



College

**EDUCATION  
RECOVERY  
PLAN**

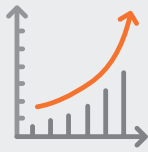
# USP EDUCATION RECOVERY PLAN



The USP College Education Recovery Plan is a brief strategic outline highlighting the plans, measures, and actions, the College will undertake, to ensure that current, and new students, are fully supported and prepared to seamlessly adapt and transition to their course or programme from September 2021.



LIFE & SPORTS  
SCIENCES



FINANCIAL SECTOR  
& PROFESSIONAL  
SERVICES



CREATIVE &  
DIGITAL



EARLY YEARS,  
CHILDCARE  
& EDUCATION



HEALTH, CARE  
& MEDICAL

# USP EDUCATION RECOVERY PLAN

## REASON FOR THE RECOVERY PLAN

The April 2021 survey by the Association of Colleges (AoC), highlighted key challenges and possible difficulties students may face, when entering education in the 2021/2022 academic year. This is due to the nature of their experience over the past 18 months with a deviation from normal delivery methods. The plan aims to address the challenges of students, and the local community, and set actions and intended outcomes to address them.

## RELEVANCE OF THE PLAN

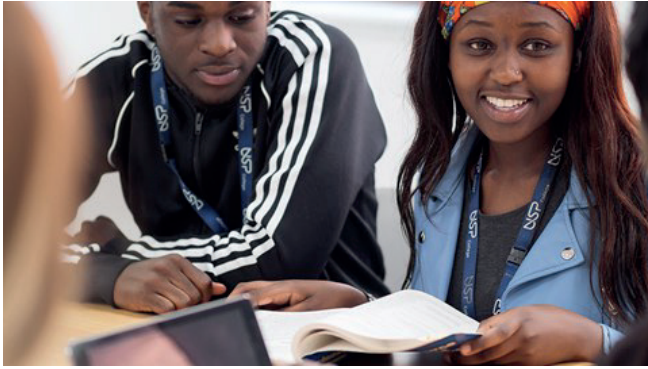
Due to the COVID-19 pandemic, the vast majority of learners have had to adapt to different teaching methods and delivery approaches from what they are accustomed to. Teachers have also needed to adjust their systems and processes to deliver, in ways that may have previously, been unfamiliar to them. And while some may have found the new approaches manageable and engaging, there will undoubtedly be students and teachers who have experienced difficulties during this time. Many learners may not have progressed to the same levels as in normal circumstances, due to an inability to apply practical skills in physical environments. Assessments have also been disrupted and different from normal practise, possibly resulting in slower feedback processes.

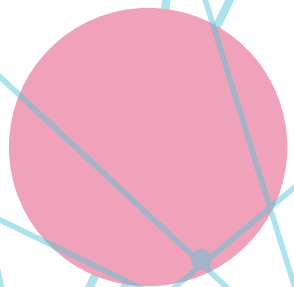
Outside of College, the past 18 months has also led to broader societal difficulties, impacting communities and families. These have ranged from job security, career progression, mental wellness and general health, amongst others. Feelings of social isolation have also been an unfortunate symptom of the COVID-19 pandemic. Therefore, when welcoming students back into the physical College environment, steps will continue to be taken to address these challenges and make the return as seamless as possible.

## INTENDED ACTIONS

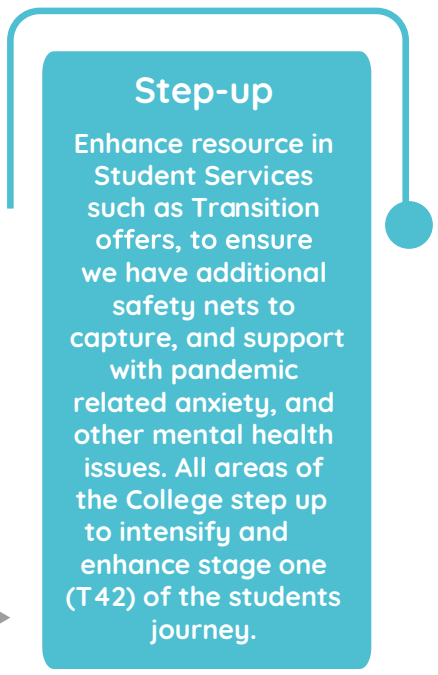
The College has existing policies and processes which support students and assist them in reaching their goals within the College and beyond. These policies and procedures are regularly reviewed and updated based on new information and the changing landscape. Particular focus has been placed on online teaching and remote learning best practices and strategies. In 2021/2022 these actions will continue to be updated, with new actions added as needed.



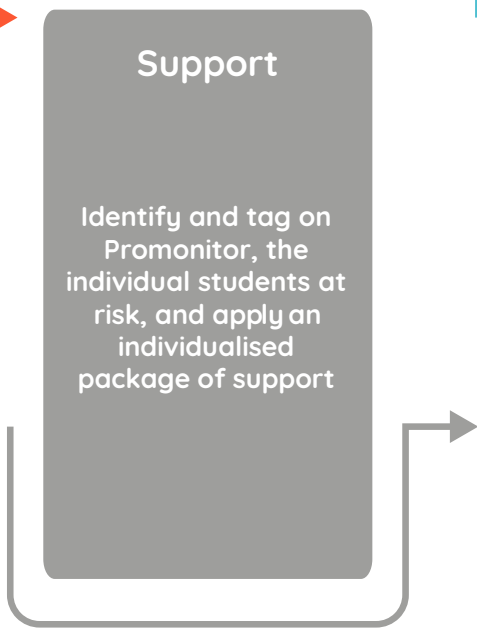




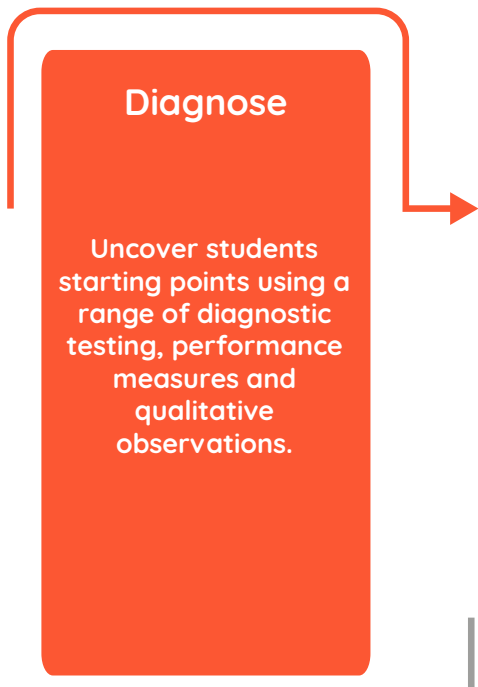
# Step-up ● ●



# Support ● ●



# Diagnose ● ●



# THIS IS OUR EDUCATION RECOVERY PLAN

Action	What is it?	How will it support learners?	Senior Leader Responsibility
Re-launch of the USP Career Focused Learning Strategy - post COVID-19.	A wrap around support initiative, to help develop relevant transferable and industry specific skills and knowledge. Re-engagement with employers post COVID-19.	To better prepare learners for a challenging job market, and develop the skills and knowledge that will support their move to employment and lifelong learning.  Exposure to employers via sector boards, College learning companies and relevant work experience, will build learner industry knowledge and experience.	Dan Pearson, Principal & CEO
Implementation of the T42 Plan - knowing our students.	An intensive 42 day holistic assessment of our learners, ensuring all learners are on the right course and gaps in learning are quickly identified: <ul style="list-style-type: none"> <li>• Knowledge and/or skills</li> <li>• English and maths</li> <li>• Behaviour and pastoral support</li> <li>• ALS Support</li> </ul>	To better support our learners particularly during transition into or back to college. To provide individual support plans that result in better progress on all courses.  Early help opportunities to maintain continuity of education for all learners.	Jon Briggs and Seval Fadil, Assistant Principals
Additional tuition workshops to mitigate disrupted learning due to COVID-19.	Additional small group tutoring for learners who need support with additional maths, english and other courses where learning has been disrupted. For example, vocational/practical courses where assessment has been deferred because of national lockdown.	To help fill any gaps and mitigate lost learning in knowledge, skills and behaviour, and to support learners progression to their next step.  Teams will also have due regard to the needs of students with special educational needs and disabilities (SEND), particularly where they have experienced additional disruption to learning , as a result of their specific needs and disabilities.	Jon Briggs and Seval Fadil, Assistant Principals
FIKA development programme to promote wellbeing and mental fitness.	A programme of units to build confidence, resilience and wellbeing.	To help prepare our learners for the challenges of their education, career and life.	Clare White, Deputy Principal Corporate & Student Services



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Action	What is it?	How will it support learners?	Senior Leader Responsibility
Return to face-to-face delivery for all full-time learners.	The return to normal study patterns and the discontinuation of non-live delivery. Any remaining timetables with online delivery will be live (synchronous) wherever possible.	Learners will be back to the classroom, workshops, theatre, dance studies, laboratory, and gymnasiums.	Jon Briggs and Seval Fadil, Assistant Principals
Flexible learning	The College will use its digital platforms and a blended approach, to support learners where absolutely necessary e.g. where self-isolating.	Student can experience interactive live lessons ,delivered by expert teachers, alongside the flexibility to learn remotely with recorded materials.	Mark Silverman, Interim Deputy Principal Quality & Curriculum
Launch of a new Equality, Diversity and Inclusion Strategy.	A refreshed approach to actions associated with inclusion and fairness.	To ensure that all learners at USP have the opportunity to access economic prosperity and social mobility.	Mark Silverman, Interim Deputy Principal Quality & Curriculum
Widen the use and expertise of Microsoft Teams, Immersive teaching rooms and VScene to be used as a virtual learning environment (VLE)	The use of specific technology and online platforms that provide high quality digital learning experience.	Online support and learning materials and assessments for learners, anytime, online.	James Parker, Director Quality Performance & Innovation
Widen the use by learners of facilities at the new XTEND Digital Campus.	Industry leading technology and digital platforms within one campus.	Through workshops, learners will have experience in using industry leading digital technology and virtual reality programmes. Working alongside industry leading experts. Skills will enable learners to be innovative in learning, and when entering the word of work.	Dan Pearson, Principal & CEO
iTransform digital education programme for teachers.	A bespoke digital training package for teachers.	Influencing more learners using immersive technology/platforms and enhanced digital skills.  Innovative teacher training programmes will enable learners to work and study in new ways. To better prepare learners for work and study in the digital world.	James Parker, Director Quality Performance & Innovation

# THIS IS OUR EDUCATION RECOVERY PLAN

Action	What is it?	How will it support learners?	Senior Leader Responsibility
Updates to our Safeguarding and Prevent Policy and launch of a Wellbeing and Mental Health Strategy.	<p>Annual updates of the Safeguarding &amp; Prevent Policy to ensure we keep our students safe.</p> <p>New approaches to promote mental health awareness and support programmes for students and staff.</p>	<p>Ensure that all learners are aware and have full access to internal/external mental health support initiatives.</p> <p>Access to online modules focused on a continuum of need, and mental health risk identification.</p>	Clare White, Deputy Principal Corporate & Student Services
Refreshed staff survey.	A staff survey of all USP College employees, to determine how well they feel supported at USP and where we need to focus more effort, following COVID-19 lockdowns and restrictions.	<p>Settled staff members are always beneficial to the student experience.</p> <p>Responding to staff feedback, to current adapting climate.</p>	Clare White, Deputy Principal Corporate & Student Services
A new student self-assessment.	A student self-assessment form, to determine how well students are coping returning to life at College.	Listening and responding to learners to improve the student experience.	Jon Briggs and Seval Fadil, Assistant Principals
Launch of learner mind-set framework.	A refreshed positive mind-set approach to improve the quality of learner Progress Coach sessions, and one to one conversations.	Learners will be supported to achieve their potential in education, careers and life, and improve learner study habits through a structured mind-set framework.	Seval Fadil, Assistant Principal



insIGHT



Live creative



XTEND DIGITAL



Early Years



**USP** College  
Seevic Campus  
Runnymede Chase  
Benfleet SS7 1TW

Palmer's Campus  
Chadwell Road  
Grays  
Essex  
RM17 5TD



Meppel Ave  
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BEFORE YOU PRINT

