



University Centre  
**Peterborough**

**ENGAGE YOU,  
ENABLE YOU,  
EMPOWER YOU.**

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# SECTION 1

## WELCOME AND OVERVIEW

# WELCOME

## To University Centre Peterborough

University Centre Peterborough (UCP) is the higher education subsidiary of the Inspire Education Group (IEG) with campuses in both Peterborough and Stamford. Students are at the centre of everything we do. Their voices shape our decision-making, and staff work in genuine partnership with them to drive both student success and institutional excellence. As a smaller provider, we celebrate the diversity of our student community and offer a highly personalised learning experience. Our supportive environment and smaller class sizes ensure that students are known, valued and prioritised.

UCP delivers a dynamic and diverse portfolio of programmes across a wide range of subjects with a clear focus on careers not courses. We are rapidly expanding our expertise in key areas such as Degree Apprenticeships, technical qualifications and modular study available through the Lifelong Learning Entitlement (LLE). Our curriculum is continually reviewed and enhanced to reflect emerging industry needs, technological innovation and the aspirations of our local and regional employers and communities.

To realise our ambitions, we actively collaborate with strategic partners who share our commitment to shaping a forward-thinking higher education offer that meets the demands of the 21st century. This strategy and that of IEG sets out bold objectives designed to support the growth and prosperity of Peterborough, Stamford and the wider region.

We maintain strong, long-standing partnerships with The Open University, the Code Institute, the Lincolnshire Institute of Technology, Anglia Professional Training and Lincoln Bishop University, relationships that enrich our provision and expand opportunities for our students.

We are deeply committed to widening participation and ensuring that under-represented groups have the access, support and opportunities they need to succeed. This commitment is embedded within our Access and Participation Plan and underpins our belief in equality of opportunity for all. We will collaborate with the local communities we serve to ensure that our educational offering and strategic priorities reflect our broader civic role within the region.



Our goal is to ensure that every student, regardless of background, enjoys a rich, fulfilling higher education experience that empowers them, elevates their aspirations and enhances their future career prospects. It is this commitment to continued excellence that will ensure that University Centre Peterborough builds on its current TEF Silver to achieve Gold in the next awards cycle.

We are committed to cultivating UCP graduate attributes that support meaningful personal growth and sustained professional achievement. The University Centre Peterborough Graduate demonstrates:

- Independence, resilience, and adaptability.
- Sustainability in practice and values.
- The ability to engage in productive collaboration and demonstrate effective leadership.
- Engagement in and promotion of continuous academic, professional and personal development.

- A global perspective with cross-cultural sensitivity and awareness.
- Digital literacy and the ability to adapt to the ever-changing digital landscape.
- Clarity of communication and purpose.
- Intellectual autonomy and curiosity.
- Creativity and innovation.
- A commitment to reflective practice and the continuous development of self-awareness.
- Civic values, social responsibility and democratic engagement.



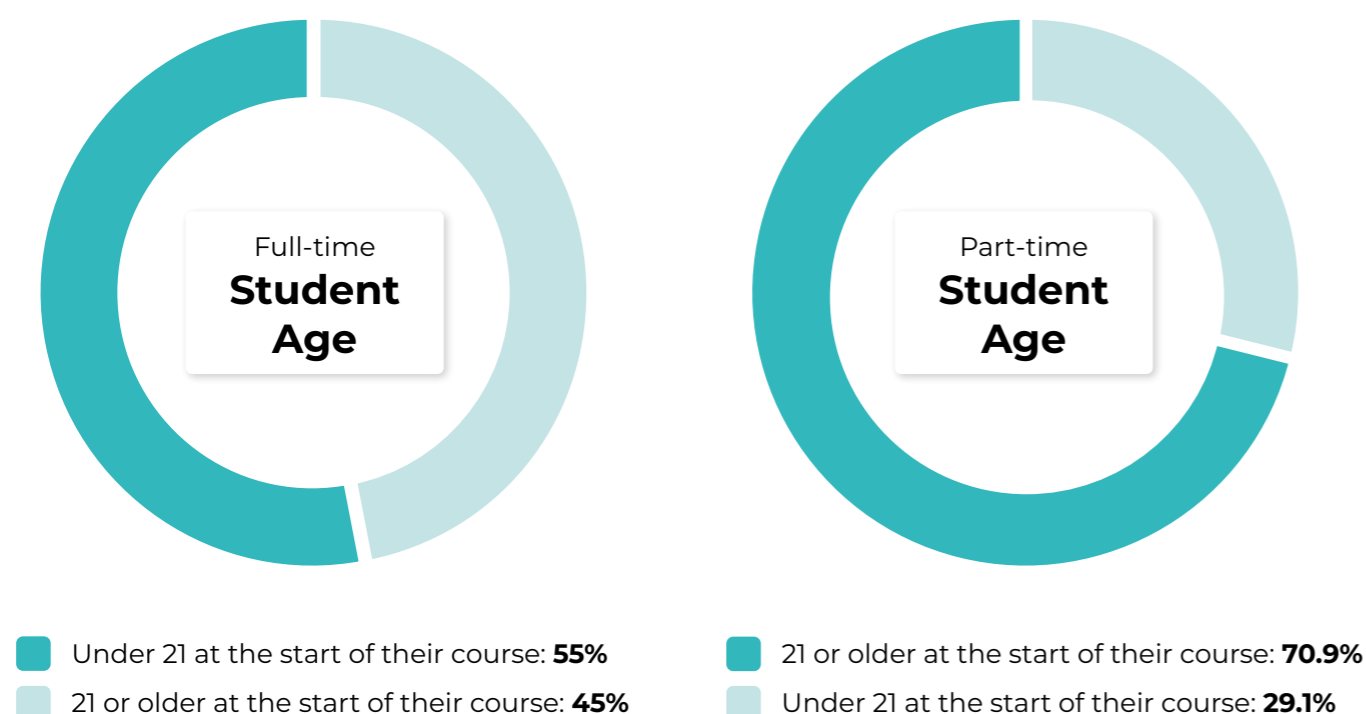
**Professor Sir Les Ebdon**  
*Chair of HE Council*



**University Centre  
Peterborough**

# OUR STUDENTS

550 students studied with University Centre Peterborough during 2024-2025.



"University Centre Peterborough was the ideal place to continue my studies. The hands-on experience I gained working on electrical systems gave me a solid foundation which I am now able to expand with my HNC in Electrical and Electronic Engineering."

**Corrie Nash**

*HNC Electrical and Electronic Engineering,  
University Centre Peterborough*



"Progressing from Computing Level 3 at Stamford College to the HTQ in Digital Technologies (Cyber Security) has been amazing, the small class sizes and approachable lecturers make it easy to ask questions and access support whenever needed."

**Tym Gladki**

*HTQ Digital Technologies (Cyber Security),  
University Centre Peterborough*

Through UCP's valued partnership with the CMI, students studying programmes such as Business Management benefit from free CMI membership, gaining access to exclusive professional resources, networking opportunities and the potential to earn additional qualifications alongside their degree.

"My studies allowed me to have a lot more confidence in the workplace. It's given me the skills and knowledge to progress and train others after studying. I'm now looking at graduate schemes in the Operations sector and would definitely recommend UCP, they helped me through so much and were so inclusive."



**Aleksanda Chmielowska**

*BSc (Hons) Business Management,  
University Centre Peterborough*



No: **70.6%**  
Yes: **29.4%**



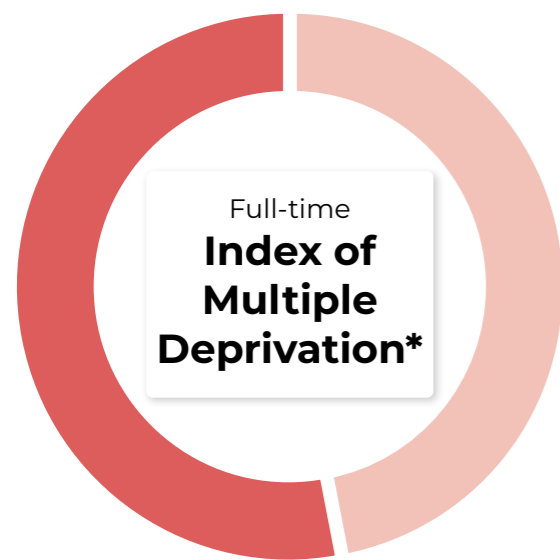
No: **81.8%**  
Yes: **18.2%**



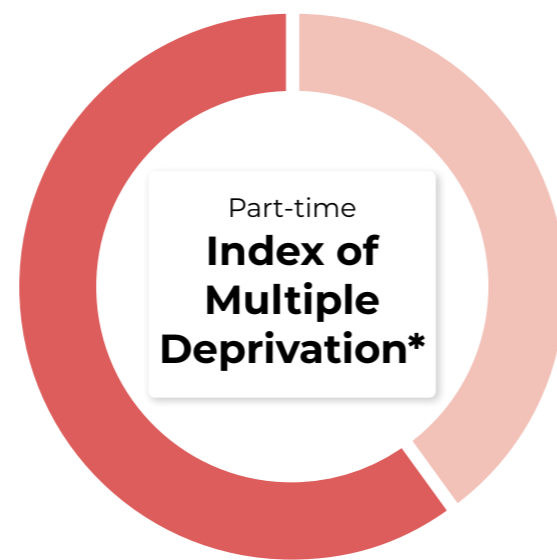
White: **85.2%**  
Minority Ethnic: **14.8%**



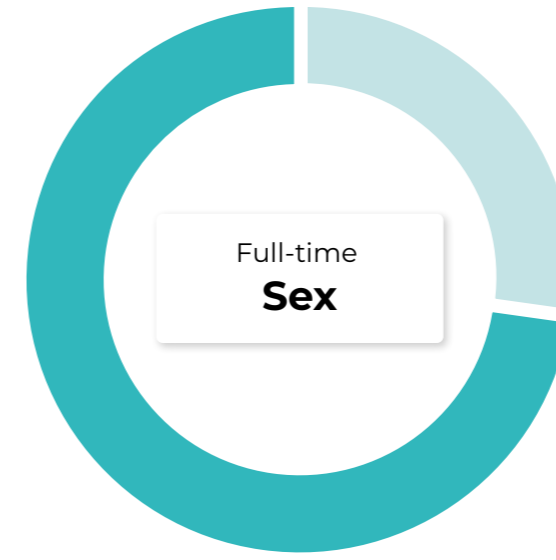
White: **89.1%**  
Minority Ethnic: **10.9%**



Q3, 4 and 5: **57.6%**  
Q1 and 2: **42.4%**



Q3, 4 and 5: **61.8%**  
Q1 and 2: **38.2%**

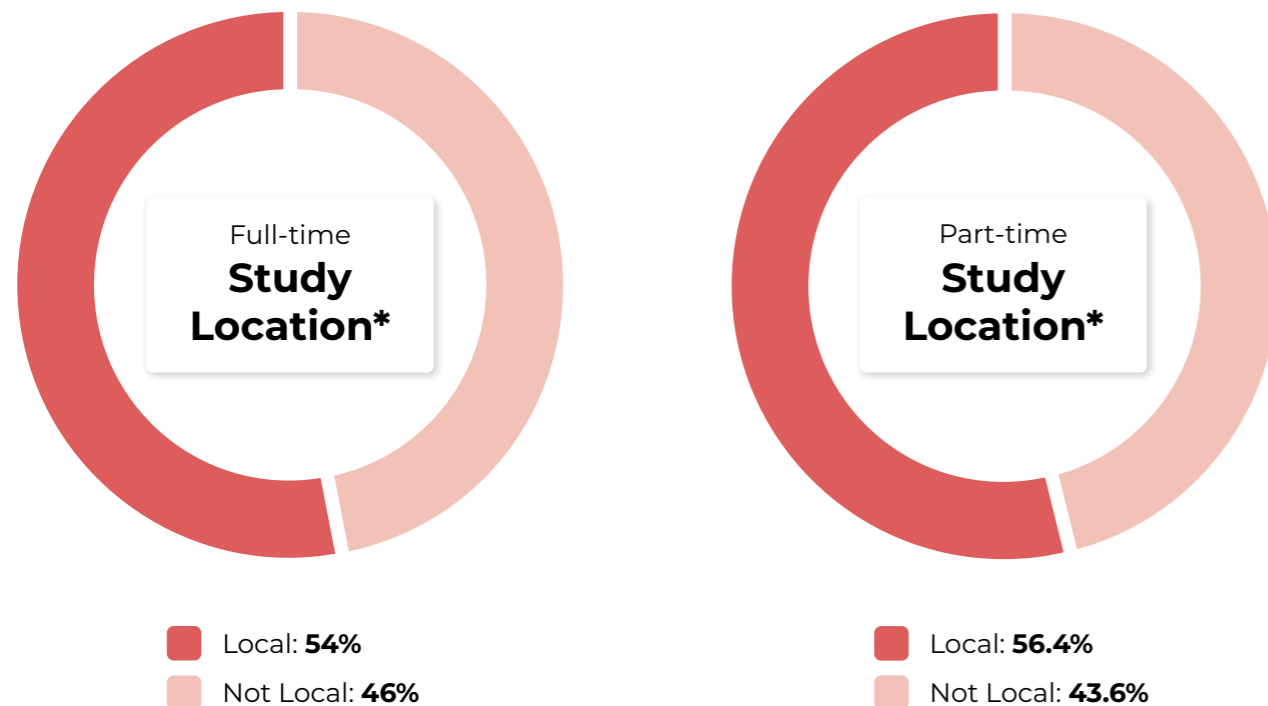


Female: **74.2%**  
Male: **25.8%**



Male: **56.4%**  
Female: **43.6%**

*\*Index of Multiple Deprivation, as calculated in England only. It is calculated from a basket of measures which classifies areas in England by level of deprivation. It is presented here as five quintiles, where Quintile 1 contains the most deprived 20% of the English population, and Quintile 5 the least deprived 20%.*



\*Local: Students who live in a typical commuting distance of their provider (travel to work area).  
Not Local: Students who live outside that area.

### Anglia Professional Training

University Centre Peterborough has proudly celebrated the achievements of a group of employees from Howden, a global leader in mission-critical air and gas handling solutions, who successfully graduated with the prestigious Chartered Management Institute (CMI) Level 5 Certificate in Management and Leadership.

Delivered via Anglia Professional Training (APT), part of Inspire Education Group, the CMI Level 5 qualification equips aspiring and current middle managers with the skills to lead and motivate teams effectively, manage resources and budgets strategically, drive operational and environmental efficiencies, and align business functions with organisational goals.

These are vital leadership qualities for navigating today's rapidly evolving business landscape. Through its collaboration with UCP, APT extends its expertise to management and leadership training, supporting professionals across multiple industries.



Alongside completing his degree, Declan volunteers at RECOUP, a charity with industry-leading expertise in post-consumer plastic recycling. Helping within the charity, Declan's time is spent working on projects that relate to the prevention, education and improved circularity of littered materials, with a focus on post-consumer plastic packaging.

Declan praised University Centre Peterborough, marking his time studying at the university as extremely positive, "This place changed my life, it is a small university, but one with a massive heart". Once Declan has graduated, he plans on completing a masters and has recently accepted a place at the University of York to study an MSc in Corporate Sustainability and Environmental Management, from there aims to complete a PhD in New Zealand on the topics of Sustainable Business, Economics and Politics.



**Declan Jackson**

*BSc (Hons) Business Management,  
University Centre Peterborough*



**Maleeha Iqbal**

*BA (Hons) Journalism,  
University Centre Peterborough*

Fuelled by a passion for giving voice to the unheard, UCP Journalism student Maleeha Iqbal is leaving her mark on the media landscape. Her insightful contributions, both on air with her radio show 'Her Chronicles' on Salaam Radio and in print with 'Inside the Box', are carving a path for her in the world of journalism. A love for crafting narratives and a desire to amplify marginalised voices fuelled Maleeha's journey into journalism.

"It's always been my passion, I love telling the stories of those who don't have a platform in mainstream media."

"After resitting English and maths, I wanted to break into the social services sector and my careers advisor recommended that I study an Access to HE course at Peterborough College. From then on, my life took a turning point, igniting my learning journey. My advice for anyone looking to further their studies later on in life is to make the jump and get out of your comfort zone. The support network they have is brilliant and the environment they have is inclusive. All of you are on the same journey, working together to achieve the same goals. I definitely feel that I have changed as a person - I am more confident in myself and I'm a go-getter who enjoys pushing my limits."



**Tracy Haynes**

*BA (Hons) Sociology,  
University Centre Peterborough*

# OUR ACHIEVEMENTS AND IMPACTS

## ALUMNI SUCCESS

Progression to employment post-study exceeds national benchmarks by up to 20%.

84.8% of students studying education courses progress into employment or higher study and exceed national benchmarks.

81.8% of computing students progress into employment or higher study and exceed national benchmarks.

Students with a reported disability are more likely to stay on course at UCP than other providers.

*Source OfS student outcomes data August 2025.*

## ACHIEVING TEF SILVER

UCP's achievement of Silver status in the Teaching Excellence Framework (TEF), is testament to the high quality of teaching and student experience offered by the city's 15-year-longstanding university.



The TEF found the student experience offered by UCP is typically of very high quality, with outstanding features.

An area deemed to be outstanding is the level of engagement with its student body to drive enhancements as UCP places the student voice at the 'heart' of its decision-making processes and strategic developments.

The report continues, "Students experience very high-quality professional practice and employer engagement that contributes hugely to the students' academic experience. These strong links with industry enables students to apply their learning in a real-world context".

The TEF panel concluded that "highly effective teaching, assessment, and feedback practices that support students' learning progression and attainment, are embedded throughout University Centre Peterborough".

## PRIORITISING SKILLS AND LEARNING IN STATE-OF-THE-ART FACILITIES

UCP was awarded £828,667 in October 2023 following a successful bid to deliver Higher Technical Qualifications (HTQs) across 7 pathways. The funding enabled us to install a cyber security suite, software development and esports facility as well as the introduction of immersive suites and state-of-the-art sports performance software and animal enclosures. This ensures our facilities are state-of-the-art and reflect sector trends.

On 17 September we secured funding from the Office for Students (OfS) Degree Apprenticeship bid round. UCP were one of only 33 successful bids.

We received £490,000 to plan and develop Degree Apprenticeships that will launch in September 2026:

- Digital Marketeer
- Creative Design Professional
- Digital User Experience (UX)
- Teaching



## NATIONAL STUDENT SURVEY (NSS) PERFORMANCE

UCP achieved a 91.4% NSS rating for 'teaching on my course' and a 91.5% rating for 'Academic Support'. We saw consistently strong student satisfaction with 100% ratings achieved in our Social Science provision. In 2023-24 we came 42nd out of 520 eligible institutions and were the best provider in the East of England in the Times Higher rankings.



## EFFECTIVE PARTNERSHIPS WHICH BENEFIT OUR STUDENTS

We believe that collaboration and partnership is the way forward. The Malcolm Bradbury Trust (MBT) Scholarship supports an English / creative graduate each year to realise their potential through mentoring and financial support. 2025 saw our first MBT student graduate after benefiting from placements at GMTV and working alongside published authors whilst writing and producing scripts. MBT also provide a bursary for those students studying on our MA in Creative Writing.

Our UniConnect partnerships with NEACO and LiNCHigher enable us to channel vital resources to support under-represented groups ensuring access to and achievement in higher education courses.

## STAFF CONTRIBUTION TO KNOWLEDGE EXCHANGE AND RESEARCH

UCP believes that knowledge and research should be accessible to all. We host conferences and seek to develop and contribute to communities of practice. Engineering staff undertake annual secondments to China to deliver to their university students. Staff have presented at international UNESCO conferences, published work ranging from the exploration of neurodiversity and sensory processing in early years settings to anthologies of poetry. We believe in staff and student partnerships in learning, and this has extended to a collaboration of writing resulting in the publication of 'True Voices' and 'The Written Woman'.



### DELIVERING TRANSFORMATIVE CURRICULUM AND LAUNCHING THE LIFELONG LEARNING ENTITLEMENT (LLE)

We are curriculum innovators and want to continue working with external stakeholders to realise these ambitions. University Centre Peterborough were the first of the Open University partners to be awarded institutional powers to deliver micro-credentials or modular learning.

As a TEF Silver institution UCP's were among the first institutions approved to deliver LLE modular learning. This means those in work wanting to upskill or those wishing to try HE study for the first time will be funded to do allowing more students to achieve their career ambitions

### CIVIC ENDEAVOURS

UCP seeks to make positive impact on a local and national level and we do this by working alongside charities such as The Peterborough Soup Kitchen and our animal management provision in Stamford works closely with the RSPCA and Whipsnade Zoo.

We support the work of Peterborough Citizens and take an active role in promoting the cultural and artistic endeavours by partnering with the Peterborough Cultural Alliance and hosting events for Stanza and Metal. The Islah Social Science Conference and working with Fête of Britain and Creative Spark has inspired speech writers and wider community engagement in the arts and social issues.



Our Counselling students work alongside the NHS, schools and colleges to provide individualised support for mental health and wellbeing.

### IEG GROUP SUCCESSES AND COMMITMENTS

The Inspire Education Group has achieved recognition for its commitment to wellbeing, social justice and sustainability including the Kite Trust, Green Award and College of Sanctuary.

The accreditations and kitemarks we currently hold as a Group in relation to EDI include:

- **AoC EDI Charter**
- **AoC Mental Health Charter**
- **Disability Confident Employer**
- **Endometriosis Friendly Employer**
- **College of Sanctuary**
- **Rainbow Flag Award**
- **Care Leaver Covenant**
- **Anti-Racism Charter**
- **UK Feminista**

"Studying at University Centre Peterborough has been such a wonderful experience so far. The size doesn't at all limit the amount of exciting opportunities that are available to its students. The course is fascinating and the lecturers do an amazing job of delivering the subject material. Studying here has provided me with the space to really grow and reflect as a writer and equipped me with the skills needed to hone my craft. Receiving the Malcolm Bradbury Trust Scholarship was an incredible honour. It opened up so many doors for me, allowing me to work with schools and be involved in other exciting projects. It has also enabled me to make strong connections with other successful writers and creatives, which has proven to be invaluable."



**Kirstie Marfleet**

*BA (Hons) English Literature with Creative Writing, University Centre Peterborough*

#### Helen Taylor

*BA (Hons) Therapeutic Counselling and Psychotherapy (Top-up), University Centre Peterborough*



Helen Taylor is a Specialist Nurse Counsellor within the Family Support Team for Neonatal Services at Northwest Anglia NHS Trust. She had been a nurse for over 20 years before deciding to train as a counsellor to focus more on patient communication. After qualifying, she worked voluntarily within the cancer service while maintaining her nursing role at Peterborough City Hospital. She now leads 'The Family Support Team' alongside a psychologist, providing emotional and psychological support to neonatal families, both inpatient and outpatient.

"I was drawn to study the HTQ programme at University Centre Peterborough due to the strong track record of student success and the opportunity to learn from experienced lecturers. Studying close to home not only offered convenience but also allowed me to focus on personal and academic growth."

#### Gareth Bisley

*HTQ Digital Technologies (Cloud Networking), University Centre Peterborough*



**“Very high quality across the provider”**

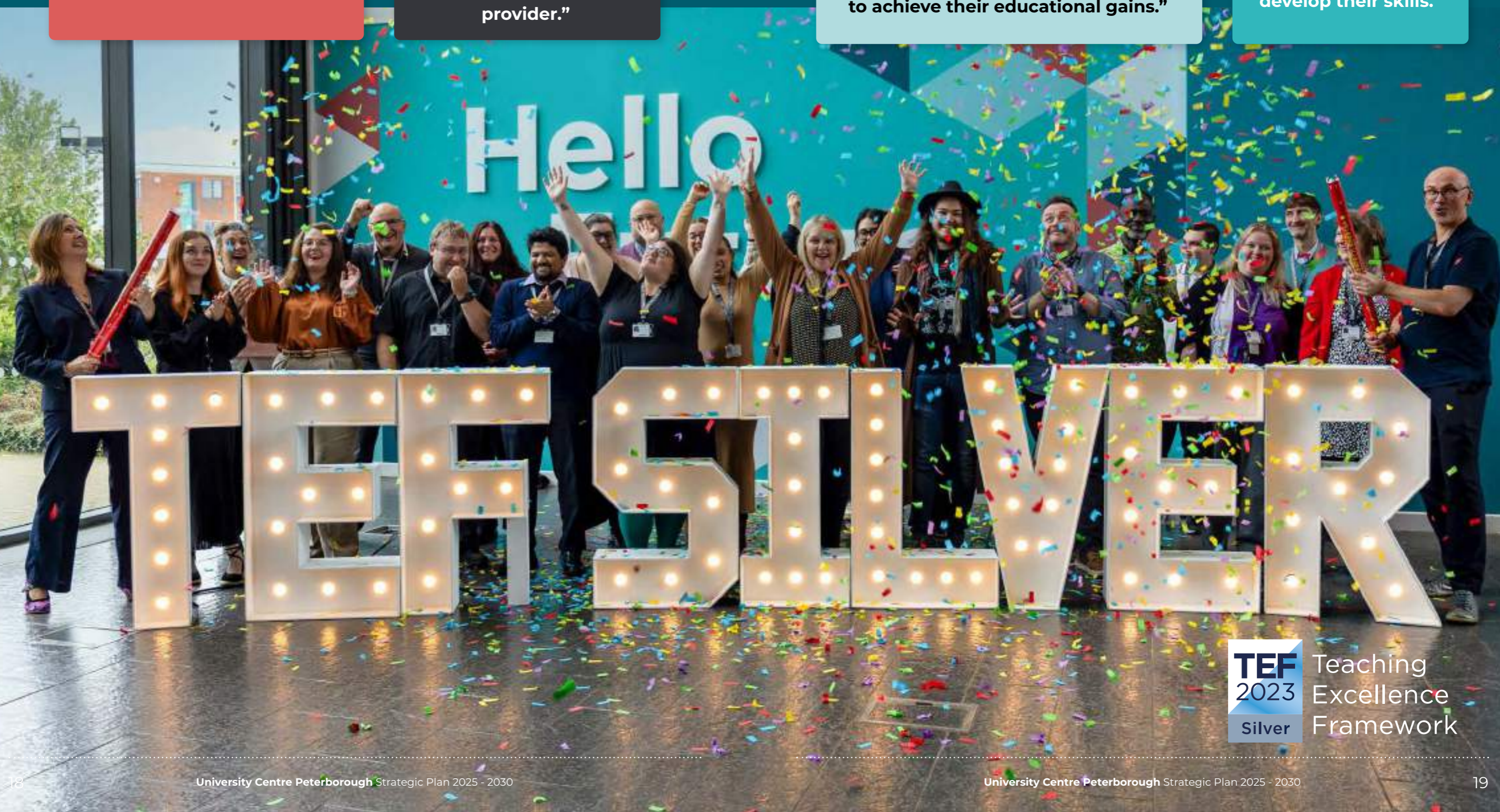
**“Student engagement in improvement was judged to be an outstanding feature”**

**“The panel concluded that highly effective teaching, assessment and feedback practices that support students’ learning, progression and attainment are embedded across the provider.”**

**“The provider articulates high quality evidence of the educational gains it intends for its students.”**

**“The provider articulates very high quality strategic support for students to achieve their educational gains.”**

**“The provider ensures that course content and delivery effectively encourages its students to engage in their learning, and stretch them to develop their skills.”**



Teaching  
Excellence  
Framework



# SECTION 2

**PROUD TO  
BE PART  
OF IEG**

# A FOUNDATION FOR THE FUTURE: IEG AND HIGHER EDUCATION

The Inspire Education Group (IEG) stands as a major economic and social force in our region, defined by its considerable size with over 11,000 students, broad scope, and deep commitment to local prosperity. Our mission is to transform lives through inspirational and innovative learning, and as part of this ambition is our Higher Education provision, expertly delivered through University Centre Peterborough (UCP).

UCP is not merely an educational facility; it is a vital engine of regional progress, dedicated to serving the diverse, vibrant communities and the essential employers that define our operating landscape.

Higher Education is of critical importance to the Inspire Education Group's long-term strategy. It is the catalyst that enables us to address the complex skills challenges of the modern economy, driving both social mobility and economic competitiveness. Our focus is squarely on providing opportunities for both personal growth and the broader goals of upskilling the existing workforce, facilitating necessary retraining, and accelerating business and economic growth across the region.

A defining strength of the Inspire Education Group is the dynamic collaboration between our Further Education (FE) and Higher Education (HE) arms. This synergy allows us to design and maintain genuinely seamless learning and curriculum pathways. By leveraging the comprehensive scale of our FE provision, we ensure that students have a clear, supported, and successful route from foundational education directly into degree-level study and beyond, maximising individual potential and regional talent development.

To ensure our offerings remain relevant, current, and genuinely forward-looking, partnership and collaboration are fundamental strategic pillars. We engage closely with employers, industry leaders, and key stakeholders to co-design and validate our curriculum. This proactive approach guarantees that UCP's programmes are not only academically rigorous but also practically aligned with future labour market needs, preparing graduates for the jobs of tomorrow. This commitment to responsive and adaptive learning underscores our position as a thought leader in regional skills development.

Our ambition is clear, but we recognise that ambition without action is just a dream. Therefore, every aspect of this strategy is underpinned by a robust set of Key Performance Indicators (KPIs), ensuring our goals translate into measurable, transformative success.

I am delighted to share with you our new and refreshed University Centre Peterborough Strategy, part of the Inspire Education Group.



**Rachel Nicholls**  
CEO of Inspire  
Education Group

## IEG SUCCESS

**93.7%**

Retention  
(Nat Rate 91.4%)

**88.2%**

Achievement  
(Nat Rate 83.8%)

**86.2%**

Attendance

**97.9%**

A Level Pass Rate  
with **31.3% A\* - B  
Grades**

**86.4%**

Basic Skills Maths  
and English  
Achievement Rate  
(Nat Rate 66%)

**91.8%**

GCSE Maths  
and English  
Achievement Rate  
(Nat Rate 79.3%)

*The above infographic highlights the key statistics and performance outcomes for all learners on study programmes in 2022/23.*

### WE HAVE BEEN CELEBRATING 'GOOD' NEWS

We were delighted to have been rated 'Good' alongside the highest outcome of 'Strong' in 'meeting skills needs' under the new enhanced Ofsted inspection framework for colleges and schools in England.

The four-day Ofsted inspection in March 2023 across both the Stamford and Peterborough campuses was the first inspection since the Colleges merged in 2020.

The Ofsted inspection outcome alongside the recently published national data shows how we deliver on our mission to 'transform lives through inspirational education and training' and is a testament to the hard work of our students and staff.

### Ofsted grades awarded were as follows:

- Overall effectiveness **Good**
- Quality of education **Good**
- Behaviour and attitudes **Good**
- Personal development **Good**
- Leadership and management **Good**
- Education programmes for young people **Good**
- Adult learning programmes **Outstanding**
- Apprenticeships **Requires improvement**
- Provision for learners with high needs **Outstanding**





# SECTION 3

## OUR VISION, MISSION AND VALUES

# UCP'S MISSION IS TO ENGAGE, ENABLE AND EMPOWER STUDENTS TO MEET THE CHALLENGES OF THE FUTURE.

And to achieve this:

# IEG'S VISION IS TO BE AN EXCEPTIONAL LEARNING ORGANISATION, EMPOWERING YOUR FUTURE.

- I Innovative**  
We are enterprising, responsive and adaptable.
- N Nurturing**  
We are supportive, caring and friendly.
- S Sustainable**  
We deliver strong finances that support reinvestment and environmental gains.
- P Passionate**  
We are ambitious, inspirational and aspirational.
- I Inclusive**  
We provide opportunities for all, respecting and celebrating the diverse communities we serve.
- R Respectful**  
We promote high standards through a culture of challenge, support and professionalism.
- E Excellent**  
We always deliver the very best that we can.

The UCP mission has been set by our student body and to achieve this we embrace IEG's vision and values. That way as an educational group we can achieve more for all internal and external stakeholders. It is our underlying values that give our Strategic Plan heart; they reflect the nature of our work, how we operate and our personality.

Our corporate values are a key part of who we are. Financial security, sustainability and performance targets remain critical in these challenging times and we recognise the importance of outstanding leadership and management at all levels of our group. Collaboration and ambition is at the heart of our strategy.



# SECTION 4

## STRATEGIC DRIVERS

# UCP STRATEGIC PLAN OVERVIEW 2025-2030

Our strategic drivers and priorities present a positive and deliberate strategy to deliver a strengthened local and regional higher education offer.

We have a relentless focus on quality, standards and continued excellence. As part of the Inspire Education Group we have a common goal to empower our students and staff so that they can achieve their potential by providing a nurturing and supportive environment. To achieve our ambitions and priorities our enabling strategies are aligned. A commitment to the IEG vision and values mean that we harness the expertise and resources of the group and deliver the best for the communities we serve.

We will work with key stakeholders to tailor our provision to regional skills needs and develop opportunities for upskilling, retraining, personal progression and business growth. One aspect of this will be to support individuals to retrain by offering blended part-time provision and opportunities for modular learning.

We will ensure that higher education improves not only the career and economic prosperity of our students but also seeks to enhance their quality of life and that of their families. UCP is a student focused provider intent on achieving high levels of student satisfaction through partnership and engagement.



PRIORITY 1

## Student Interest

Improving access, outcomes and experience by delivering exceptional teaching and learning so students achieve their full potential.

1

PRIORITY 2

## Holistic Curriculum Development

Providing dynamic and inclusive courses that align with skills needs and educational priorities.

2

PRIORITY 3

## Employability and Career Success

Cultivating future ready skills, resilience and a commitment to lifelong learning and development.

3

PRIORITY 4

## Collaboration

Making collective impact, driving positive change and investing in sustainable solutions.

4

PRIORITY 5

## Digital Transformation

Capability, co-creation, career effectiveness and responsibility.

5

PRIORITY 6

## People, Passion and Performance

Maintaining a culture of continuous development, support and purpose.

6

PRIORITY 7

## Financial Sustainability and High-Quality Resource

Proactive review of course offering, operational efficiency and opportunities to mitigate risk.

7

The following drivers will help shape our strategy and plans for the future.

## How we learn



### Strategic Driver 1: Unleashing Learning Potential

We believe in unlocking the incredible learning potential within every individual and foster an ethos of co-creation and partnership. We will provide an environment that ignites curiosity and empowers all. We celebrate inclusivity, recognising that everyone has something unique to contribute. Our focus extends beyond academic knowledge and skill acquisition, nurturing vital skills like confidence, independence, leadership, creativity and communication. Motivation is key, and we cultivate supportive environments that inspire students to thrive, maximising their potential and impact. We recognise and support learning beyond the classroom and seek to enhance our practice through engagement with communities of practice, employers and academics from other institutions.

### Strategic Driver 2: Navigating the Globalised World

In today's interconnected world, understanding the impact of globalisation is crucial. We equip our students with the knowledge and skills to operate successfully in a globalised marketplace. This includes exploring how globalisation influences businesses, customers, and markets across the globe. We want our students to value diverse cultures, ensuring they can thrive in an increasingly interconnected world. By promoting Equality, Diversity and Inclusion (EDI) and sustainability, we empower our students to become responsible and inclusive global citizens. We will seek to decolonize the curriculum ensuring history, culture and media reflects a diversity of voices, ideas and experiences.

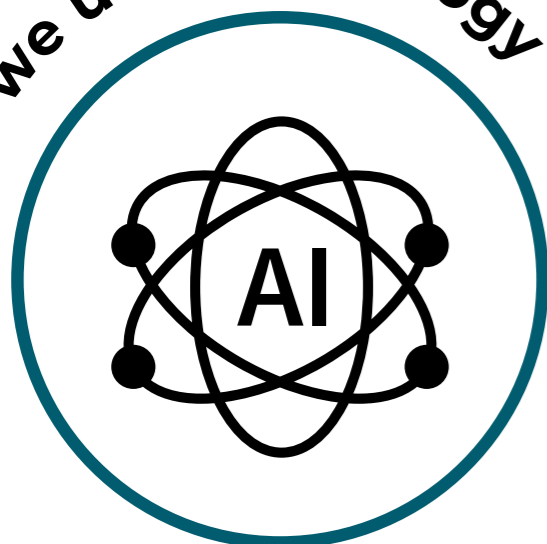
## How we live



### Strategic Driver 3: Embracing Technology for the Future

The ever-evolving landscape of technology demands a forward-thinking approach. To prepare students for a future within a rapidly moving digital landscape, University Centre Peterborough will prioritise digital fluency by equipping students and staff with the skills to critically evaluate and use technology for problem-solving and effective communication. By investing in cutting-edge technological resources such as immersive teaching suites, a cyber security lab, and updated infrastructure, students have access to the technology they need to keep relevant and build innovative practice. Integrating digital skills development into all aspects of the student experience and fostering a culture of digital innovation and accessibility ensures that the university remains at the forefront of technological advancement, empowering its community to thrive in an ever-changing digital world. Our innovative approach extends beyond the classroom, optimizing our business functions for greater efficiency and harnessing the adaptivity of AI.

## How we use technology



## How we balance work and life



### Strategic Driver 4: Cultivating Wellbeing and Commitment

At IEG, we recognise that wellbeing is fundamental to success. We are deeply committed to fostering a nurturing community that prioritises the physical and mental health of both our students and staff. We understand that how we feel directly impacts our ability to learn, perform and contribute. By creating a supportive and inclusive environment built on our core values, we empower our people to thrive. We believe individuals give their best when they feel valued, supported, and empowered. This translates into a strong commitment culture, where everyone feels a deep sense of connection and dedication to the organisation. Recognising that life throws challenges, we offer comprehensive support structures to help our staff and students navigate both personal and professional difficulties, fostering resilience and enabling them to reach their full potential. We develop our timetable to allow students to manage the demands of life and work and as student-centered institution provide a personalised approach to support.

### Strategic Driver 5: Securing a Sustainable Future

Financial stability and responsible resource management are paramount to securing IEG's and UCP's future. In a climate of finite resources and budgetary constraints, we prioritise maximising value for money in every aspect of our operations. Efficiency, effectiveness and growth are cornerstones of our financial strategy. Furthermore, we are deeply committed to environmental sustainability. Our numerous Green Apple Environment Awards, including the prestigious Silver Award, and membership of the Retrofit Academy, stand as a testament to our ongoing efforts to reduce our carbon footprint and create a more sustainable future for generations to come. This commitment extends beyond environmental responsibility, encompassing sound financial stewardship that safeguards our ability to deliver exceptional education for years to come.

## How we secure our future



### Strategic Driver 6: Empowering Our Communities

We are dedicated to serving the diverse needs of the communities we are embedded within. Understanding that a one-size-fits-all approach hinders progress, we tailor our provision and delivery methods to cater to specific community requirements. We recognise the importance of differentiation to ensure equality of opportunity for all. Through close collaboration with local stakeholders, we identify and address the unique needs of our communities, ensuring everyone can access the skills and knowledge necessary to thrive. This commitment extends beyond education, fostering a sense of shared purpose and contributing to the social and economic prosperity of the regions we serve.

## How we serve our communities





# SECTION 5

## OUR STRATEGIC PRIORITIES

# PRIORITY 1

## Student Interest

Improving access, outcomes and experience by delivering exceptional teaching and learning so students achieve their full potential.

# PRIORITY 2

## Holistic Curriculum Development

**Providing dynamic and inclusive courses that align with skills needs and educational priorities.**

# PRIORITY 3

## Employability and Career Success

Cultivating future ready  
skills, resilience and a  
commitment to lifelong  
learning and development.

# Collaboration

**Making collective impact, driving positive change and investing in sustainable solutions.**

**PRIORITY 4**

# PRIORITY 5

## Digital Transformation

Capability, co-creation,  
career effectiveness and  
responsibility.



# PRIORITY 6

## People, Passion and Performance

Maintaining a culture of  
continuous development,  
support and purpose.

# PRIORITY 7

## Financial Sustainability and High-Quality Resource

**Proactive review of course offering, operational efficiency and opportunities to mitigate risk.**

## PRIORITY 1

## Student Interest

Improving access, outcomes and experience by delivering exceptional teaching and learning so students achieve their full potential.

1

- **1.1 Deliver innovative, transformative and inclusive teaching and learning with a focus on continued enhancement:** Measured by the achievement of TEF Gold in 2029.
- **1.2 Improve access and success for underrepresented and disadvantaged groups:** By delivering the targets in the 2025- 2029 Access and Participation Plan.
- **1.3 UCP graduates achieve their personal ambition and career goals:** This will be measured by exceeding the OfS student outcome benchmarks detailed below\*.
- **1.4 Students are change agents and co-creators of learning:** By working in partnership with UCP and maintaining a student-centred approach to learning, decision making and priorities.
- **1.5 Deliver a gold standard student experience:** By providing excellent teaching, tailored academic support, outstanding assessment practices and opportunities to develop graduate attributes resulting in an above benchmark performance in the National Student Survey.
- **1.6 Enhance student wellbeing and sense of belonging:** By listening to the student voice and continuously improving our services and support mechanisms to increase levels of student satisfaction and address need.
- **1.7 Champion equality, diversity and inclusion:** By reducing barriers to learning through adaptive teaching, assessment and curriculum
- **1.8 Courses are highly effective in stretching and supporting students in their development of knowledge and skills:** Measured by 80% achieving a Merit or 2:1 classification.

## Enabling Strategies

- UCP Access and Participation Plan
- UCP Student Engagement Strategy
- UCP Student Charter
- UCP Learning and Teaching and Outcomes Strategy
- IEG Equality Diversity and Inclusivity Strategy

\*

Mode of Study	Continuation		Completion		Progression	
	Benchmark	UCP KPI	Benchmark	UCP KPI	Benchmark	UCP KPI
First degree FT	80	89	75	85	60	75
First degree PT	55	65	40	55	70	75
Other UG FT	75	90	65	80	45	70
Other UG PT	55	75	55	65	55	75
Apprenticeship	70	75	55	65	75	78

## PRIORITY 2

## Holistic Curriculum Development

Providing dynamic and inclusive courses that align with skills needs and educational priorities.

2

- **2.1 Delivering Lifelong Learning (LLE) and CPD:** Collaborate with employers to co-design tailored programmes that bridge skill gaps and enhance employee capabilities. By 2030, 15% of our curriculum will be delivered as 30-credit modular study.
- **2.2 Create progression pathways into HE:** Strengthen routes across tertiary education, Level 2 to Level 6, by working with IEG, schools and other HE providers, supporting progression from FE to HE.
- **2.3 Grow Higher and Degree Apprenticeships:** Deliver 10 programmes by 2030, ensuring the programmes meet the evolving needs of industry, LSIPs and Industrial Strategy Priorities
- **2.4 Extend Level 4 and Level 5 provision:** Broadening our advanced technical offer, supporting local needs, regional skills priorities and the Industrial Strategy.
- **2.5 Develop Level 7 and professional programmes:** Enabling progression from creative degrees, professional courses and teaching programmes.
- **2.6 Diversify delivery models:** Ensure curriculum is delivered part-time, online or in blended mode to increase access and flexibility where appropriate.
- **2.7 Secure long-term validation arrangements:** Identify the most suitable validation partner for HE delivery, including the option to pursue degree awarding powers by 2028.
- **2.8 Build on our Lincolnshire IoT partnership:** Collaborate with colleges and employers to expand high-quality technical education through the LloT, achieving 200 students by 2030.
- **2.9 Embed sustainability in the curriculum and pedagogy:** Integrate sustainability principles into the curriculum offer. Deliver level 4 -6 provision that aligns with the Centre for Green Technology and conservation provision that addresses ecological targets.



## Enabling Strategies

- UCP Learning and Teaching and Outcomes Strategy
- IEG Employer Engagement Strategy
- IEG Curriculum Strategy
- IEG Equality Diversity and Inclusivity Strategy

## PRIORITY 3

# Employability and Career Success

Cultivating future ready skills, resilience and a commitment to lifelong learning and development.

3

- **3.1 UCP graduates will be career ready:** Developing skills and attitudes to enhance both immediate and long-term employment prospects.
- **3.2 Provide comprehensive careers support throughout the student journey:** Offering tailored guidance up to 16 months after graduation to strengthen employment outcomes and exceed OfS progression outcomes.
- **3.3 Develop entrepreneurial capability:** Equip students with the confidence, creativity and practical skills to launch, sustain and grow business ventures, by providing access to mentoring, enterprise networks, and innovation opportunities.
- **3.4 Embed Graduate Attributes:** Supporting lifelong learning, employability, and personal growth through curriculum design, focusing on critical thinking, communication, resilience, digital fluency, and social responsibility.
- **3.5 Deepen Employer Relationships:** By actively participating in Employer Boards and forums to drive continuous improvement and aligning curriculum that responds to current and future skills needs.
- **3.6 Preparing for specialised study and professional accreditation:** By collaborating with other HE providers and professional bodies to develop graduates who will excel at Level 7 and beyond.

- **3.7 Develop a formal alumni engagement programme:** To strengthen our employability services, support current students and strengthen the UCP community.



## Enabling Strategies

- UCP Learning and Teaching Strategy
- UCP Employability Strategy
- IEG Employer Engagement Strategy
- IEG Curriculum Strategy

## PRIORITY 4

# Collaboration

Making collective impact, driving positive change and investing in sustainable solutions.

4

- **4.1 Place based development:** Engage with civic and community partners to co-create solutions for local issues and educational inequalities.
- **4.2 Regional economic growth:** Work with academic partners – schools, colleges and universities, benefitting the city and regions we serve by aligning curriculum, vision and resource.
- **4.3 Cultural enrichment:** Collaborate with local arts bodies, promoting cultural engagement and curriculum development.
- **4.4 Engage with the third sector:** Students volunteer with local organisations and contribute to projects, gaining practical skills and experiential learning while benefiting the community.
- **4.5 Develop a philanthropic strategy:** Build targeted relationships through personalised engagement aiming to secure four key partners by 2030 to provide bursaries or sponsorship.
- **4.6 Research and innovation focused on local issues:** Support residents to explore topics that matter to them and ensure underrepresented groups are empowered by delivering annual conferences and workshops.
- **4.7 Promote public and community engagement:** By hosting events, speakers, performances, publications, workshops and exhibitions that foster social connections, nurture ideas and collaboration.



## Enabling Strategies

- UCP Student Engagement Strategy
- UCP Learning and Teaching Strategy
- IEG Equality Diversity and Inclusivity Strategy
- IEG Curriculum Strategy
- UCP Access and Participation Plan
- AoC EDI Charter

## PRIORITY 5

## Digital Transformation

Capability, co-creation, career effectiveness and responsibility.

5

- **5.1 Develop AI fluency and editorial skills:** Equip students and staff to critically evaluate and use AI tools responsibly, acting as editors rather than passive users.
- **5.2 Embed AI-enabled assessment design:** Integrate AI-informed methods into assessment to reflect real-world practice and development of critical engagement with digital tools.
  - By 2025–26: All programmes include one AI-enabled summative assessment at Level 5.
  - By 2026–27: All programmes include one AI-enabled summative assessment at each level.
- **5.3 Promote digital creativity and innovation:** Encourage the use of emerging tools to enhance learning, teaching, curriculum and data management.
  - By 2027–2028 Launch the Student Producer Digital Ambassadors to support peers and co-produce resources
  - By 2028–29: Launch an annual Digital Excellence Award recognizing outstanding contributions by students and staff
- **5.4 Strengthen ethical digital literacy:** Equip the UCP community to use digital tools responsibly, with awareness of data privacy, AI bias and influence, and academic integrity.
  - By 2026–27: Publish UCP Ethical AI Use Guidelines in collaboration with academic governance
- **5.5 Transform the VLE into a high-impact, pedagogically rich co-created environment:** Replacing static content storage with interactive, learner-led design.
- **5.6 Use AI sustainably:** By reducing climate impact through selected and targeted use to ensure resource optimisation and innovation.

### Enabling Strategies

- UCP Learning, Teaching and Outcomes Strategy
- IEG Digital Success Strategy
- IEG Information Technology Strategy
- IEG Management Information Strategy

## PRIORITY 6

## People, Passion and Performance

Maintaining a culture of continuous development, support and purpose.

6

- **6.1 We will achieve this by aligning with IEG Priority 6, 'Cultivating a Thriving Workforce', ensuring we:**
  - Invest in our people.
  - Prioritise wellbeing.
  - Develop Change Management Champions.
  - Identify talent and succession plans that align to the needs of HE.
  - Take the pulse of our culture.
- **6.2 By investing in the development of our staff we will deliver research - informed curriculum and outstanding academic support:**
  - 80% of staff will hold higher qualifications by 2030.
  - 50% of permanent staff will achieve fellowships by 2030.
  - All permanent academic staff will hold a teaching qualification within 3 years of employment.
  - Professional support staff will undertake formal / accredited, or sector endorsed training on a bi-annual basis.
- **6.3 Provide bi-annual industrial secondments for staff:** To drive curriculum innovation and cutting-edge practice.
- **6.4 Celebrate staff success and achievements by promoting a culture of empowerment and learning:** Resulting in outstanding teaching and support for students.
- **6.5 Promote research and publication opportunities for staff:** To continually enhance subject knowledge and currency:
  - By 2030 there will be two communities of practice per faculty.
  - By 2028 all permanent academic staff will have contributed to a publication, conference or research / professional blog.
- **6.6 Engage with external partners and bodies to enhance academic practice and professional development:** By 2030 20% of staff will be external examiners, members of external validating or assessment panels or representatives on sector body committees.

### Enabling Strategies

- UCP Learning, Teaching and Outcomes Strategy
- IEG People Strategy
- IEG Mental Health and Wellbeing Strategy
- IEG Equality, Diversity and Inclusivity Strategy



## PRIORITY 7

# Financial Sustainability and High-Quality Resource

Proactive review of course offering, operational efficiency and opportunities to mitigate risk.

## • 7.1 Achievement of student enrolment plan by:

- Annual curriculum review to assess continued course financial viability.
- Ensure the fees strategy maximises income.
- Understand effectiveness of engagement and focus future marketing on target groups.
- Curriculum alignment between IEG Colleges and UCP.

## • 7.2 Robust non-pay cost management to achieve a surplus position:

- Exploit economies of scale and drive down lifecycle costs through smarter procurement.
- Undertake regular non-pay cost reviews to ensure agile approach to cost management.
- Renewable energy initiatives to support the reduction in lifecycle costs.

## • 7.3 Drive improvements and enhance learning environments through capital investment:

- Develop annual strategic capital investment plan to support UCP investment in IT, digital and facilities.
- Ensure UCP resources are agile and able to pivot to meet new opportunities, develop new courses and meet sector developments.

- Secure a surplus to provide the platform for re-investment in IT, digital and facilities.
- Increasing capital investment annually with a view to meeting a 5% reinvestment of annual income by 2030, incrementally increasing in line with surplus achieved over the strategy period.
- Utilise capital investment to ensure the delivery of outstanding physical and digital resource.
- Develop 3-year strategic capital investment plan and implement an agile approach to capital investment supporting future developments within the HE.

## • 7.4 25 cash days are achieved at each period end.



## • 7.5 Open to strategic investments, funding opportunities, and collaborative partnerships with private, public, and third-sector organisations:

- To deliver public benefit.
- Benefit our stakeholders and communities.
- Ensure sustainability.
- Deliver value for money.

## • 7.6 Maximise funding opportunities to drive estates improvements:

- Strategically target grant funding opportunities to enhance HE built environment.
- Develop annual capital maintenance programme to address condition liability and reduce life cycle costs.
- Develop strategic bidding process to secure resources to support course and learning environment development.

## • 7.7 Data driven planning and mitigating financial risk by:

- Continued development and enhancement of systems and reporting.
- Development of AI to streamline process and drive system enhancement.
- Quality data submissions to maximise grant funding.
- Timely reporting to enable impactful decisions.

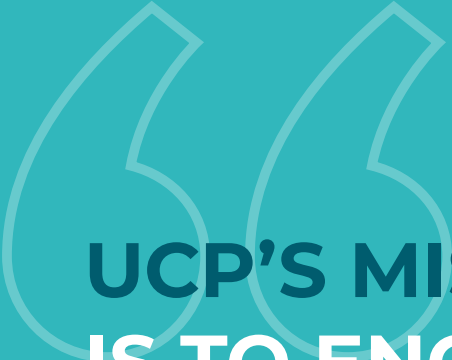
## • 7.8 Satisfy IEG contribution (SLA) by:

- Periodical re-assessment to ensure fair allocation of overhead costs.
- Ensure an overall positive contribution after direct costs to the Group.



### Enabling Strategies

- IEG Financial Strategy
- IEG Management Information Strategy
- IEG Estates Strategy
- UCP Marketing Strategy
- IEG Commercial Strategy
- IEG Environmental Sustainability Strategy



**UCP'S MISSION  
IS TO ENGAGE,  
ENABLE AND  
EMPOWER  
STUDENTS  
TO MEET THE  
CHALLENGES  
OF THE FUTURE.**

And to achieve this:

**IEG'S VISION  
IS TO BE AN  
EXCEPTIONAL  
LEARNING  
ORGANISATION,  
EMPOWERING  
YOUR FUTURE.**

Now that you've explored our strategy, we invite you to join us on this exciting journey. If you're ready to help shape the future with us, reach out at [governance@ieg.ac.uk](mailto:governance@ieg.ac.uk), we'd love to hear from you.

Stay connected with our progress and ambitions by visiting our websites and following us on social media. Be part of our mission to empower students, unlock opportunity, and drive positive change for the communities we proudly serve.

**Together, we can achieve extraordinary things.**

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**Peterborough College**

[www.peterborough.ac.uk](http://www.peterborough.ac.uk)

0345 872 8722



**Stamford College**

[www.stamford.ac.uk](http://www.stamford.ac.uk)

01780 484300



**University Centre Peterborough**

[www.ucp.ac.uk](http://www.ucp.ac.uk)

01733 214466

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