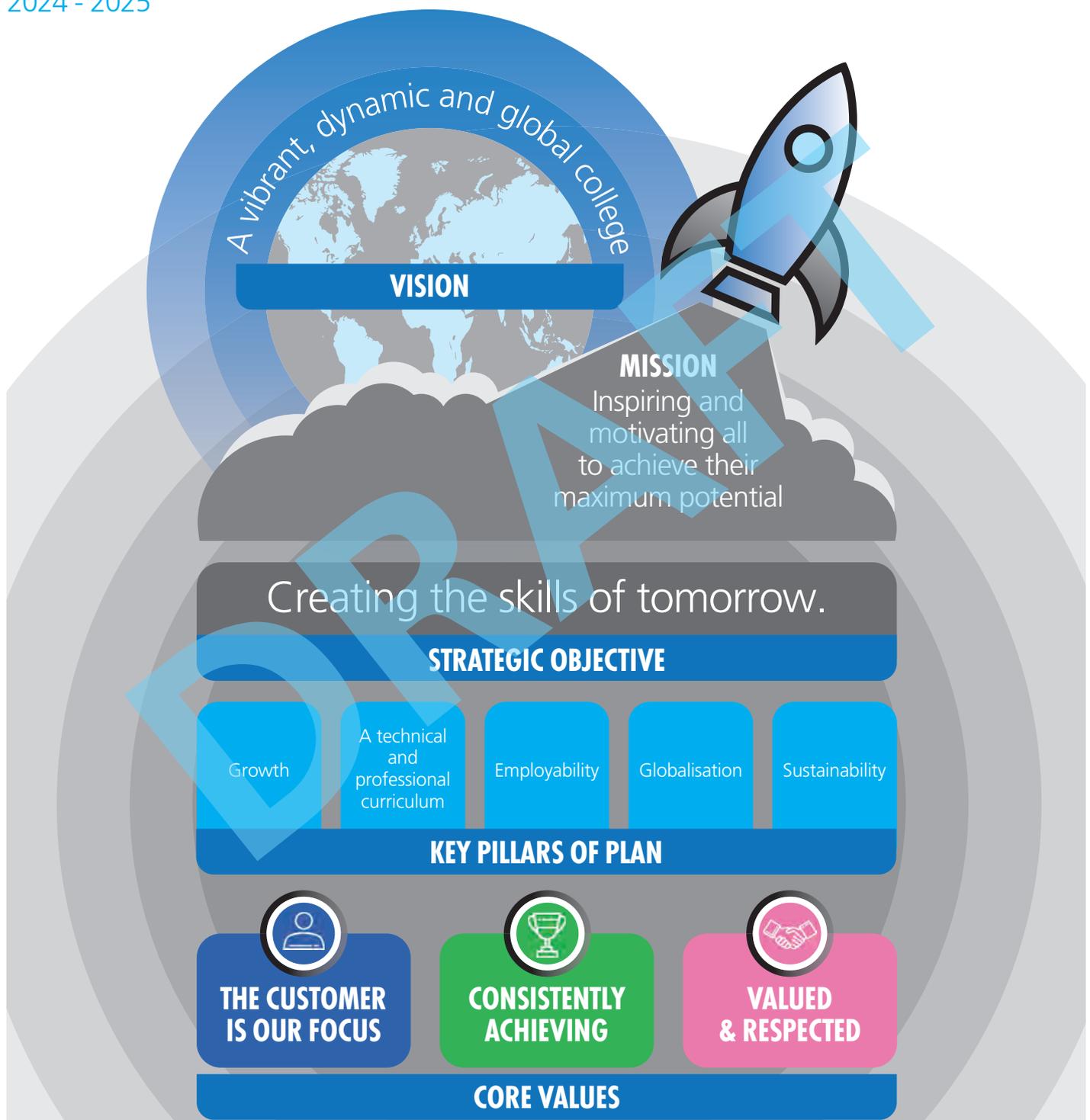


Burton and South Derbyshire College Accountability Agreement

2024 - 2025



College Mission and Purpose

As a college, we are proud of our vocational and technical heritage and mission, and have a purpose of providing industry leading technical and vocational education that helps our local communities secure meaningful, rewarding and lasting employment whilst adding value, productivity and competitiveness to local businesses. Our college is deeply rooted in industry, leveraging these relationships to ensure our curriculum design and intent, the skills of our people and our infrastructure and facilities align to current and future labour market needs.

Our Vision: **A vibrant, dynamic and global college**

We are a responsive, creative and innovative organisation focused on the skills needs of our locality and region. We operate internationally because we know this provides added value to our college, enriching the cultural fabric of our communities whilst broadening our learners' career outlook through the provision of valuable global educational experiences that enhance their future career prospects.

Our Mission: **Inspiring and motivating all to achieve their maximum potential**

We effectively engage learners and industry to provide a unique educational opportunity for our learners to achieve the very best they can. We have passionate, dedicated and industry experienced staff who continually motivate and inspire our learners to be the very best that they can be.

Strategic Objective: **Creating the skills of tomorrow**

We use intelligent labour market systems to underpin our curriculum ensuring it continually meets local economic need. We tailor this with exemplary industry partnerships that shape what we do, creating a future orientated curriculum that anticipates skills needs and delivers for our local economy.

Our core values

The Customer is our focus - we will be agile and responsive to our learners and employers, delivering the skills that they need to grow, develop and succeed.

Consistently achieving - we are aspirational in our approach and want the very best for the communities that we serve. We will deliver consistently high levels of output to help local people and businesses flourish.

Valued and respected - we are an inclusive organisation that celebrates diversity and strives to deliver equitable outcomes regardless of an individual's background. We value the individual and recognise that each person's unique self adds value to our college.

Our Strategic Priorities

The current Government's Strategy has been a key driver in informing all of the strategies contained within this document. There is now a need to balance the country's finances post pandemic, stabilise the economy, invest in UK infrastructure, continue to position the UK as a major force in the world, with exports to match, and to cement business growth through utilising skills to increase human capital and productivity. Our adaptive plan demonstrates the role we will play in supporting the achievement of these national aims and how we will continue to deliver a Dynamic Global College through highly effective provision and a sustainable and financially robust institution.

The five key pillars of our eight-year adaptive plan will therefore be:

1. Secure opportunities for growth

Burton and South Derbyshire College (BSDC) has an excellent reputation in delivering relevant and high quality provision at a regional level. We boast successful relationships with global companies and micro businesses alike, and have a continued insight into the impact these programmes have in increasing business efficiency and effectiveness. Our priority, over the life of this plan, will be to grow high quality provision across all ages in line with local labour market trends. We will expand our existing relationships with employers and will engage new employers who have not yet realised the benefits of these valuable qualifications. We will attract increasing numbers of young people through our high quality offer and conveying the significant opportunities in securing technical and professional skills. We will develop our adult related courses to meet the needs of those wishing to secure promotion or those wishing to upskill, and we will create new local Higher Education opportunities.

2. A technical and professional curriculum that exceeds industry expectations

We will continue to work with employers to deliver the skills they need for the future and will secure their endorsement for this provision via our Local Skills Improvement Plan. We will continue to invest in state-of-the-art facilities that exceed industry standards, and labour market intelligence and employer feedback will be at the heart of this technology design. We will ensure all those that study with us gain the skills and confidence needed for success within the workplace, and that we are playing our important role in economic regeneration and development, leading to local thriving communities supported by burgeoning industries.

3. Employability and work ready resilience

We enshrine employability and work ready resilience in all that we do. We will continue to build upon this highly effective approach through the further development of our employability hub and Skills Promise. This element of our Adaptive Plan will be critical in us continuing to secure high quality employment in much needed careers and occupations that are aligned to Local Skills Improvement Plan. We will continue to build the technical and employability skills in our learners that leading companies require, and will measure the effectiveness of this through a continued monitoring of learners' progression, destinations and remuneration once employed.

4. Globalisation

As our vision for 2035 describes, through technology, the world is getting smaller. Learners can communicate across continents at the touch of a button and can reach cultures and communities in all corners of the globe. This new world requires BSDC to prepare our learners for a global career. We will continue to expand our presence in countries such as South Korea, Japan and the USA, and will continue to embed the learning from this into our domestic learners' journey. Aligned to our Employability strand, we will broaden our learners' horizons through this approach and will ensure we are giving insight and experience of different cultural business norms to add value to our learners' experiences and prepare them for global business and a culturally varied career. This strategy will also allow us to continue to diversify our income and profitability so that these funds can support the growth and re-investment required to enable our 2035 vision.

5. Be sustainable in all we do

We have already begun our journey towards sustainability but there is still much to do. We will be a Carbon Neutral College within the first year of this plan, effectively measuring our annual carbon footprint and then supporting projects around the world that off-set this. We will then achieve a net zero position by at least 2050 by investing in our estate and having policies and procedures that are sustainable and do not negatively impact the environment. We will work with our learners and staff to embed sustainability into their lives, ensuring that our wider impact is felt regionally and that we are playing a significant role as a responsible corporate citizen.

Strategic Plan

Context, place and the communities we serve

As a college, we are proud of our vocational and technical heritage and mission, and have a purpose of providing industry leading technical and vocational education that helps our local communities secure meaningful, rewarding and lasting employment, whilst adding value, productivity and competitiveness to local businesses. Our college is deeply rooted in industry, leveraging these relationships to ensure our curriculum design and intent, the skills of our people and our infrastructure and facilities align to current and future labour market needs.

The College is situated at the heart of its community and plays an important role in the lives of the people in Burton upon Trent and Swadlincote. The College vision is to be a vibrant, dynamic and global college. We are achieving this through our 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. Partnership and collaboration are at the core of everything the College does. Our collaborative work with Local Enterprise Partnerships, local authorities, the third sector and business ensures 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 De Ferrers 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-year) 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 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 ethnic minority 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 the development of our learners. The College usually recruits around 400 learners from territories such as South Korea, Japan and the USA. 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.

Meeting national, regional and local needs

Geographic Region: BSDC sits on the borders of East Staffordshire and South Derbyshire and therefore, due to its unique location, the College borders three Local Enterprise Partnership areas (LEPs) which includes: Greater Birmingham and Solihull, Derby, Derbyshire, Nottingham and Nottinghamshire (D2N2) and Stoke on Trent and Staffordshire (SS). BSDC continues to support economic growth via strong engagement with all parties to support regional priorities in geographical context as the College recognises its purpose is not to meet all local skills needs, but work within an education ecosystem to collectively service this demand. One significant way BSDC does this is through the use of vectoring software, alongside local market intelligence tools to establish how skills demands are being serviced by education and skills providers in its geographical locality, whether this be further education providers, HEI's and/or independent training providers.

Educational Context

BSDC recognises that its learner population has significantly higher instances of deprivation compared to those both regionally and nationally, and the additional barriers this creates to accessing education and training. Therefore, the College is a key driver in creating opportunities for progression, offering clear pathways from education to employment and from entry to degree level, many of which will be first in family, demonstrating the extensive work the College does in support, breaking down barriers and assisting learners towards securing educational attainment, progression and high-quality employment destinations.

BSDC Skills Promise (Intentions)

BSDC Skills Promise was established over eight years ago and focuses on core skills which help prepare learners for the world of work. These include elements such as work readiness, resilience, digital literacy, and confidence with maths and English. The individual skills elements have evolved over the lifetime of the promise to reflect the soft-skills employers demand, or in response to emerging priorities within the College's Adaptive Plan. BSDC formatively assesses learners' confidence ratings on the acquisition and securing of individual improvements to Skills Promise elements throughout their respective programme to analyse impact. ([BSDC Skills-Promise](#))

Intelligence Led Curriculum (Intentions)

The BSDC curriculum planning process is comprehensive and based on both qualitative and quantitative analysis. It 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, to steer the development of learners for entry to employment and to identify the latest labour market conditions. This approach has also aided the College to fully understand the economic contribution it makes and the value it brings locally and regionally.

BSDC considers this analysis alongside local, regional and national priorities, and the technical and employability skills needed within sectors and occupations. BSDC's 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.

Balanced Score Cards

BSDC 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.

Sectoral Analysis

Curriculum departments analyse and evaluate sector skills information to inform the short, medium and longer term 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 includes Employer Representative Bodies such as the Chamber of Commerce and our leading industry Patrons and Fellows. Over the past two academic years, the College has produced its own quasi Local Skills Improvement Plan (LSP) which is validated by colleagues from the Burton and District Chamber of Commerce. (BSDC Local Skills Improvement Plan ILSP). The then Skills Minister, Alex Burghart MP, stated in a visit to the College that BSDC was "ahead of its time" in this practice.

Staffordshire Skills, Advisory Panel

The College is a contributing member to the Staffordshire Skills, Advisory Panel which aims to report on local skills landscape to enable providers to match the provision offer against employer skills demand within East Staffordshire which, in turn, feeds intelligence to central government, including the national-level skills and productivity board.

The College also works closely with local Schools and is part of the East Staffordshire Head Teacher's Forum. This termly meeting brings educational leads together to share good practice, coordinate support and ensure provision aligns with reduced duplication. College leaders have worked diligently and in a focused manner in this forum to build a collegiate and supportive relationship between these education organisations. Once seen as a competitive threat, the College is now seen as a supportive and valued partner with local schools. This in turn, has opened up many opportunities for us to work with local schools to provide valuable information, advice and guidance locally on post 16 educational options.

Burton Stronger Town Fund

The College has been successful in its bid to secure funding to develop the College's Town Centre Campus as part of the Government's Stronger Towns Fund initiative. The bid would see the realisation of significant aspects of its adaptive plan to support the development of higher-level technical skills within and surrounding Burton upon Trent. The project will fund five main aspects which includes a health and social care realistic working environment, a mechatronics suite, cyber security lab, a creative digital learning hub and expanding our capacity within games development. The total value of the investment in higher-level technical skills is approximately £3.2 million. The project is scheduled to be phased over 2022/23, with an aim to have all aspects ready for September 2023.

Sector based work

Our sector-based work is defined by our work with partners and employers on collaborative partnerships, many of which are considered extensive and industry leading. These partnerships include St. Modwen Homes (a national house builder) with our Construction Academy; AutoClenz (a national industry leading valeting solution) with our Motor Vehicle Academy; Toyota Manufacturing TMUK (vehicle manufacturing) with our Apprenticeship department and St. George's Park (the home of English football) with our Sport Department.

Employer network, Patrons and Fellows

The College utilises its extensive network of employers, patrons and fellows to help inform and shape its curriculum offer. This includes a range of work exposure opportunities, such as live employer projects, guest speakers and also to help shape the design of individual curricular. The College has started to formalise the extensive and wide-ranging engagement it has with key industry stakeholders through our Connect Industry initiative, which acts as advisory boards from across the region that specifically guides our curriculum offer and design. ([Our Patrons & Fellows](#))

Introduction of T-Levels

BSDC was selected as a wave three pilot provider for T-levels and were introduced for first teaching at BSDC in 2022/23. The College selected to pilot two diverse curriculums, which includes Engineering (manufacturing) and Early Years Education, prior to T-levels being more broadly adopted within its curriculum modelling.

The impact of BSDC's Curriculum: BSDC continues to measure the impact of its curriculum planning through evidence such as the College's continued successful positive sustained destination analysis and its economic value assessments. Equally, the College recognises the need to remain agile, to reshape and adapt its curriculum to meet the prevailing economic need, especially following the pandemic. The impact of our curriculum is significant, securing over 95% actual positive and sustained destinations year-on-year which are validated by an independent and external third party.

Economic Impact Assessment

BSDC's most recent economic impact study conducted by EMSI demonstrates society invested £93.3 million in BSDC per academic year, including college expenditure and learners' financial outlay for their course and opportunity costs such as foregone wages. Due to the increased skills and qualifications of these learners, the economic base in the UK will grow by £489.3 million over the course of the learners' working lives. Additionally, society will also benefit from £12.3 million in present value social savings related to reduced crime, lower unemployment and increased health and wellbeing across the country. Therefore, for every £1 that society spent on BSDC's education, society will receive a cumulative value of £5.40 in benefits for as long as the learner population at BSDC remains active in the UK's workforce. This average annual return for society is 18.4%.

([College published Public Value Statement](#))

Community Projects

The College works closely with a number of local charities, supporting local vulnerable people whilst also providing our learners with a volunteering opportunity to give back to their local communities, have a sense of civic pride and learn fundamental British values. This includes donation raising, entrepreneurial activities in creating and selling products, volunteering and gifting. Charities/Organisations include the YMCA, Derek's Tree, Burton Hospital, The Love Inspire Foundation and Burton Hope.

ESOL

Our ESOL provision helps refugees locally adapt quickly into the local community and develop their language skills so that they can improve their lives and contribute locally.

Ukrainian refugees

To date, we have supported over 75 Ukrainian refugees with English language development and assimilation into the UK. Additional support has included provision of health and personal care products, transport, accommodation support and identification and mental health and trauma support. We have also undertaken development sessions for staff on working with refugees so that our teams are prepared to help these learners.

The Skills Network

We work alongside The Skills Network to deliver online training across a range of programmes. This partnership allows us to build provision rapidly that meets regional skills needs by reducing associated risks.

Globalisation Award

In 2022, BSDC won the AoC Beacon Award for Internationalism. This national award celebrates best practice in international work and includes a day of assessments following award submission. The award recognised how the College weaves globalisation into all that we do and how our globalisation strategy impacts learners positively, growing their global mindset and providing them with opportunities to enhance their educational experience abroad.

University Hospitals of Derby and Burton NHS Foundation Trust

We have worked with our local hospital for a number of years supporting their people needs. This has included apprenticeships and unique projects such as a sector-based work academy where we designed bespoke provision for specific roles that allowed successful candidates the opportunity for a guaranteed interview for one of the roles they trained for. This programme was run in partnership with Job Centre Plus.

Staffordshire University

BSDC has a long-standing partnership with Staffordshire University where the College offers franchised Higher Education provision within, Health Care, Sport, Business, Education, Creative and the Computing sector.

Work with other colleges

The College collaborates with other further education colleges within the locality. Chief Executives in the S&S and D2N2 LEPs meet regularly to share and collaborate, and ensure a system approach to meeting geographical skills needs. These groups also share responsibilities for engaging with stakeholders such as local enterprise partnerships and feeding into Local Skills Improvement Plan development. More broadly, BSDC collaborates across these regions too. This includes close working in both Stoke and Staffordshire LEP areas on Strategic Development Fund projects, collaborative approaches to sharing practice such as our work with Stoke and Staffordshire Colleges sharing approaches to the development of Teacher Assessed Grades and sharing best practice in areas such as Health and Social Care. The College also chairs a termly meeting of D2N2 FE Colleges and LEP colleagues brought about to ensure improved working between FE and the LEP. This group has innovated in areas such as the sharing of labour market intelligence and have also worked collaboratively to develop a unique digital literacy product for all colleges that allows all D2N2 learners to develop their digital skills. This unique approach to collaboration was a response to the LEP's feedback on a lack of digital skills in the area and featured as an exemplar of best practice in the LEP's annual report.

SEND Provision

The College has also forged partnerships with Fountains High School, which provides SEND education for pre and post sixteen individuals. Our relationship encompasses shared site capacity at our Town Centre Campus for approximately 80 learners undertaking post sixteen education study programmes. The objective and intention of this relationship is to support the positive transition of learners into vocational education programmes at BSDC. It does this through offering a series of vocational tasters and has resulted in significant numbers of positive progression on to vocational programmes.

Strategic Development Fund (SDF)

BSDC has worked collaboratively with colleges in both the East and West of the region via the Strategic Development Fund. This work has included working with Derby and Nottingham College on the first round of the SDF on Sustainability projects, working with Staffordshire colleges on the second round of SDF on projects focused on Sustainability and STEM subjects and also working with colleges across the D2N2 region on areas such as Advance Driver Assistance Systems and Hydrogen Fuel Cell Technology (HFCT). This has seen BSDC utilising our unique relationship with Toyota Manufacturing UK to procure HFC cars for our own needs and two other Colleges, as well as securing training for all colleges in this technology from Toyota.

Institute for Technology (IOT)

The College has partnered with Newcastle and Stafford Colleges Group, bringing together industry, education and research to jointly design and develop education and training opportunities aligned to the skills needed by employers, the local, regional, and national economy and government priorities for technical education.

LEGO Education

Our LEGO Education Innovation Studio has engaged with a significant number of schools locally at primary, junior and secondary levels to promote STEM subjects to young people. The centre was specifically designed to support local schools in their information, advice and guidance about these important sectors locally. It has received excellent feedback in overcoming perceptions of these sectors and giving young people an understanding of what an exciting career in these industries would look like.

Members of the Leadership Team at BSDC are also trustees/ Directors of local and national awarding organisations such as Skills and Education Group and EAL (both are national awarding organisations). These volunteer roles provide BSDC leaders with an opportunity to utilise their educational experience to add value to the education system nationally, whilst also sourcing external examples of best practice that can be implemented in our college.

Chartered Institution For Further Education (CIFE)

BSDC's Chief Executive is Deputy Chair of the Chartered Institution for Further Education. This role provides BSDC (who is also a founding member) with a national input into educational policy and a unique reach to key educational decision makers. BSDC has driven key elements of national research with the CIFE into areas such as skills shortages in the Construction sector. The CIFE celebrates the very best in technical and vocational education, providing a network of similarly minded Further Education organisations that can share practice and work collectively on systemic issues.

Virtual Schools

The College works closely with the Heads of the Virtual Schools for Staffordshire to ensure that we have highly effective transition and support in place for young people in or leaving foster and residential care. This impressive relationship recently resulted in the virtual Heads putting us forward for the Attachment Reduction Centre national award for our work with looked after children. Despite intense competition for this award, BSDC was announced the national winner in 2022.

LEP Priority Areas

BSDC is actively involved with its local LEPs and engages at all levels with these organisations. We have been central in coordinating colleges within these areas to provide a unified voice when engaging with our local LEPs and this is yielding incredibly positive results such as the creation of a D2N2 wide digital literacy programme, shared insight into future sector demand in the area and collaboration and joint working on sector specific activity via Strategic Development Fund Projects (see below).

Local Authorities

The College meets regularly with both local authorities on a number of levels. CEO/Principals meet regularly with local authorities to ensure joined up working across a range of areas. As a college, we have termly meetings to ensure effective working with Staffordshire County Council supporting areas such as plans to develop a logistics hub within Staffordshire. These meetings ensure a joint understanding of skills needs locally and allow mutual and coordinated dialogue with our local authority partners. Regular meetings also take place with colleagues from Derbyshire County Council.

East Staffordshire Borough Council (ESBC)

The College has secured £3.2M of funds from ESBC as part of their Town Deal bid. This significant investment in our college will see the further development of skills critical areas locally such as Health and Social Care, Mechatronics, Creative, Games Development and Cyber Security, enhancing our digital and technological capacity and allowing us to further develop the skills base locally, attract investment from related sectors and support the economic development of the area through future skills development that will shape and transform the local economy.

South Derbyshire District Council

The College works closely with South Derbyshire District Council via their South Derbyshire Partnership Board. This board brings together public and tertiary organisations across the district to ensure coordinated and more effective working. We have supported this group in a number of areas, including CV and careers guidance at their Jobs Fair and our learners contributing to the areas enhancement, such as our construction learners helping to build wooden facilities in the area and work with the local police to reduce crime in the area.

Work with local MPs

We work incredibly closely with our local MPs. This has included supporting East Staffordshire MP, Kate Kniveton in her annual Jobs Fair, providing job search training to attendees and careers advice, and supporting her knife crime reduction initiative by working with related parties to engage our learners in this important area.

Toyota City Partnership Board (TCPB)

The College is an active member of the TCPB and has contributed significantly to the development of the partnership South Derbyshire has with this Japanese city. This has included the provision of Japanese language courses for local people who work for Japan owned organisations such as Canon, supporting local schools to develop partnerships with schools in Japan and welcoming learners from Japan that add value to our college and provide our learners with opportunities to learn about a different culture, enhancing their world view.

Chamber of Commerce

The College works in partnership with the local Chamber of Commerce, with our leaders being Chamber Council members, and both organisations working collaboratively to ensure the skills needs of the area are met locally. The Chamber effectively validates our curriculum annually. BSDC has worked with Staffordshire Colleges and the Chamber to create the Ignite Programme. This programme sees the Chamber attend BSDC to deliver entrepreneurship and business start-up training to BSDC learners who are considering this route post study.

College Strategic Aims and Objectives

Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills

Note: these are indicative targets

Aim 1

Continue to introduce new provision that meets local skills needs.

Objectives:

1. Introduce one new T Level in health and social care
2. Introduce new Higher Level Technical (HTL) programmes in games development and e-sports
3. Enhance electrical and hybrid content for all MV provision
4. Introduce a range of adult up skilling programmes focused on the decarbonisation of the motor vehicle industry

FE Performance Milestones:

- T-Levels - target recruitment of over 30 T-level learners
- Higher Level Tech – target recruitment of over 30 higher technical qualification learners
- Transition to HLT qualifications in digital

Relevant national/regional/local priority

- D2N2 and S&S LSIPs
- D2N2 and S&S LEPs
- Priorities of local small, medium and large businesses

Role and contribution of partners: Input from local employers and representative groups, stakeholders and local strategic partners

Linked to Pillars 1 and 2 of our Adaptive Plan

Aim 2

Continue to ensure the delivery of learners' soft skills development via BSDC skills promise as per LSIP initial feedback.

Objective:

1. At least 10% improvement in learners' own assessment of skills promise soft skills.
2. Skills Promise embedded in all 16-18 programmes

FE Performance Dashboard:

- 90% of all 16 – 18 year olds

Relevant national/regional/local priority

- D2N2 and S&S LSIPs
- Feedback from local small, medium and large businesses

Role and contribution of partners: Input from local employers and representative groups, stakeholders and local strategic partners

Linked to Pillar 3 of our Adaptive Plan

Aim 3

Broaden reach of Turing scheme to provide additional opportunities to learners in line with Adaptive Plan.

Objectives:

1. Broaden reach to new partner organisations in new countries
2. Broaden reach within curriculum to benefit more learners

FE Performance Milestones:

- Continued success of programmes expanding reach and geographical location

Relevant national/regional/local priority

National Turing Scheme - Improving soft skill development and global awareness through vocationally specific Turing placements, increasing employability prospects for involved learners.

Role and contribution of partners: Support from international partners in the provision of valuable placements in target countries.

Linked to Pillar 4 of our Adaptive Plan

Aim 4

Improve new facilities in Creative, Cyber, Mechatronics, Robotics, Games Development and Health and Social Care and Motor Vehicle and Hybrid. Improve Engineering and Early years in line with T-Level.

Objective:

1. Procurement of related equipment
2. Remodelling of areas
3. Teacher, facilitator and technician CPD

FE Performance Dashboard:

New facilities accessible and operational by Autumn term 2023

Relevant national/regional/local priority

- Levelling up agenda
- Stronger Towns Fund initiative
- D2N2 and S&S LSIPs

Role and contribution of partners:

Work with ESBC and the STF Board. Key industry partners such as Playtonic and Alive.

Linked to Pillar 2 of our Adaptive Plan

Aim 5

Continue to ensure that curriculum reflects local, regional and national need by increasing engagement from key stakeholders.

Objective:

1. Procurement of related equipment
2. Remodelling of areas
3. Teacher, facilitator and technician CPD

FE Performance Dashboard:

Evidenced linkages to demonstrable employer need

Relevant national/regional/local priority

- Skills and Post-16 Education Act (2022)

Role and contribution of partners

Local stakeholders and community groups to shape our offer and collaborate with the College on a range of shared initiatives to deliver impactful service to local residents

Linked to Pillars 2 and 5 of our Adaptive Plan

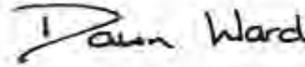
Corporation Statement

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 2023.

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

Dated: 26th April 2023

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](#)