



Strategic Plan 2021-2023

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January 2021

1.

A Journey to Excellence



In April 2020, we were all just learning to cope with the Covid-19 pandemic. We opted to switch to online delivery for all of our active programmes. Our tuition and mentoring teams were contacting learners and employers all day, every day for progress reviews, feedback and support.

While many other organisations were forced to lay off or furlough their employees, we made the conscious decision to put our customers first and ensure their learning could continue uninterrupted. We managed to avoid redundancies and furloughing staff, but it was an incredibly pressurised time for the organisation.

Of course, our customers in schools were also experiencing a challenge on an unprecedented scale. Schools at that point were receiving numerous, conflicting and often confusing messages from a government still designing its own strategy.

Schools and teachers were also wrestling with the challenge of online delivery and trying to ensure that no children, especially those in disadvantaged circumstances, were left behind.

There weren't many days in that period that brought good news. However, on the 23rd April I received a phone

call that reinforced my belief in our work and the impact it was having across our customers and their respective learning communities.

One of our learners, Francis, an Assistant Headteacher in the Midlands, had just been appointed as a Deputy Headteacher of his school from September. Francis wanted to contact me directly to commend the work of the NCE* team in developing him as a leader. He wanted me to know how important our staff had been to his career and in helping him through an incredibly difficult time in his life.

Francis had been overlooked for the position on two previous occasions. He was absolutely delighted with the appointment as he was beginning to question his journey as an educator and was in fact considering leaving the profession. The interview panel fed back that they were incredibly impressed by his new-found strategies around developing high-performing teaching teams, creating an inclusive and developmental culture, and creating a sustainable and progressive talent management plan.

Francis is a great guy. He's the type of Deputy Headteacher you want for your own kids. He's a genuine asset to the teaching profession in this country. I'm extremely proud that the NCE played a role in retaining him in the profession.

Creating the platform to deliver this service on the scale that we have has been a huge challenge. We have always had a guiding mission to raise and reinforce the status of the profession, but the technical challenge of entering the world of apprenticeship delivery, fusing that discipline with the academic rigour of higher education standards, and delivering customer service and care at exemplary levels has required a monumental effort from an incredibly talented team.

Of course, not everything has happened as smoothly as we may have liked. When you're doing something unique,

Innovation. Collaboration. Excellence.

it's very rare that you get it right first time. But our lessons have provoked a continuous cycle of improvement in all of our work, led by our guiding principles that enable us to have an impact on people like Francis.

Captiva Learning is now a significant provider of apprenticeship training, one of the largest in the schools sector, that is also now working with employers and learners in the wider economy.

The organisation has invested significantly in personnel and systems for effective Programme Delivery, Quality Assurance, Safeguarding, Compliance, MIS, Governance and Leadership. In accordance with government criteria, we have Outstanding financial health, supporting our strategy for diversification and growth to meet the increasing demand for our products and services from within education and beyond.

Our performance data is exceptional. Across all programmes we have an achievement rate of 83%, against a national average in apprenticeships of 68%. We are proud that 77% of our Learners achieved a grade of Distinction or Merit .

Throughout this document we have included some of the learner feedback that demonstrates the incredibly high levels of learner engagement that has led to this performance.

We have also seen that apprenticeship levy funding has democratised access to professional learning and we are delighted that 17% of our participants are BAME Learners and 67% are women which bucks the trend of traditional programmes in our market space.

Following very encouraging early provider visits from our regulators, Ofsted and ESFA, we are redoubling our efforts to improve the intent, implementation and impact of our work. This strategy document lays out our intent to continue our journey towards becoming an exemplar provider of apprenticeship training.

If we can continue on that path, we will see thousands more stories like that of Francis.



David Cobb,
CEO

I feel very privileged to have been on such a journey with the NCE and can only speak highly of the support and development I have received. Personally, this course has opened me up to new ways of thinking and has allowed me to become a very reflective person. I am now more open to constructive criticism and taking on board views of others to again become a better leader and person.

Sandeep Kooner
Head of House, Washwood Heath Academy



Whittlebury Hall



**NATIONAL
COLLEGE of
EDUCATION**



*Captiva engages with its audience through two brands – the National College for Education and the National Centre for Leadership and Management.

2.

Driven by Purpose



Mission

Our mission is to engage, empower, and inspire the next generation of professionals and leaders, supporting organisations to become deliberately developmental, through a culture lifelong learning. We believe we can transform life chances for all, through democratisation of access to professional learning, harnessing the power of diversity and inclusion.



Vision

We are creating a platform infrastructure that facilitates collaborative partnership networks and supports the delivery of exceptional professional education. We are unlocking opportunities and investment, leveraging the value of opportunities and developing the knowledge, skills and behaviours for current and future generations to thrive and reach their full potential.



Values

We're driven by our values of innovation, collaboration, and excellence, to disrupt and continuously improve professional education. We are committed to developing individuals and their organisations, ensuring social justice, delivering growth across the economy, transforming lives.



We are on a mission to challenge the education system from the inside out. We hope to inspire learners to be the leaders that their young people and communities need and in doing so challenge the pervading mediocrity of current leadership provision, through innovation, collaboration and excellence in everything we do. We are dedicated to improving the life chances of the young people our learners serve, regardless of post code, by providing a values driven, challenging and innovative curriculum.

Nick Heard

Chief Learning Officer, Captiva Learning

3.

Strategy Summary & Timeline

Creating a Platform to Deliver Our Mission

Our initial objectives in establishing Captiva Learning centred on helping our client base of schools access the £220m per year they contribute to the apprenticeship levy. We just could not accept that schools would write this money off as a tax when schools have such an acute need to invest in the professional development of their staff, both teaching and non-teaching.

To deliver on this mission, it was essential that we created a platform that would enable professional development experts to engage schools and learners in a compliant way in order to unlock funding.

We immediately analysed the key functions and characteristics of exemplar apprenticeship training

providers and set out on a journey to build the highest quality provision in Governance, Quality Assurance and Improvement, Compliance, MIS, Academic Delivery, Progress and Assessment and Pastoral Care.

In our 3 years since inception, we have developed a qualified, experienced and highly competent staff team that is delivering high-quality, compliant and customer driven apprenticeships that are producing extraordinary levels of customer satisfaction and learner achievement.

Moreover, we have created an ecosystem of professional learning within the schools sector where our delivery team can engage with their audience in increasingly deep and meaningful engagements, driving improvement in schools and improving the life chances of nearly half a million students.

Our journey has just started. This strategic plan sets out how we intend to further develop to deliver our mission to a wider nationwide audience. It is crucial that, through this growth, we continue to improve our compliance and quality systems and continuously monitor our impact against our goals, challenging social injustice wherever we find it.

Our Journey Starts...

Collaboration Agreement with University of Buckingham

2017

2018

2019

Trainers from the world of education, usually former headteachers, use their vast experience to ensure that apprentices benefit from high-quality training that relates to the work that they do.

**Ofsted New Provider
Monitoring Visit Report
November 2019**

500 learner enrolments

First completions

Validation of new, purpose-built Masters curriculum for SLMDA

Successful Ofsted New Provider Monitoring Inspection (Reasonable Progress)

150 learner enrolments

Foundation of teams in Governance, Compliance, Delivery, Academic, QA

Introduction of processes and systems to monitor learner progress

Successful ESFA Audit



Vivienne Porritt
Strategic Leader of WomenEd and Vice President of The Chartered College of Teaching

Working in partnership with the National College of Education means 50 members of our WomenEd community are engaged in a Leadership Masters Apprenticeship with a curriculum that examines the needs of women leaders. We believe this programme will have a significant impact on improving the representation of women in senior leadership roles.



4.

Strategic intent

Objective 1

To leave behind the start-up phase and achieve operational maturity and consistency.

Strategies

To achieve a good or outstanding grade from Ofsted to endorse and underline the significant progress recognised in Ofsted's monitoring visit.

To achieve a successful outcome at ESFA audit to endorse our compliance practices.

Further enhance our reputation of being a deliberately developmental, supportive, empowering and inclusive business, recognised by our staff as an employer of choice.

Objective 2

To pursue and achieve operational excellence in the delivery of our social mission

Strategies

To engage in collaborations with new university partners to further innovate new synergies between higher and further education and to broaden the service offering and reach of our product suite.

To maintain and improve completion success, with an operational focus and improvement strategies in on-programme compliance, quality assurance and improvement, and readiness for end-point assessment.

To implement the new designs in function accountability, releasing greater autonomy to function heads whilst ensuring they have appropriate levels of professional development and support to execute their function with operational excellence.

To re-platform our learner management systems enabling greater visibility of progress and intervention needs whilst providing a better user experience for both learners and tutors/assessors.

Objective 3

To support widening participation across sectors of high need and economic growth.

Strategies

Building on our impact in the school sector, we will develop high-quality demand-led programmes, furthering our social mission.

To launch a suite of self-funded extension pathways for learners that have completed apprenticeships or for applicants that are ineligible or incapable of joining an apprenticeship programme.

To pilot and launch apprenticeship programmes beyond education and schools, learning lessons in delivering to learners with different types of needs and in partnership with different types of employers.

To respond to employer needs by offering support to trailblazer groups, which will address skills shortages and widen access to career progression.



The dedication of our staff to ongoing improvement and a continuous drive for providing the very best possible customer experience, permeates through Captiva. This philosophy provides a solid platform for delivering operational excellence across the business and achieving our goal of becoming 'best in class'.

Jason Oster

Chief Operating Officer, Captiva Learning

5.

People Strategy

Thriving Organisation

Success Redefined
Resilient and Agile
Positive Societal Impact

Success Redefined

Our people work with a common purpose towards delivering a social mission, understanding that corporate success is achieved through co-operative working and is defined by measures other than financial performance.

Resilient and Agile

We think fast, act fast and fail fast as a tactic to achieve continuous improvement. Our increasingly diversified portfolio of businesses makes us robust and builds new capabilities and capacities to serve our customers.

Positive Societal Impact

We promote social responsibility in our people through our mission, intent and principles of social justice and equality of opportunity.

Thriving Workforce

Diverse and Adaptive
Inclusive and Growth Focused
Committed to Wellbeing

Diverse and Adaptive

We are deliberately diverse in background, culture, thought and experience, believing that diversity is a strength that enables greater adaptivity towards achieving our common goals.

Inclusive and Growth Focused

We know that talent comes in all shapes and sizes but we are united by a culture of respect and a relentless pursuit of excellence and delivering more and better for our customers and our members.

Committed to Wellbeing

We are responsible in creating the conditions for psychological safety, physical wellness and financial security. We promote job satisfaction through a pursuit of greater autonomy, mastery and purpose in all our people.

Thriving Individual

Growing and Contributing
Empowered and Connected
Healthy and Energised

Growing and Contributing

We are deliberately developmental, supporting colleagues to seek challenge in their work for their personal professional development. We value contribution over internal competition, celebrating every success that brings us closer to our collective goals.

Empowered and Connected

Our people are empowered to think, grow and contribute in different ways to bring their true selves to work. We all feel continuously connected to the mission, outcomes and people of the different parts of the organisation.

Healthy and Energised

We do our best to show up every day with a positive mentality. We exhibit and promote healthy behaviours towards our colleagues, ourselves and our customers.

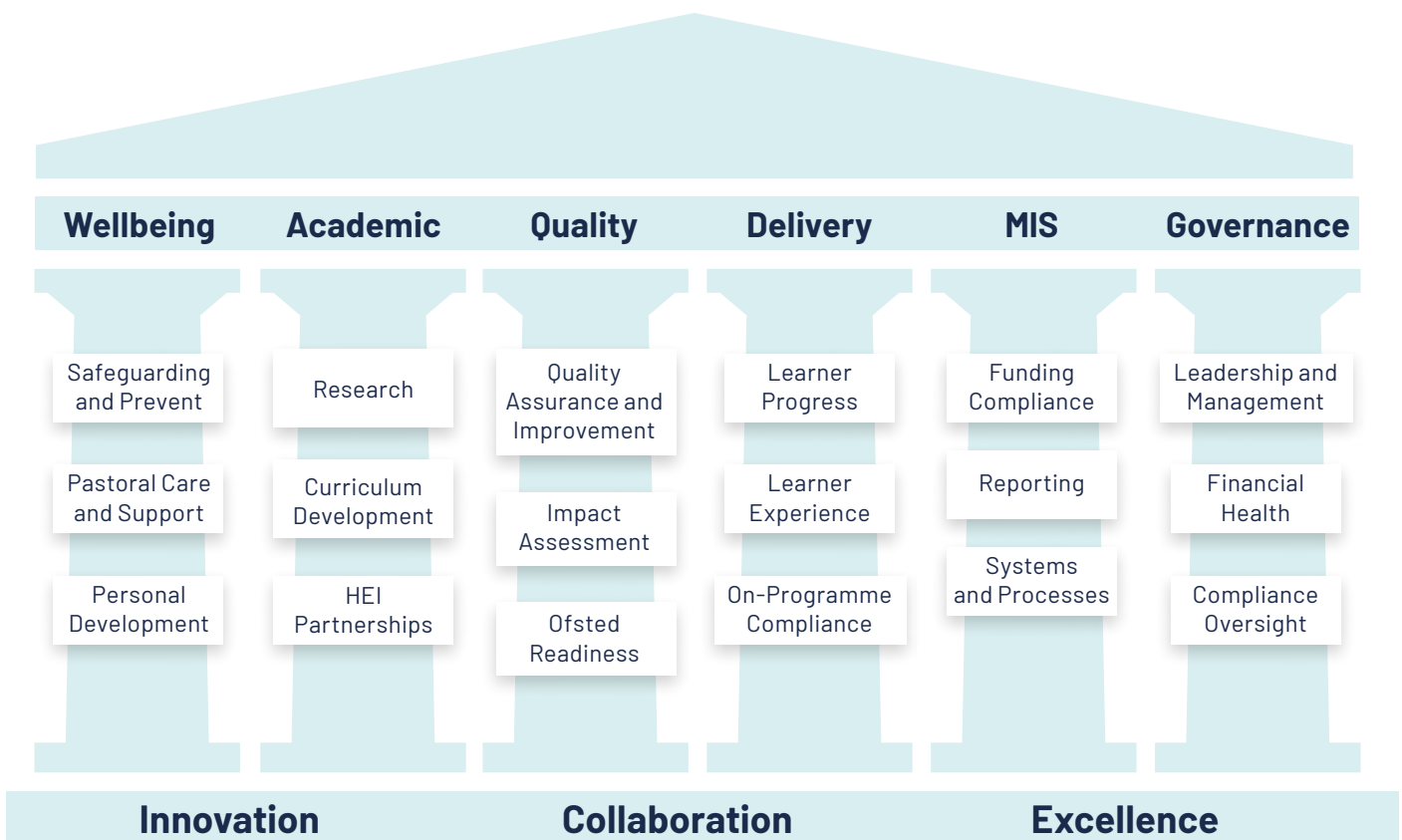


Good is not good enough for the Captiva Team. I read that excellence is not a skill- it's an attitude. The loyalty and commitment of staff and students alike speaks volumes. They share this attitude - one that drives and strives for nothing less than the best they can be.

Ruth Gilbert
Chair of Captiva Learning Governance Board

6. Implementation

Our organisation design supports exceptional delivery through six operational pillars that are underpinned by our core values.



Working for the NCE is a breath of fresh air. The culture at Captiva promotes employee empowerment and this is something that is genuine and authentic not simply a phrase used. I feel empowered and valued every single day, and because of that I am energised to deliver the very best for my learners supporting them to achieve their aims and objectives. I have often been told that this job can

Andy Wynter
Leadership and Management Coach

feel isolated because we mostly work independently. However, working with the NCE you never feel isolated because the teamwork and collaboration is exceptional. Captiva is one of the most innovative organisations I have worked for, always looking to add value to both the learner journey and the experience of the team delivering the service.



The Senior Leader Apprenticeship Programme with a Master's Degree has had a huge impact on me professionally and personally. Professionally, I have been able to attend seminars and keynote speeches which have positively influenced my leadership in school and enabled me to become a more effective and resilient leader. The structure and quality of the course has been second to none and very much outweighs any other training or CPD course I have previously attended. I would absolutely recommend this to any individual who is looking to develop their leadership skills with a very clear focus on teams and the how we as leaders can impact those around us for the better. I have already stated within my own setting how I feel all leadership teams should develop themselves on such a programme and as a result we have one AHT beginning the course this year, a DHT beginning next year and many others applying for the course.

I feel very privileged to have been on such a journey with the NCE and can only speak highly of the support and development I have received.

Personally, this course has opened me up to new ways of thinking and has allowed me to become a very reflective person. I am now more open to constructive criticism and taking on board views on others to again become a better leader and person."

Sandeep Kooner

Principal, Washwood Heath Academy



I embarked on the NCE Masters degree course in Educational Leadership and Management with a little trepidation not knowing what I had taken on. Had I bitten off more than I could chew, especially during Covid? However, I should not have worried! The support I have received from the team at the NCE (and my school) has been nothing short of outstanding with queries answered in seconds to assistance with assignments. The team get it - we are working professionals, in the midst of a pandemic, and they are adjusting their practices to meet the demanding needs of their students. Wellbeing is high on their agenda and they have been supporting my colleagues and I with our professional studies throughout. Already we are asking questions at school about our own practices and the way we work and are looking to further improve our provision. We are already making an impact both personally and professionally and this is down to the quality of teaching and learning at the NCE.

The live weekly podcasts are incredibly useful and accessible, as are the termly tutorials. And the speakers on the Professional Learning Days are both engaging and inspirational. The enthusiastic and energetic NCE team really make learning fun, and at this time, this is exactly what we all need.

I thoroughly recommend anyone who is looking to undertake further professional studies to learn and grow with the NCE - you will learn a lot about yourself and the impact you are having on the lives of others."

Irfan H Latif

Principal, DLD College London



The NCE Masters course has been transformational on both a professional and personal level. From the outset it has broadened my horizons, hugely impacting my beliefs and actions regarding leadership. The programme has provided an excellent balance of academic literature, expert speakers and professional dialogue, which has developed my understanding of educational leadership and the nuances involved. The support throughout has been outstanding, tailored to my circumstances and enabling successful management of the challenges of Masters level work whilst continuing the quality of my professional role. The course has completely reshaped my thinking, providing aspiration, challenge and knowledge in equal measure, putting me in a position where I am excited about my professional future in leadership. I cannot overstate the impact it has had on me as a leader and would highly recommend the course for any who want to develop their thinking and actions in leadership"

Dane Carton

Vice Principal, Saint Martin's Catholic Academy



I studied for the Level 7 Senior Leader Apprenticeship, incorporating a Masters degree in Education Leadership as part of cohort 1. From the outset the NCE harnessed a very personal approach, spending a significant amount of time ensuring your skills and attributes were appropriate to the level of study. This continued throughout the duration of the two-year programme where tutors, coaches and the wider NCE team were all constantly accessible to support and guide you through. The volume of work was proportionate to the level of qualification and the Professional Learning Days were an excellent opportunity to learn from expert professionals within, and beyond our field and also a provided a chance to create a network with other learners. Outside of the direct support to ensure your success in study, the NCE also provide weekly communications, an active presence on social media and podcasts to enhance your experience.

Achieving these qualifications has increased my confidence, made me a more thoughtful leader and given me a renewed love of reading which is already proving valuable in making evidence-informed decisions.

I have recently secured a new position as CEO of an Academy Trust and know that my progression is partly due to my experiences over the last two years of study."

Claire Pritchard

CEO, Plantsbrook Learning Trust



CAPTIVA
LEARNING