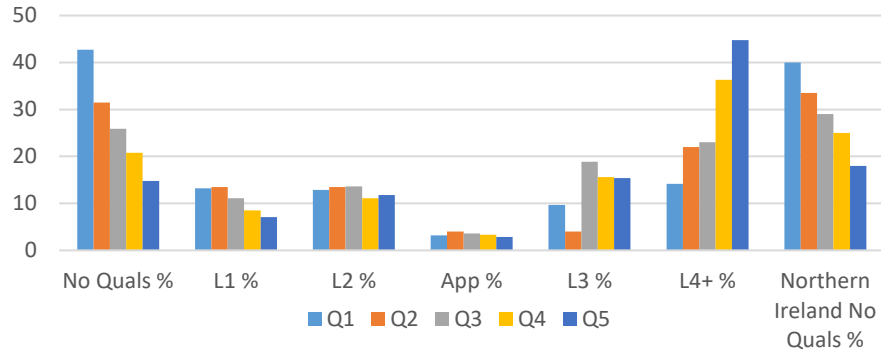
Indicator: Economic Inactivity

Indicator: The proportion of the workforce in employment qualified to level 1 and above, level 2 and above, level 3 and above, and level 4 and above.

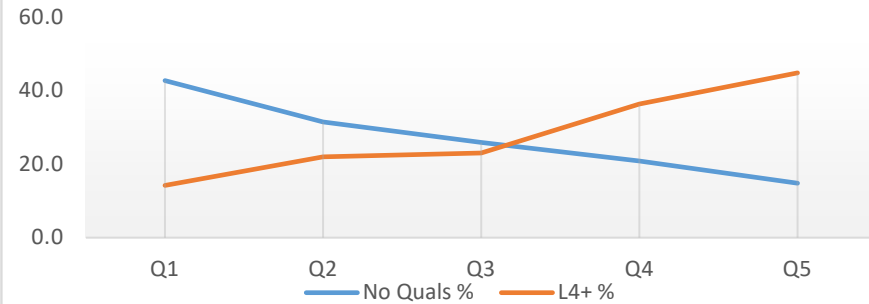
Indicator: Employment rate by Council area

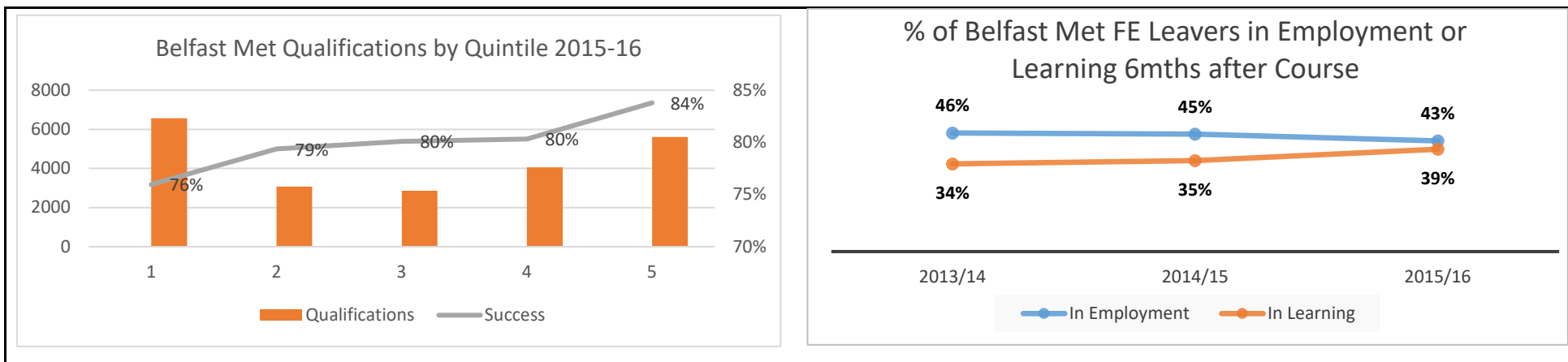
PERFORMANCE MEASURES

Highest Level of Qualification by Deprivation Indicator in Belfast LGD vs Northern Ireland



Comparison between the Distribution of the population achieving No Qualifications and Level 4+ in Belfast LGD





Story behind the baseline

Evidence shows that the higher a person’s level of education, the more employable they are. In addition, the higher the level of education, the higher the level of earnings and their ability to contribute to the local economy.

It is evident that there is a direct correlation between the highest level of education and the highest quintile. Just 15% of Quintile 5’s working age population have no qualifications compared with 43% of Belfast’s Quintile 1 population.

Equally there is a correlation between the highest success rate and the highest quintile with an 8pp gap between the success rate for Quintile 1 and Quintile 5 learners demonstrating that learners from Quintile 1 require enhanced support to achieve their learning outcomes.

38% of Belfast’s Year 12 pupils do not achieve 5 GCSEs A*C including English and Maths (compared with 32% across Northern Ireland). Interestingly 85% of these 16 year olds progress to Further Education or Training programmes.

The Northern Ireland workforce is estimated at 840,700 and is forecast to grow to 924,700 by 2026. The NI Skills Barometer concludes that there will be 80,400 additional posts to be filled each year: 51,800 will be filled from churn within the existing labour market and these postholders may require support to reskill or upskill and the remaining 28,600 will be filled from the education sector and, or from migration.

Statistics show that 16% of Northern Ireland's working age population have no qualifications and in parallel there is a low and decreasing demand for low skills. Therefore, upskilling the existing workforce will be an increasingly important role for Belfast Met.

Belfast Met has a key role to play in responding to business need through reskilling and upskilling their existing workforce through courses delivered for employees. Through providing trainee placements, businesses are supporting Belfast Met to provide invaluable training for a new workforce.

The 28,600 net posts will require the following skills profile:

- L6+ = 8,700
- L4-5 = 3,352
- L3 = 6,905
- L2 = 6,403
- ≤L1 = 3,197

STEM, Health and Public Services, Media and ICT remain undersupplied in skills terms and employability skills are increasingly required by business.

It is apparent from the research that demand from employers for people with ≤Level 1 qualifications is declining. In 2009, 20% of the posts advertised required qualifications below Level 2. Forecasts predict that just 10% of future posts will require qualifications below Level 2.

Interestingly, forecasts predict demand for 6,905 individuals skilled to Level 3 per annum. However, each year only 4,529 people exit education at this point. Not addressing this may result in an undersupply of 2,376 people skilled to Level 3 per annum or conversely 2,376 people filling Level 3 posts whose skills profile is higher than the post requires.

Opportunities to retrain, develop new skills, diversify, and change career are paramount to lifelong wellbeing and fulfilling our potential. Life-long learning opportunities are essential to allow individuals to upskill and progress to higher level opportunities. Belfast Met will play a key role in providing individuals with the ability to upskill/reskill and move across sectors as economic needs change in Belfast and Greater Belfast.

Who are our partners that will help us to do better?

Department for the Economy, Invest NI, Employers, Local Government

<p>What works to do better?</p> <p>Low cost-</p> <p>No cost-</p>	<ul style="list-style-type: none"> • Curriculum developed to enhance achievement in undersupplied sectors. • Highly qualified teaching staff recruited from industry • Ongoing staff training to ensure industry level standards are being taught • Project Based Learning techniques utilised to enhance the problem solving and employability skills of students.
<p>What do we propose to do?</p>	<ol style="list-style-type: none"> 1. We will deliver 2,541 Level 0-1 qualification enrols. 2. We will deliver 6,455 Level 2 qualification enrols. 3. We will deliver 4,936 Level 3 qualification enrols. 4. We will deliver 2,702 Higher Education (Levels 4, 5, 6) enrols. 5. We will work with business to deliver 751 apprenticeships. 6. We will work with business to deliver 110 HLAs. 7. We will deliver NEETs and adult skills' programmes targeting 398 of the long term unemployed from the most deprived quintiles (using PEACE IV and ESF funds). 8. We will engage with 500 businesses to provide Training for Success and FE/HE Full Time student placements.

Defined Service Users: *Students*

Outcome: We have a more equal society.

Outcome: We have more people working in better jobs

Indicator: Gap between % non-FSME school leavers and % FSME school leavers

Indicator: Employment rate by Council area

Indicator: Employment rate of 16-64 year olds by deprivation quintile

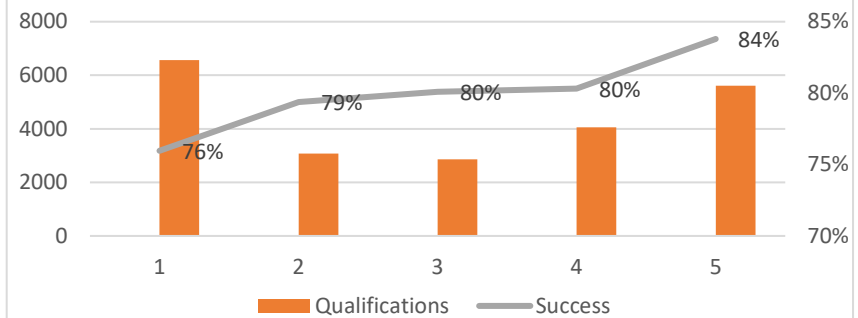
Indicator: Economic inactivity rate excluding students

PERFORMANCE MEASURES

Belfast Met Level of Study and achievement rate by Quintile

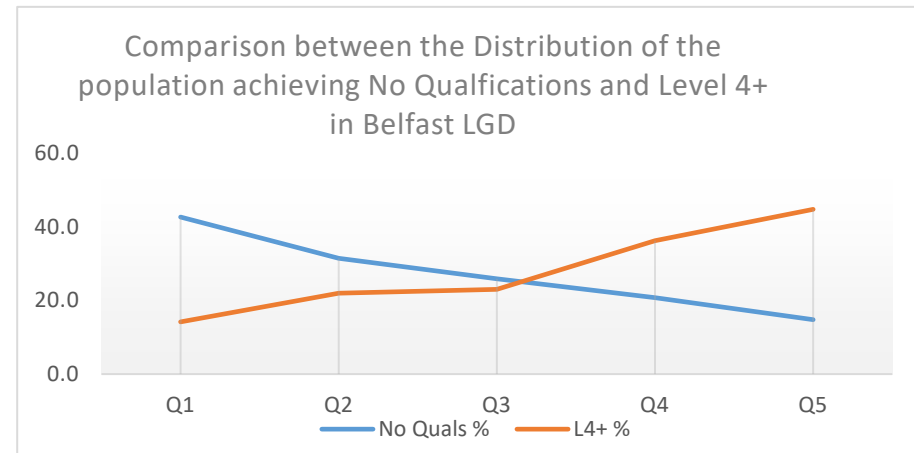
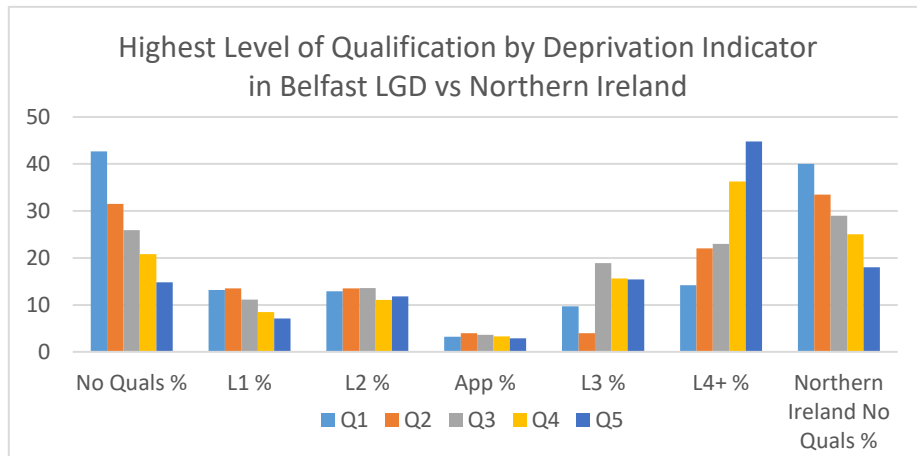
	Quals	Retention	Achievement	Success
Q1	6570	87%	88%	76%
Q2	3074	89%	89%	79%
Q3	2861	90%	89%	80%
Q4	4061	91%	89%	80%
Q5	5614	92%	91%	84%
(blank)	218	100%	92%	92%
Total	22399	89%	89%	80%

Belfast Met Qualifications by Quintile 2015-16



Percentage of qualifications achieved within Belfast Met's catchment by level and deprivation quintile

Deprivation Quintile 2017	NI No Qualifications	Belfast LGD No Qualifications	Level 1	Level 2	Apps	Level 3	Level 4 +
	%	%	%	%	%	%	%
1	40	43	13	13	3	10	14
2	36	32	14	14	4	4	22
3	29	26	11	14	4	19	23
4	25	21	9	11	3	16	36
5	18	15	7	12	3	15	45



Story behind the baseline

According to the NIMDM data, of the 890 Super Output Areas in Northern Ireland, 5 out of the top 10 most deprived are in Belfast. This correlates to:

- 3 out of the top 10 most deprived in terms of income
- 9 out of the top 10 most deprived in terms of health
- 9 out of the top 10 most deprived in terms of living environment
- 5 out of the top 10 most deprived in terms of crime and disorder
- 4 out of the top 10 most deprived in terms of employment
- And 10 out of the top 10 most deprived in terms of education and skills.

The data demonstrates that a significant number of individuals from deprived backgrounds have no or a low level of education which negatively impacts their ability to gain employment.

Unfortunately, as the data shows many of those coming from disadvantaged backgrounds face multiple deprivation and significant barriers to education and often do not achieve as well as those from less disadvantaged backgrounds.

With cooperation and support from Local Government and Community Planning Partners we will engage with the most disadvantaged in our society and provide guidance to restart education and where possible to help them overcome barriers to education.

We will provide innovative and creative educational and vocational skills programmes tailored to meet the individual needs of our learners with moderate, severe and complex learning difficulties. We will continue to grow our provision of education and skills in Northern Ireland's Prisons.

We will provide pastoral care to support our students to engage in their courses and achieve a qualification through our Learning Mentors and Cause for Concern support services building on the success Learning Mentor Pilot (FE Level 2).

Who are our partners that will help us to do better?

Department for the Economy, Invest NI, Employers, Local Government

<p>What works to do better?</p> <p>Low cost-</p> <p>No cost-</p>	<p>Curriculum developed to enhance achievement in priority skills areas</p> <p>Highly qualified teaching staff recruited from industry</p> <p>Additional support provided to support those who require additional support, receive support.</p> <p>PBL techniques utilised to enhance the problem solving and employability skills of students.</p>
<p>What do we propose to do?</p>	<ol style="list-style-type: none"> 1. We will enrol 312 learners with moderate, severe and complex learning difficulties. 2. We will deliver 2,451 Level 0-1 qualification enrols. 3. We will deliver 6,455 Level 2 qualification enrols. 4. We will deliver 4,936 Level 3 qualification enrols. 5. We will deliver 2,702 Higher Education (Levels 4, 5, 6) enrols. 6. We will work with business to deliver 751 apprenticeships. 7. We will work with business to deliver 110 HLAs. 8. Dependent on securing match funding, we will deliver NEETs and adult skills' programmes targeting 368 of the long term unemployed from the most deprived quintiles. 9. We will engage with 500 businesses to provide Training for Success and FE/HE Full Time student placements. 10. We will deliver 512 Access qualification enrols. 11. We will increase the number of prisoners registering for accredited qualifications by 7%. 12. Maintain retention rate of +90% for students who have engaged with Learning Mentors/Students at Risk Services. 13. We will maintain our Widening Access and Participation Programme.

Defined Service Users: *Students*

Outcome: We give our children and young people the best start in life

Indicator: Gap between % non-Free School Meals (FSME) school leavers and % FSME school leavers

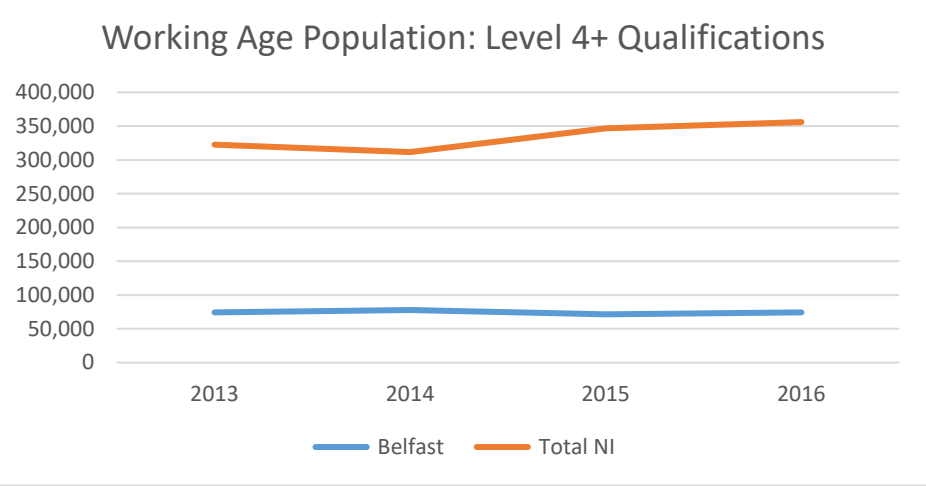
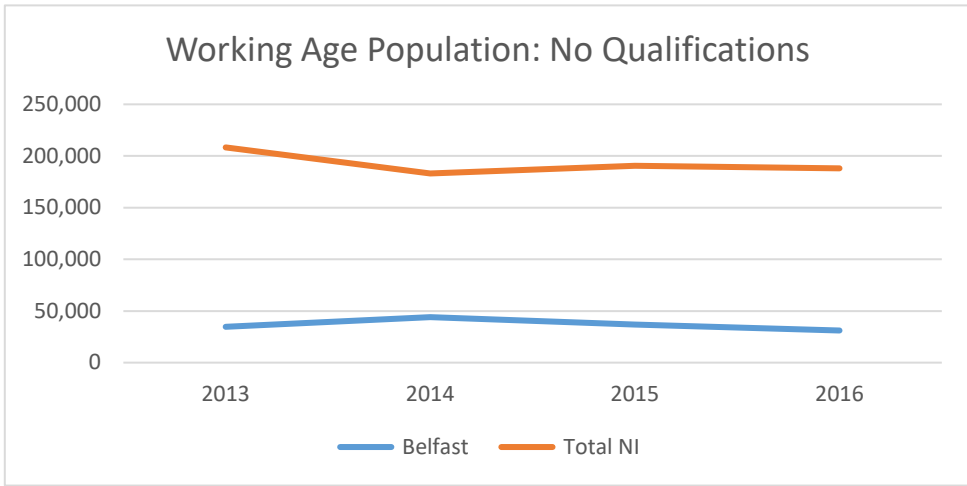
Indicator: % care leavers who, aged 19, were in education, training or employment

PERFORMANCE MEASURES

Gap between % non-FSME school leavers and % FSME school leavers

FSM	Achieved	Partial Achievement	No Achievement	Total
Eligible for FSM and Claimed Voucher	81%	9%	10%	100%
Eligible for FSM and did not claim Voucher	78%	3%	19%	100%
Not Eligible for FSM	82%	4%	14%	100%
Grand Total	82%	4%	14%	100%

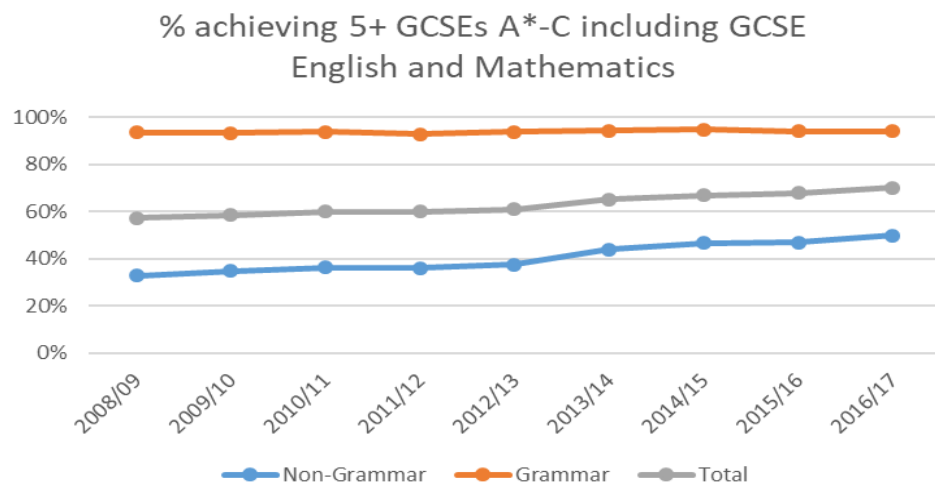
Base: Lv0-Lv3, in TQ CR or MF, in final Year of Study, 2016/17



% of Enrolments resulting in an Achievement by Level

	14/15	15/16	16/17
Lv1	68%	72%	70%
Lv2	70%	73%	75%
Lv3	57%	65%	59%
Lv4	54%	54%	54%
Lv5	43%	47%	46%

SOURCE: BELFAST MET CDR 2017



SOURCE: DFE 2017

Care leavers who, aged 19, were in education, training or employment						
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Total Care Leavers in NI						
Aged 16-18	237	233	263	268	289	na
Aged 19	176	215	175	240	201	na
Care Leavers in Belfast HSCT						
Aged 16-18	73	73	58	76	82	na
Aged 19	56	55	76	44	60	na
Aged 19 % in Education, Training or Employment	57%	62%	57%	52%	81%	56%

Story behind the baseline

Evidence shows that the higher a person's level of education, the more employable they are. In addition to this, the higher the level of education, the higher the level of earnings. The gap between the educational attainment of non-FSME and FSMEs is well documented in the compulsory education system as symptomatic of social inequality. Those FSME recipients often face significant barriers to education and therefore do not achieve academic success in line with their peers.

However as Belfast Met's stats show, this issue is not apparent at the College. Our commitment therefore is to ensure that all learners have access to the same quality of support services and teaching and learning that ensures they have an equal chance of a successful outcome.

Also, 29% of Northern Ireland's Care leavers come from within the Belfast Health and Social Care Trust. As the stats show, the large majority of care leavers are engaged in Education, Training or Employment and Belfast Met is committed to ensuring that these learners at the College have access to the full range of support services and teaching and learning to ensure they have an equal chance of a successful outcome.

In Partnership with Community Planning Partners we will support the most disadvantaged in our society to overcome barriers to education.

Who are our partners that will help us to do better?

Northern Ireland Housing Executive, Belfast City Council, NI Prison Service, Community & Voluntary Sector, Jobs and Benefits Office, Department for Economy, Department for Communities

What works to do better?

Work with Partner organisations to ensure support for students from quintiles 1, 2, within Northern Ireland Prisons and, from a care background.

Low cost-

No cost-

Undertake engagement activities in deprived areas, providing career clinics and advice on re-entering education.

What do we propose to do?

1. We will deliver 512 Access qualification enrols.
2. We will deliver 350 Schools' Partnership enrols.
3. We will increase the number of prisoners registering for accredited qualifications by 7%.
4. We will deliver NEETs and adult skills' programmes targeting 398 of the long term unemployed from the most deprived quintiles (using PEACE IV and ESF funds).

Appendix A

The CDP spreadsheet – the full spreadsheet is attached.

Further Education, Higher Education & Essential Skills

		17/18 Target Enrols	18/19 Proposed Target Enrols
Level 1 & Below Provision	Full Time	210	268
	Part Time	2,300	2,183
	Total	2,510	2,451
Level 2 Provision	Full Time	550	605
	Part Time	6,600	5,850
	Total	7,150	6,455
Level 3 Provision	Full Time	2,790	2,719
	Part Time	2,400	2,217
	Total	5,190	4,936
Total FE L 0- 3 (Ex Essential Skills)	Full Time	3,550	3,592
	Part Time	11,300	10,250
	Total	14,850	13,842
Total Essential Skills	16-19	1,475	1,497
	>19	1,958	1,638
	Total	3,433	3,135*
<ul style="list-style-type: none"> Note Essential Skills Target includes FE/Community (2,900) and Training learners (235) 			
Total HE in FE	Full Time	1,434	1,434
	Part Time	1,126	1,268
	Total	2,560	2,702
Totals	Full Time	4,984	5,026
	Part Time	15,859	14,653
	Total	20,843	19,671

Training, Apprenticeships, HLAs

		17/18 Target Enrols	18/19 Proposed Target Enrols
Level 1 & Below Provision	Full Time	46	40
	Part Time	213*	0
	Total	259	40
Level 2 Provision	Full Time	407	700
	Part Time	321	0
	Total	728	700
Level 3 Provision	Full Time	284	413
	Part Time	149	0
	Total	433	413
HLAs		89	110
	Total	89	110
Total Training, Apps & HLAs	Full Time	826	1,263
	Part Time	683	0
	Total	1,509	1,263

*Note: this will be delivered as an FE programme not TFS next year

		17/18 Year to Date	18/19 Proposed Target Enrols
Full Cost Recovery	Public	1009	830
	Private	310	995
	Student Self-Funding	1124	1090
	Total	2443	2915
Schools Partnership	Total	393	350
Assured Skills	Total	233	220
Skills Focus	Total	89	250
InnovateUs	Total		100*
European Social Fund	Total	75	398

- This programme targets businesses and not individuals.