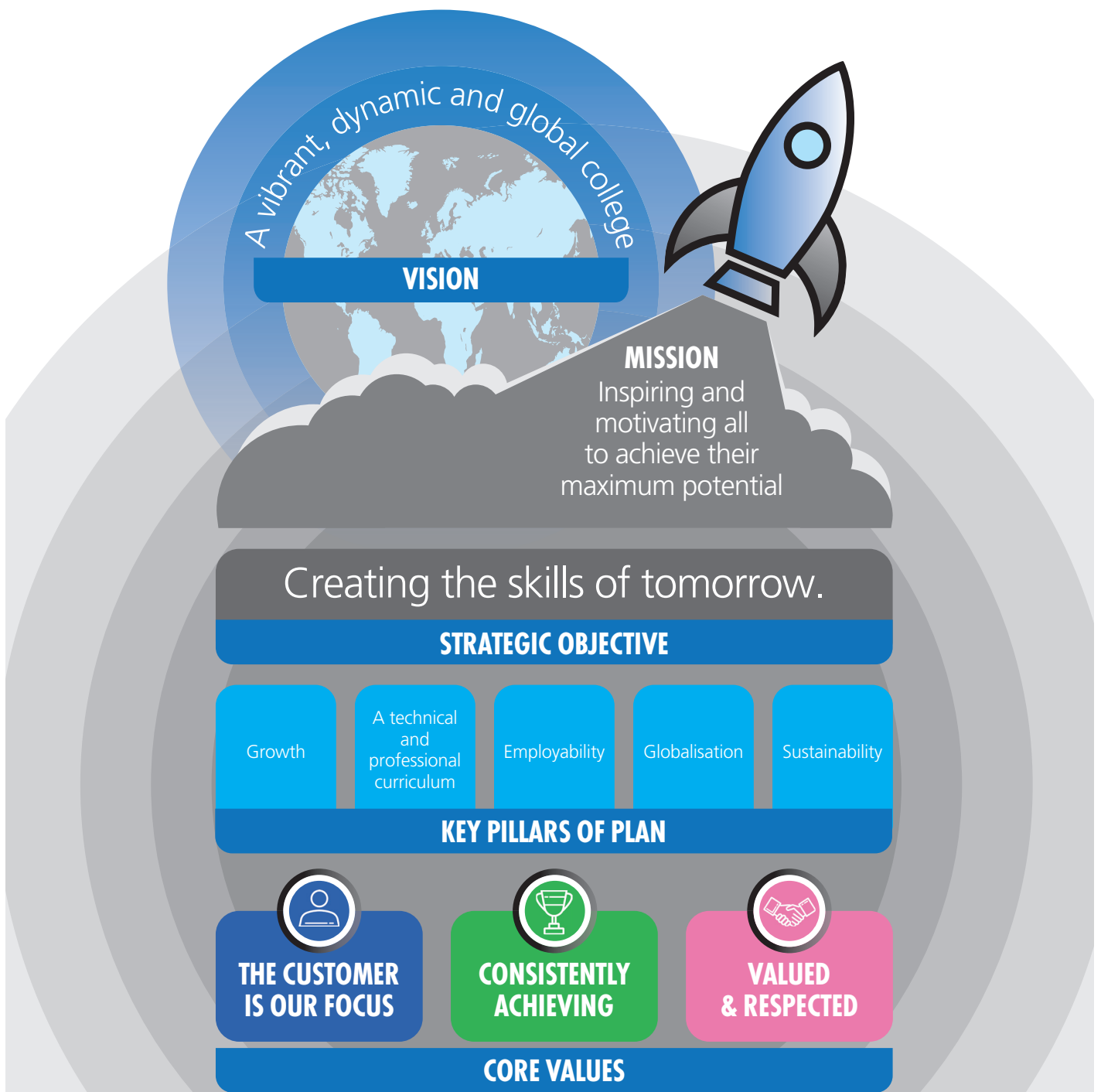


# Burton and South Derbyshire College Accountability Statement Including Duty to Review



## Context, place and the communities we serve

Our college primarily serves East Staffordshire and South Derbyshire. It comprises of two main campuses, one based in Burton Town Centre and a dedicated Construction Academy in South Derbyshire. The College also recruits international learners on short term study programmes from a wide range of countries, including South Korea, Japan and the United States. The College was rated Outstanding in all areas in its most recent Office for Standards in Education (Ofsted) inspection (Nov 23) with a strong grading for meeting local skills needs.

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The College is situated at the heart of its community and plays an important role in the lives of people in Burton upon Trent and Swadlincote. The College vision is to be a vibrant and dynamic global College. It is achieving this through its mission of "Inspiring and motivating all to achieve their maximum potential". We currently offer approximately 400 full-time and part-time courses, including apprenticeships and higher education programmes. We have in excess of 5500 enrolments per year and employ over 400 staff. The College works closely with businesses across the region to help meet their skills needs and to prepare prospective industry entrants to be skilled, professional and enterprising contributors to their future employers.

Each year, the College supports just under 1000 local, regional, national and international companies to provide skills development for their workforce. Through several partnerships, the College supports economic growth for the local industry, of which 85% of businesses in the area are small and medium enterprises (SMEs). Partnership and collaboration are at the core of everything the College does. Our collaborative work with other colleges, employer representative bodies, local authorities, the third sector and business ensures skills coordination at a local and regional level that adds value to the regional economy, securing synergies across organisations and sustained outputs.

The College's catchment area is a mix of urban and rural areas including 11 secondary schools, seven of which have established sixth forms. This educational landscape has changed significantly in recent years with many of these schools forming or joining Multi Academy Trusts (MATs). The Deferrers MAT and the John Taylor MAT have grown significantly and now have a number of infants, junior and secondary schools, as well as creating a new school locally, the John Taylor Free School. The College also recruits from feeder schools in Tamworth and Lichfield, also mixed urban and rural areas with contrasting concentrations of significant affluence and high deprivation. Unemployment in East Staffordshire and South Derbyshire is lower than national and regional levels.

Due to the well-established sixth form provision within the College's travel to learn catchment, the College has clearly established itself as an institution providing vocational and technical education. The College Acknowledges it serves four wards which rank within the top 1% for indices of multiple deprivations for England, with a high proportion of learners coming from band two (one of the most deprived bandings) which is approximately 25% of the population (for those aged 16 –19 years) and 28% (for those which are 19+), compared to 16% nationally. We recognise the additional barriers this creates to accessing education and training. We therefore work tirelessly

and heavily focus on supporting learners, breaking down barriers and assisting learners towards securing educational attainment, progression and high-quality employment destinations.

The population of East Staffordshire is predominately White British (85.9%), 9.3% are from minority ethnic population groups, with 36.1% of the borough's residents being under 30 years of age. The proportion of the borough's working age population qualified to NVQ Level 2 and above (67.2%) is lower than the national average of 71.7%, and those qualified to Level 3 and above equates to 48.1%, lower than the national rate of 54.8%. More than two thirds of learners at enrolment have not achieved a GCSE 9-4 in maths and English. The average GCSE score for the vast majority of learners on entry is grade 3/4 and below.

The College also recruits internationally, placing its globalisation agenda centrally in learner development. The College usually recruits around 400 learners from territories such as South Korea, Japan and America. These learners enrich the College, bringing additional diversity and cultural capital to campus. Integrated international learners provide our domestic learners with cultural and business insights that add value to their learning experience. We are also recipients of the Government's 'Turing' grant allowing us to provide increasing numbers of our domestic learners on valuable, vocationally specific experiences abroad in territories such as Europe and East Asia.

## Vision, Mission, Strategy and Values

The College has an 'Adaptive Plan' that outlines its strategic direction to 2030. This future orientated document envisions the world in 2035 articulating how the College will change over this period to support the communities it serves.

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### **Our Vision:**

**A vibrant, dynamic and global college**

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### **Our Mission:**

**Inspiring and motivating all to achieve their maximum potential**

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### **Strategic Objective:**

**Creating the skills of tomorrow**

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### **Our core values:**

- **The Customer is our focus**
- **Consistently achieving**
- **Valued and respected**

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## **The five key pillars of our Adaptive Plan are:**

- 1. Secure opportunities for growth**
- 2. A Technical and Professional Curriculum that exceeds industry expectations**
- 3. Employability and Work Ready Resilience**
- 4. Globalisation**
- 5. Be sustainable in all we do**

[Strategic Plan](#)

## Local Skills Improvement Plan (LSIP) Priorities

Our college spans two geographical areas, each with their own LSIP. Priorities in each of these areas are:

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### Stoke and Staffordshire LSIP Priorities

- 1. Engineering and advanced manufacturing, including ceramics**
- 2. Advanced Logistics**
- 3. Health and Social Care**
- 4. Construction including Modern Methods of Construction**
- 5. Decarbonisation and Energy Distribution**

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### Derby, Derbyshire, Nottingham, Nottinghamshire (D2N2) LSIP Priorities

- 1. Digital Skills**
- 2. Net Zero**
- 3. Essential and Transferable Skills**
- 4. Local Skills System**
- 5. Local Socio-economic indicators**

As a college, we contributed significantly to the production of both LSIPs, liaising directly with respective Employer Representative Bodies (Stoke and Staffordshire Chambers of Commerce and the D2N2 Federation of Small Businesses) in both the research and content creation. We used our network of employers to feed into the research and attended stakeholder sessions to input into report findings. We are confident that our expansive and broad curriculum meets the skills needs identified in each LSIP. Indeed, recent investments and collaborative projects undertaken at our college have been specifically designed around LSIP priorities. These include (but are not limited to) the introduction of Hydrogen Fuel Cell, Electric and Hybrid Vehicle and Advanced Driver Assistance System skills training; Photo Voltaic and Electric Vehicle technology within Construction; new high-tech Health and Social Care training facilities; a green specialist hub within our construction provision; the further development of our 'Skills Promise' seeing soft skill development (based on sector need) embedded across our curriculum and a digital literacy programme, designed in conjunction with other colleges, delivered to all of our young people.

## **Highly Effective Curriculum Planning that delivers local need**

Our curriculum planning approach ensures our provision meets local need whilst considering a range of data sources and labour market intelligence. It is comprehensive and based on both qualitative and quantitative analysis, and which has skills and employer needs at the centre, using labour market statistics, impact studies, and a range of market intelligence to assist in the design of curricular that meets the diverse needs of businesses, steers the development of learners for entry to employment and identifies the latest labour market conditions.

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This approach has also aided the College to fully understand the economic contribution it makes and the value it brings locally and regionally. We consider this analysis alongside national, regional and local priorities, and the technical and employability skills needed within sectors and occupations. BSDC delivery models reflect the most appropriate 'scaffolding' of our programmes so that priority areas of learning are built in a manner that ensures our learners develop quickly and in line with industry expectations. BSDC offers learners the knowledge and skills that reflects the needs of the local and regional context, and the curriculum intent considers the needs of learners, employers and the local, regional and national economy, as necessary. This is evident in BSDC's longstanding use of EMSI data to inform its curriculum planning, utilising employment trends to outline areas of skills shortages and replacement demand to ensure the College's curriculum is fit for purpose and helps drive economic growth. The College uses a balanced score card approach to scrutinise and evaluate its curriculum plan. The score cards contain a range of factors, including elements such as market demand, size and economic value. The plan also seeks to establish the core 'hard' and 'soft' skills to ensure curriculum and the sequencing of learning is directly aligned to employer demand.

BSDC also evaluates internal factors that impacts its planning to meet skills needs. These include quality measures, capacity, capability, the physical and people/internal skill resources required, alongside the sustainability and longevity of curriculum. Each of our curriculum departments analyse and evaluate sector skills information to inform the short, medium and longer terms skills, knowledge and behaviour requirements, ensuring BSDC's curriculum is well positioned to meet current and emerging skills demands, both locally and nationally. BSDC's curriculum design process has robust external validation processes that include Employer Representative Bodies (ERB's) such as the Chamber of Commerce and our leading industry Patrons and Fellows.

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## **Collaboration with other providers and the 'local skills system'**

Collaboration sits at the heart of all we do. We have led on the creation of a group of college senior leaders who meet on a termly basis with colleagues from the Local Enterprise Partnership, ensuring the coordination of skills provision locally. We have collaborated across both areas via the Strategic Development Fund (both rounds) and are currently doing so via the Local Skills Improvement Fund, leading on areas such as joint procurement. College CEOs from both areas meet regularly with this recently including our Chairs of Governors. We share good and effective practice and benchmark across colleges. We are part of the Stoke and Staffordshire Institute of Technology, and we are working collaboratively across the D2N2 region to support the devolution plans for the area.

## National Skills Priorities (including position V. previous year)

We continue to deliver against national skills priorities and have provision spanning Construction, Manufacturing, Digital and Technology, Health and Social Care, Haulage and Logistics (whilst we do not deliver specific logistics qualifications, due to high local competition, we do deliver associated qualifications to this sector), Engineering and Science and Mathematics. Significant partnerships in these sectors include St. Modwen Homes, Toyota Manufacturing UK, Playtonic Games, Royal Derby Hospitals and the NHS. In 24/25, we anticipate volumes of learners to be as follows:

### National Priority Sector forecast Learner numbers 24/25 V. 23/24

Sector	23/24 Learner Volumes	24/25 Learner Volumes
<b>Construction</b> (SSA 5.2)	255	275
<b>Manufacturing</b> (SSA 4.2)	55	60
<b>Digital and Technology</b> (SSA 6.1,6.2,9.3)	116	130
<b>Health and Social Care</b> (SSA 1.2, 1.3)	908	1000
<b>Haulage and Logistics</b>	N/A	N/A
<b>Engineering</b> (SSA 4.1)	130	135
<b>Science and Mathematics</b> (SSA 2.2)	809	800

## Apprenticeships, T-Levels and Higher Technical Qualifications

Our Apprenticeship provision is forecast to grow this year in line with our ambitious adaptive plan. We have created a new brand within the College (UK Skills) that has been established to maximise opportunities with large levy paying employers. We continue to partner with Toyota Manufacturing UK operating the Technical Skills Development Centre at their plant in Burnaston, supporting both them and their supply chain in securing the right pipeline of talent for the future.

The college was selected as a wave three provider for the introduction of T-levels for first teaching in 2022/23 within engineering and education and early years. We are continuing to phase the introduction of T-levels into the College's curriculum (where appropriate), alongside the education reforms and the defunding of predecessor qualifications. The College has committed to delivering a total of 11 pathways within the following T-level routes by 2024/25.

Programme Year	Engineering and Manufacturing	Education and Early Years	Health	Digital	Construction and Built Environment	Business Administration
2022-23	✓	✓				
2023-24	✓	✓	✓			
2024-25	✓	✓	✓	✓	✓	✓

We continue to offer a wide range of higher education programmes at foundation and degree level within the sectors of health, education, computing, creative and digital with our longstanding education partner, Staffordshire University. Alongside this higher education partnership, the College offers a small range of higher technical qualifications (HTQ's), which have transitioned from higher national qualifications, primarily within the construction and engineering sectors, delivered at our Stephen Burke Construction Academy. The expansion of HTQ's and higher-level technical skills in construction and engineering remains a key strategic priority of the College's adaptive plan and as regional education provider for the Stoke and Staffordshire Institute for Technology (IOT).



## 24/25 Objectives

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- 1. We will expand our T-Level pathways from 3 to 6 courses in 24/25, including Digital, Construction and Built Environment and Business and Administration.**
- 2. Increase the number of apprentices on programme by 10%.**
- 3. In line with curriculum reforms, we will realign our construction curriculum with new HTQ qualifications.**
- 4. We will develop and offer a range of decarbonisation short courses that meet the needs of the motor vehicle industry, helping them transition to more sustainable forms of transport.**
- 5. We will develop and offer a range of decarbonisation short courses that meet the needs of the construction industry, helping them transition to more sustainable forms of working.**

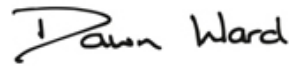
## Corporation Statement

On behalf of the BSDC Corporation, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting in April 2024.

The plan will be published on the College's website within three months of the start of the new academic year and can be accessed from the following link: 



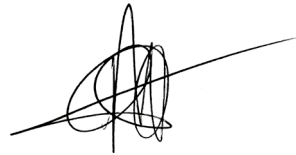
Chair of Governors



Chief Executive and Accounting Officer



Burton and District Chamber of Commerce President



Burton and District Chamber of Commerce Director

Dated: 17th April 2024

### Reference to Relevant Supporting Documentation

Colleges should provide links below to any other key documents that are referred to or directly relevant to the college plan, such as LSIPs, annual financial statements, performance dashboards and Ofsted inspections.

[BSDC LSIP](#)

[Ofsted](#)

[Financial Statements](#)