

Strategic Plan

September 2016 to August 2021



*Three consecutive Ofsted
Outstanding's 2005, 2012, 2016*



Where learning comes to life



Contents

	Page
Forward from Chair of Governors	4
Forward from CEO	5
Who are we and what do we do?	5
The climate in which we work	6
Our locations...	6
Our Mission, Vision, Values and Aims	6
Strategic Aim 1: Education and training <i>To deliver an outstanding experience across all aspects of provision.</i>	8
Strategic Aim 2: Residential, Clinical/Health and Therapy Services <i>To continue to offer the highest standard of services and facilities to ensure the College maintains its lead position and competitive edge.</i>	10
Strategic Aim 3: Innovation, creativity and responsiveness <i>To maximum opportunities through developing and nurturing relationships in order to inspire all, ensuring the College is vibrant and sustainable.</i>	12
Strategic Aim 4: Our people <i>To engage Staff</i>	14
Strategic Aim 5: Managing our resources <i>To manage and develop our resources effectively and with resilience</i>	15
The Leadership Team	17
The Board of Governors	18

Foreword by the Chair of the Governing Body

Derwen College enjoys an outstanding reputation for the quality of the education and training provided to people with learning difficulties and disabilities. The extent to which they develop their potential for independence and their ability to live within community is exceptional. We are unequivocally committed to a holistic view of students' and trainees' programmes, ensuring that developing employability is fully integrated with personal development and supported by all the necessary care, therapies and functional skills. With our dedicated staff, with excellent specialist knowledge, and our extensive range of modern and industry standard facilities, we shall continue to offer an unrivalled experience for young people with high needs. The governors, trustees of this charity, will continue to work with the staff to demonstrate the unquestionable value of residential programmes and the College's provision of real value for money for the public purse. We have planned creatively and professionally to meet the needs of those whom we serve.

Kathleen Kimber
Chair of Governors/Trustees

May 2016

Foreword by the Chief Executive

Welcome to the new Strategic Plan for Derwen College.

We are a vibrant, exciting and ambitious College which embraces change and has the ability to attract new partnerships and investment. Over the last four years Derwen College has undergone some major changes as we have addressed the implications of The Children and Families Act and funding reforms. We are committed to developing a 'culture of aspiration' for our students, trainees, employees and for the communities in which our students and trainees live. We were therefore absolutely thrilled to be shortlisted as TES FE College of the Year 2016 and in April 2016 the College awarded Ofsted outstanding for each all four judgements and the overall grade. Derwen College has received three consecutive outstanding grades at Ofsted inspections: 2006, 2012 and 2016. This shows a high quality student experience and outstanding outcomes, and a high level of staff dedication.

This strategic plan sets out an ambitious vision over the next five years to continue to improve teaching and learning, developing new provision, extend our knowledge and skills, together with the values and activities that are critical to our ongoing success.

The college continues to work in a challenging environment, with declining student numbers, a changing profile of disabilities, and every indication that this will continue. We shall maintain our high level of commitment and determination to ensure our students and trainees receive the best in education, training and care. We must continue to develop and nurture the staff and succession plan effectively so we continue to evolve and simply be the best.

We continue to be highly successful in competitions and awards locally, regionally and on a national stage. The Care Quality Commission in their inspection in September 2015 rated the College as Good under the new inspection framework. Derwen students are active members of the National Student Union and are also actively involved in Natspec's A Right not a Fight campaign. Our students are vigorously lobbying for the rights of young people with learning difficulties and disabilities.

This plan sets out our ambitious strategy for the next five years. The College will continue to build on its excellent record. We shall continue to improve our high levels of effectiveness whilst continuing to develop our entrepreneurial skills. We need to be increasingly imaginative and active, attracting new students and trainees, developing our resources including staff, heightening the marketing of the College and seeking new avenues of funding. Like other charities Derwen is living through challenging times, and tighter controls on public expenditure mean that we will need to continue to strive for ever greater efficiencies with the use of available resources. However, with a skilled, dedicated and loyal staff team and a hard-won reputation for quality and leadership we are confident we will achieve the aims set out in this plan.

Ruth Thomas
Chief Executive

May 2016

Who are we and what do we do?

Derwen College is a Specialist Residential College. We are a nationally renowned centre of excellence for the training and development of students and trainees with learning difficulties and disabilities. The students and trainees, through a diverse range of opportunities and a dedicated, caring and experienced staff team, are enabled to transform their lives to attain their aspirations. The learners do this to their maximum potential, so that they are able to contribute to the wider community into the future, to the best of their abilities.

The College has made excellent progress in delivering its core mission and in realising the ambitious vision set out in 2014. The College's reputation locally, regionally and nationally has grown markedly in the period since 2014. Young people, their parents, stakeholders and employers demonstrate a significant confidence in the organisation.

The College's specialism is to teach through the medium of vocational and life skills programmes that provide direct experiences of living and work. In providing services to members of the public, all students have opportunities to learn skills for the world beyond College. The whole learning experience must provide students with the skills to work and live in the community with the greatest level of autonomy of which they are capable. The building of further strong working partnerships and collaborative arrangements, together with rigorous quality assurance processes, will underpin innovation, curriculum development and the culture of constant improvement.

The climate in which we work

The political landscape around the college is changing. The Marches Local Enterprise Partnership will have a greater and increasing say in how providers develop and deliver their services to meet local and regional needs. We need to ensure our curriculum continues to align itself well and work hard to ensure we have a supportive curriculum offer and expertise in learning difficulties. In addition, further education has continued to be subjected to a multitude of changes in curriculum, qualifications and funding regimes. The Skills Funding Agency (SFA), the Education Funding Agency (EFA) and the Government Departments whom they represent continue to generate ever increasing challenges with decreasing budgets. The Children and Families Act, the Code of Practice and the Funding Reforms continue to have a huge impact particularly in local authorities across England. The Additional Learning Needs and Education Tribunal (Wales) Bill and Social Services reforms are following a similar path in Wales.

The governors and staff of the College are unequivocally committed to the maintenance and continued development of the College's outstanding provision. This will ensure high quality continues as judged by Ofsted and by the Care Quality Commission. This will ensure current and future students with learning difficulties and disabilities maximise their potential to develop vocational, independent living and social skills. This may be on a full time residential, weekly boarding or daily basis.

As part of our Strategic Review process, we have reviewed our areas of activity and refreshed our Strategic Plan. Each year Governors initiate and lead the strategic planning process working alongside leaders and managers. The process drew on analysis, trends and latest policy and consulted widely on strategic options in the development of the 2016-2021 plan. We continue to involve internal and external stakeholders, and large numbers of staff.

Our Locations...

The College is based in Gobowen, north Shropshire with satellite centres in Wrexham (north Wales), Walford (mid Shropshire) and in Craven Arms (south Shropshire).

Derwen College - *where learning comes to life*

Our Mission, Vision, Values and Aims

Our Mission:

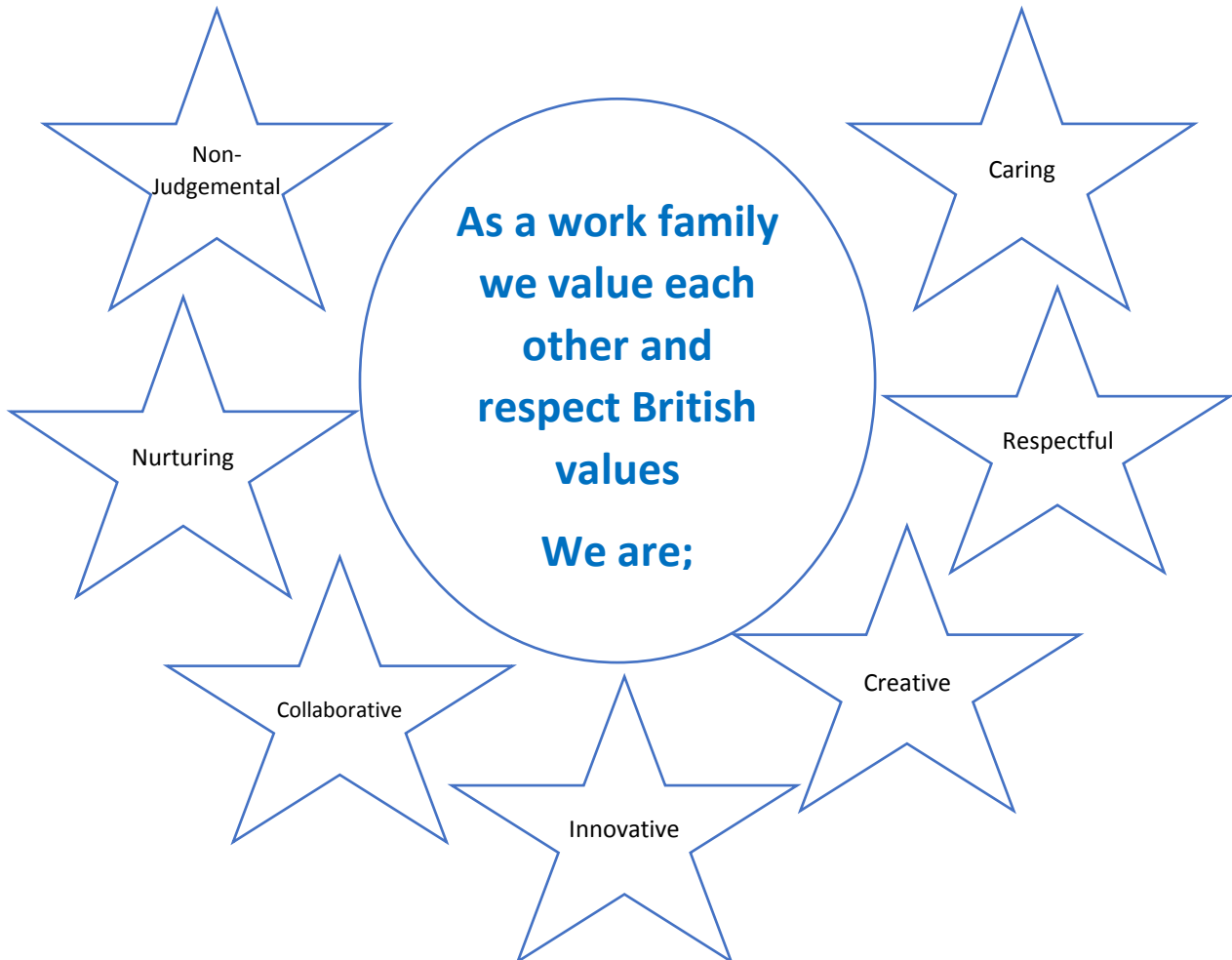
To provide inspirational learning, development and care and enable the achievement of aspirations which transforms lives.

Our Vision:

To be the first choice in specialist education and independent living

Our Values:

Putting people with learning difficulties and disabilities first and respecting British Values



Our Strategic Aims September 2016 – July 2020

Strategic Aim 1: Education and training

To deliver an outstanding experience across all aspects of provision

The College will continue to offer education and training of the highest quality for people with a wide range of learning difficulties, disabilities and behavioural support needs. The core business will remain the residential Study Programme for 16-25 year olds delivered at the College's main site. Increasingly, however, this provision will be supported and complemented by delivery of specialist programmes for smaller cohorts and individuals at main site and at the three satellite centres allowing for a highly flexible approach to the development of personalised vocational and independence programmes. Opportunities to exploit other delivery models and alternative funding streams will be fully explored and implemented including Supported Internships and Apprenticeships. The existing social care provision will be defined and rationalised with the development of a clear strategy for the 'Living and Work Programmes'.

All Programme Areas will continue to undergo robust review to ensure that the offer remains vibrant, challenging and relevant to the desired outcomes of our students and trainees. The Retail and Business Programme Area will benefit from an update to the Farm Shop and development of a Tesco training room. Development of a 'Go Green' recycling centre will further enhance curriculum opportunities within Land Based Studies and support the College-wide sustainability agenda. The commercial outlets aligned to Hospitality and Catering Studies will be reviewed and consolidated to ensure the best possible learning and customer experience. Improved facilities for the Premier Inn training room will be established. Creative and Performing Arts will undertake a restructure including the development of more specialist programmes alongside the existing offer to ensure we have provision to meet the more complex needs of a small group of students. The three satellites, supported by robust marketing, will continue to develop highly individualised day provision that is flexible and responsive to local need including Profound and Multiple Learning Difficulties (PMLD), Welsh culture and Supported Internships. Life skills provision will continue to develop as part of the 'lived experience' and this will be further supported with a focus on maximising naturally occurring travel training opportunities and improved accommodation and resources for day students. Competition activity will remain a high priority at all sites and ever more creative ways of engaging meaningfully in competitions across a range of themes and levels will be sought.

Programme planning and the monitoring and recording of progress over time will be strengthened for all aspects of provision. The Admissions Team and Programme Areas will become more closely aligned to ensure clear links to Education and Health Care Plans (EHCP) and higher quality, timely reporting through Individual Learning Plans (ILP) and Care Plans. Cross-College target setting will be reviewed to ensure appropriate levels of personalisation at each stage of the programme, for each group of learners and for every individual. The current 'Progress Database' will be reviewed in terms of its fitness for purpose and sustainability and progress data collection and analysis will be sharpened.

Support for transition will be strengthened and extended and a more complete picture of destination data will be rigorously sought to better inform this process. The development, maintenance and evaluation of key partnerships will continue to be a high priority including Local Authorities to support transition, national chains to build upon the highly successful Premier Inn work experience model and local employers to provide Supported Internship placements. Following the successful *matrix* re-accreditation, work will be done to raise the profile of the excellent Information, Advice and Guidance (IAG) delivered across the organisation.

Alongside provision for students and trainees the College will strive to position itself as a Centre of Excellence in training for professionals working in the LDD sector. College staff will be upskilled as necessary to support new programme development and a comprehensive package of external CPD will be developed and marketed, maximising the potential of our in-house skills. Additional commercial opportunities will be explored utilizing our extensive facilities, resources and staff skills. This will include targeting families with specific children's events and activities and engaging with local schools and community groups through workshop opportunities.

Across all aspects of provision high quality teaching, learning and assessment will continue to be delivered in real-life contexts by expert staff and underpinned by the effective use of technology. The highly successful implementation of the new Ofsted framework, in particular the 'Personal development, behaviour and welfare' key judgement, will continue to be monitored and strengthened with an even sharper focus on Prevent and British Values. Support for learning, independence development and behaviour will be viewed in its widest sense and cross-College resources utilised ever more effectively. The profile of Learner Voice and Equality and Diversity will be strengthened to ensure maximum impact and visibility.

Key priorities for 2016-2017:

To maintain the highest quality of teaching, learning and assessment across all sites and aspects of provision and to ensure that quality assurance of these processes remains relevant, robust and aligned to the latest regulatory frameworks.

To plan, develop and resource specialist provision for smaller cohorts and individuals with specific needs, including Profound and Multiple Learning Difficulties (PMLD) and Behavioural support needs.

To develop and implement a more strategic and targeted approach to the development of alternative programmes including Supported Internships, Living and Work Programme and Apprenticeships.

To consolidate and improve the recording, monitoring and reporting of progress over time underpinned by appropriate and highly personalised targets for each individual at each stage of his/her programme.

To further strengthen transition support for each individual based upon robust and wider-ranging destination data, ongoing development of key partnerships and the IAG offer.

To maximise support for learning and independence across all sites and areas of provision including support for Learner Voice and Equality and Diversity

To ensure that *dc shopping and leisure* outlets are relevant and reflective of current industry standards to support meaningful vocational learning and customer satisfaction

Strategic Aim 2: Residential, Clinical/Health and Therapy Services

To continue to offer the highest standard of services and facilities to ensure the College maintains its lead position and competitive edge.

Staff recruitment and development is key to delivering all of our objectives. Work has already been undertaken to increase the amount of time that Residence Managers have to fulfil all the administrative duties that come with running a large residential unit for young people, and managing the specialist staff teams within. This work needs to continue if we are to be able to continue to evidence our compliance with legislation whilst working with students with higher needs. We will continue to develop our Health and Social Care Apprenticeship scheme, and also aim to significantly increase our bank staff who are available to work on a casual basis. Personal development of all staff will be actively encouraged through robust supervision and training pathways for care and independence support workers. Structures to support the Residence Managers, which will include nursing, therapy, pharmacy, administration staff and the key worker role will be further explored and formalised to address the staffing implications of the new cluster model. We will examine the issue of staffing ratios in care and residential settings in the light of increasing complex needs of the student group – this may result in an increase in staffing ratios in line with fees to reflect the changing (higher) needs of the students or to decrease the number of students whilst maintaining staffing levels.

The successful decentralisation of medication to student and trainees in residences, administered by care staff has promoted more person centred care and empowered care staff. The increasingly complex medication regimes of our students will require careful monitoring and we need to ensure we have appropriate systems in place to demonstrate safe and effective practice. We have recognised that pharmacy support for care staff and students will be required to maintain this quality and meet CQC requirements. This will also enable care staff to identify and support students in self - medication. Nursing staff will become keyworkers for students therefore developing increased communication links and also allowing them to effectively monitor those students with complex health needs. The concept of a “team around the student” will enable the current culture of treatment solely by the Health Centre to be replaced. Nurses will develop their practice to Nurse Practitioner level, enabling them to diagnose and treat minor ailments/ illness and prescribe medication. This will reduce the need for GP visits replicating a community health model of care.

A thorough review of the provision offered to LWP 52 week trainees is required to redefine outcomes and will involve an investigation of potential outreach services, tender opportunities and consultation with the wider community to determine market demand. This may include day centre provision and an expansion of domiciliary care to meet the ever changing needs of the community.

There will be a restructure of support delivery to ensure this is totally embedded and aligned within a curriculum that meets the complex needs of the students.

The teaching of independence skills has been successfully embedded into the residential aspect of Derwen College since September 2015. Students now acquire the requisite skills to live as independently as they can through a combination of timetabled experiences and naturally occurring opportunities delivered in their own residences by the Care and Independence teams. Increasing the available facilities, particularly kitchen and dining, in some of the larger residences would lead to further opportunities. For example, in several residences students are able to shop for and prepare their own breakfasts, whilst in other residences there is not sufficient space. Any increase in students eating in their residence will have an impact on the current catering provision and this will be monitored.

Further development of the Prevent strategy and British Values will be included: democracy, rule of law, mutual respect, individual liberty and acceptance of faiths and beliefs.

Following a consultation period in 2015/16, Derwen College has been reorganised into 9 residential areas each with a Residential Manager and a dedicated team of support staff. This provides an average staff / student ratio of 1:7, and the benefits of continuous care and support delivered by a dedicated staff team. A planned reduction in overall student numbers (5% reduction) in September 2016 will allow for greater flexibility within each residence and it is anticipated that the number of single bedrooms will be increased. As the needs of the student population change, we will further consider increasing the number of residences and therefore residence managers, thus creating smaller units with higher staff ratios. We will also explore residences becoming specialists in particular needs, for example speech and language or complex needs, and students remaining in residences for a greater amount of time where appropriate, accessing an "independent living" experience towards the end of their programme.

The development and completion of the Well-being Centre will require further refinement of the residence structure.

We will further develop the extensive sports and leisure programme which promotes the benefits of health related physical activity offered to students whilst being mindful of the limited life-span of some of the existing sports facilities and the reliance on the already stretched volunteer staff group.

Key priorities July 2017

To undertake a review of recruitment to ensure there are no unnecessary delays in employing appropriate staff and establish a bank of suitably qualified and

experienced staff. To continue to be a responsive staff team to meet the requirements of a changing student group whilst maintaining safe and appropriate staff: student ratios.

To further develop current provision to allow more students to shop, prepare, cook and eat their meals in their own residence. Identify students at assessment stage who would benefit from this programme and allocate appropriate accommodation based on accurate assessment and their EHCP. Ensure that High Needs students are appropriately assessed in relation to funding, the most suitable accommodation is identified and specific staff training requirements are met.

To undertake a review of accommodation to ensure accommodation is fit for purpose and meets the changing needs of students, including High Needs and those on the autistic spectrum. Redesign residences to smaller units with each cluster providing a discrete, tailored model and change the current model of students moving on from residence each year, particularly those on the autistic spectrum who may require longer to settle into College. Ensure that funding within these individual clusters is appropriately differentiated. This review will further reduce the number of twin bedded rooms.

To plan, develop and resource a Well-being Centre for students to experience and access health care which mirrors community provision, encouraging self-care and independence. This will include the planning and commencement of training and development for Nurses to Practitioner level.

To ensure compliance with all CQC requirements at subsequent inspections.

To undertake the 52 week provision review and implement appropriate change ensuring the provision is fit for purpose.

Strategic Aim 3: Innovation, creativity and responsiveness

To maximum opportunities through developing and nurturing relationships in order to inspire all, ensuring the College is vibrant and sustainable.

Creating opportunities through partnerships is vital in order to ensure that the primary object of the College can be sustained. The number of people who would benefit from learning for independent living and work has not diminished. We have a good understanding of the national SEND picture and political landscape i.e. localism and the notion that students and trainees have the right to be supported to achieve their aspirations. We also now have experience of maximising the benefits of our charitable status. We are well positioned to take our proactive approach to the next level.

We will continue to attract students and trainees and support them and their families through the application process, however, we must we must engage more with the localism agenda. We will continue to increase our understanding of the breadth of our existing and potential networks with a particular focus on the national picture through developing local area knowledge. We will use this knowledge to attract new business as well as to inform and deliver positive

outcomes for students and trainees. This means we will gain local area knowledge and develop and nurture partnerships so that we can support students and trainees from expression of interest through to settling into their longer term post college lifestyles. This includes living and, where appropriate, work.

We will develop and nurture relationships with a wide range of local area groups. These groups have the potential to positively influence learners outcomes. This will include SENCOs, ALNCOs, employers, housing organisations, local authority personnel, local press, parent groups, preparing for adulthood leads, GFE colleges, and specialist providers. We will look for opportunities to extend relationships with these groups in order to raise awareness of our charitable status. For example many employers have corporate social responsibility policies and local social groups are often keen to support charities that have touched them. We will take forward fundraising projects, such as a new or refurbished therapy / well-being centre, swimming pool and sports centre.

We will ensure internal communication is excellent, working closely with colleagues across College to ensure the local area knowledge, *dc shopping and leisure* objectives and charitable activity are known and understood.

The Derwen brand and associated marketing across all areas of the business will be driven forward at every opportunity in order to attract new students, trainees and customers, maximise opportunity to diversify funding streams and use our charitable status. Our communications will make very clear the message we want to communicate i.e. we are the best charity for teaching and supporting people with learning difficulties and disabilities so that they achieve the outcomes of more independent living and work.

We will continue to work with Natspec, AoC, the Marches LEP and sector colleagues to ensure that our knowledge and understanding of the political landscape remains up to date and we will continue to lobby where appropriate.

Key Priorities for 2016-2017:

To attract new students and trainees and support them from expression of interest through to settling into their longer term post college lifestyles.

To increase understanding of the breadth of our existing and potential networks, including local area knowledge.

To develop and nurture relationships nationally with a wide range of local area groups who have potential to influence and impact outcomes for students and trainees.

To ensure internal communication is excellent, working closely with colleagues across College to ensure the local area knowledge, *dc shopping and leisure* objectives and charitable activity are known and understood.

To look for opportunities to extend relationships with new and existing partners in order to raise awareness of our charitable status and gain support.

To drive forward the Derwen brand and associated marketing across all areas of the business at every opportunity.

To continue to work with Natspec, AoC, the Marches LEP and sector colleagues to ensure that our knowledge and understanding of the political landscape remains up to date and we will continue to lobby where appropriate.

Strategic Aim 4: Our people

To engage Staff

Human Resources will continue to operate as a key partner and support the strategic objectives of the College directorates. We will continue to drive and support all future programmes for change and business efficiency.

The College continues to endure many challenges and times of uncertainty – we are faced with many external factors which impact on us greatly i.e. local authority funding constraints, ever changing goal posts and increasing operational costs. These dictate that we must continue to evolve into a College which has the ability, capacity and willingness to respond flexibly and swiftly in the face of adversity.

All staff must feel empowered, enabled and supported to manage the changes we face – whether that be the external influences or our changing student cohort. Our students come to us with ever increasing complex needs. We must ensure all our staff have high level specialist skills, this is essential if we want to continue to provide an outstanding learning experience, first class residential care and promote a 'total communication' environment.

All staff play a vital role in the journey towards and the overall success of our vision. Employee engagement will remain high on the Human Resources agenda as we strive to build upon the already sturdy foundations – we endeavour to make this a safe, healthy and engaging working environment and a College which we are all proud to be part of.

We must ensure we listen to what our staff are saying and that we provide sufficient opportunities for their voices to be heard. Those who continue to support our College, exhibit our core values and who show dedication to making our College the first choice in specialist education and independent living, must be formally recognised.

We will continue to operate in an extremely competitive employment market where it is becoming increasingly difficult to attract and retain the talent needed to continue to drive our College forward. Being a 'great place to work' and an 'employer of choice' are essential. We must exploit all opportunities to market our employer brand within our local area and collaborate effectively with our external contacts and internal stakeholders.

Key Priorities for 2016-2017:

To review the CPD opportunities to ensure that they are student centred and are aimed at developing our staff to support our changing student cohort.

To listen to the views of our Staff members. This will be achieved by the successful 'face lift' of a strong Staff Forum and rolling out an annual employee engagement survey

To continue to tackle sickness absence, specifically short term absence. This will be achieved by the introduction of a Time & Attendance system and on managers who are effective at managing the absence of their teams and performance management if required.

To ensure we have the right people, with the right skills, in the right departments, succession planning and talent management will be a key priority. This will aim to safeguard our College against skills shortages in a very competitive employment market.

To provide our management team with the tools to effectively support staff to enable and empower the workforce. HR will plan, design and deliver 'bite size' learning modules focussed around key HR functions to support managers in their development.

To recognise and reward staff who continue to support our College and who demonstrate our core values. An employee recognition scheme will be introduced to ensure we have the appropriate systems in place to capture all the good deeds that occur daily within our College.

Strategic Aim 5: Managing our resources

To manage and develop our resources effectively and with resilience

We will continue to develop strong financial controls and increase financial awareness and understanding within the College. We will achieve this by preparing forecasts at least once per term, by involving budget holders in this forecasting process thereby developing a robust and reliable system, to continue to evolve and improve the participation of budget holders in the budgeting process, to disseminate actual financial data to the budget holders in a timely manner. We will improve the financial position of the College so that we are once again in a position where expenditure does not exceed income.

We need to ensure that outstanding income is collected in a timely and effective manner.

Information Technology should support the College from both a business and curriculum perspective. We need to develop an IT strategy for the next 5 years looking at all areas of the College and to access funding for developments wherever possible. Areas to be included in the plan include an electronic attendance register system linked to timetables, care plans, best practice/industry standards in curriculum areas e.g. barcoding, strategy for data

held within the College, encryption etc. This planned expenditure will align with our financial planning.

The Estates strategy incorporates all the grounds and buildings of Derwen College including the satellites. We need to ensure best use and best value of our resources and develop these sustainably whilst meeting the needs of our students and trainees, and being mindful of the requirements of the curriculum, care, Ofsted and CQC.

We will ensure that we are complying with all relevant legislation and have knowledge of any forthcoming legislation that will affect the running of the College e.g. DEFRA, HSE, EHO, Apprenticeship Levy, Data Protection etc.

We will ensure that the infrastructure/resources are in place to enable the remainder of the strategic plan to be achieved.

Key Priorities for 2016-2017:

To further develop the financial reporting and include a monthly forecast and a rolling 12 month report.

To return to a financial break-even position by December 2017.

To develop a robust mechanism to monitor progress and explain unexpected variances.

To review processes around raising invoices and put in place tighter controls.

To ensure system are in place so that no invoices raised after August 2016 will be more than 90 days overdue. Sales invoices raised prior to this date should represent no more than £100k by the end of 2016.

To develop a robust strategy for Estates which will inform our planning and priorities and align with our financial planning. The Estates strategy document should continue to be developed and refined, be regularly reviewed at Estates committee, Business and Finance and Board meetings and remain a visible living document on SharePoint.

To develop a 5 year IT Strategy by incorporating the main campus, satellites, hardware and software. We are aware that much work is required in IT therefore we will set a timeline of planned projects with appropriate monitoring and evaluation resulting from the strategy during the next twelve months.

This plan was approved by the Board of Governors 21st July 2016

Leadership Team & Registered Managers

Chief Executive / Strategic Advisor: Ruth Thomas
ruth.thomas@derwen.ac.uk

First Deputy & Director Finance: Maggie Furmanek
maggie.furmanek@derwen.ac.uk

Deputy CEO & Head of Education & Training: Meryl Green
meryl.green@derwen.ac.uk

Deputy CEO & Director Student Services & Registered Manager: Andrew Harris
andrew.harris@derwen.ac.uk

Director Clinical & Therapy Services & Registered Manager: Karen George
karen.george@derwen.ac.uk

Director Corporate Services: Louise Keevil louise.keevil@derwen.ac.uk

Director Human Resources & Estates: Natalie Bellis natalie.bellis@derwen.ac.uk



Social Care Manager & Registered Manager: Paul Bradshaw
paul.bradshaw@derwen.ac.uk



CQC Regulated Activities: FE Accomodation & Personal Care, Personal Care & Treatment of disease, disorder or injury.

Board of Governors

Chair: Mrs K Kimber Vice Chair: Mr M Cowan

Members of the Board

Miss I Gull, Mr P Evison, Mr M Woodward, Cllr. A Hinchliff, Mrs L Carlile, Cllr. D Lloyd, Mr Jamie Ward, Mr I Budd, Mrs K Griffiths, Cllr. R Macey, Mr J Morton, Mrs H Owen.

Co-opted members

Mr T Dallinger (S&E) Mr P Jones (S&E) Mrs Barbara Court (B&F)

Standards & Effectiveness Committee

Chair: Mr M Cowan Vice Chair: Mrs L Carlile

Human Resources

Chair: Mrs K Kimber

Business & Finance Committee

Chair: Mr P Evison Vice Chair: Mrs I Gull

Estates Committee

Chair: Jamie Ward

Search Committee

Chair: Mrs K Kimber

dc DerwenCollege
Board of Governors

Mick Cowan
Vice Chair
Teaching & Learning

Kathleen Kimber
Chair
FE Management

Paul Evison
Chartered
Accountant

Mark Woodward
Solicitor in
Private Practice

Irene Gull
Business
Management

Cllr. David Lloyd MBE
Shropshire Council
Nominee & Media
Professional

**Cllr. Andrew
Hinchliff - Conwy
Council Nominee**

Jamie Ward
Local
Businessman

Lezley Carlile
SLD & Parent

Ian Budd
Flintshire Council
Nominee

John Morton
Businessman -
Confectionery

Karen Griffiths
Quality Manager
Chester University

Cllr. Robert Macey
Marketing Consultant

Barbara Court
B&F
Finance/HR Management

Tim Dallinger
S&E
Care & Training

Peter Jones
S&E
Teacher - mentor

Co-opted members of the Business & Finance (B&F) and Standards & Effectiveness (S&E) Committees

Derwen College
Oswestry
Shropshire SY11 3JA

Telephone: 01691 661234
Website www.derwen.ac.uk

