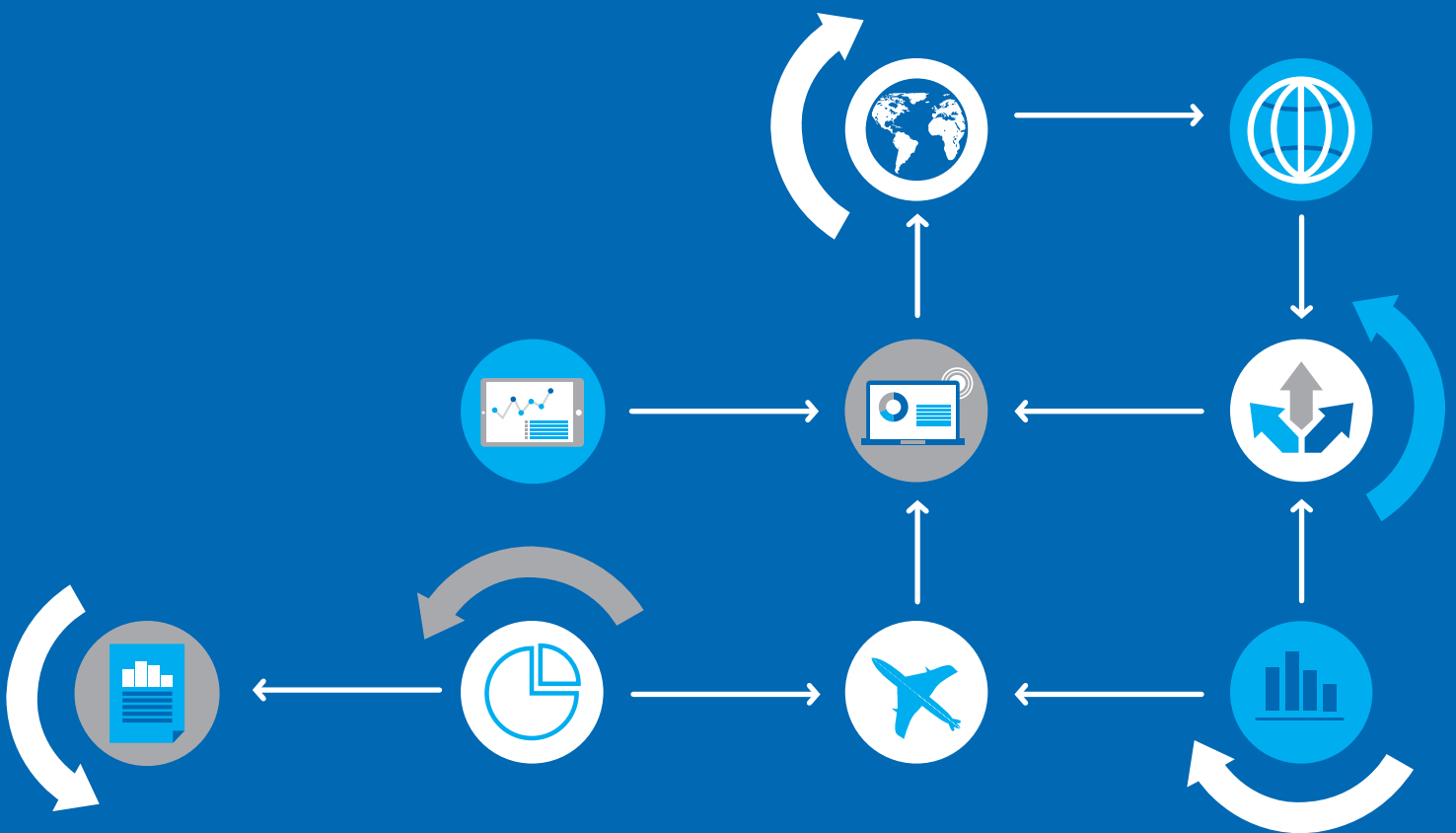


Local Skills Improvement Plan



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Burton and South Derbyshire College Local Skills Improvement Plan Validation

In autumn 2022, colleagues from the Burton and District Chambers of Commerce (as our local Employer Representative Body) and senior managers from Burton and South Derbyshire College held a curriculum validation exercise. The purpose of this meeting was to secure the following:

1. That our curriculum planning process ensures our curriculum has the right intent; ensuring we provide our learners with the technical, vocational and employability professional skills that employers are looking for.
2. To give confidence to the Chamber that we consider tangible and current labour market intelligence in designing our curriculum.
3. To give confidence to the Chamber that we consider employers views in our curriculum planning so that their needs are met.
4. To give confidence to the Chamber that we are providing the necessary technical skills needed for success in modern day industries.
5. To give confidence to the Chamber that we are also equipping our learners with the employability/soft/professional skills needed to be successful in industry.
6. To give confidence to the Chamber that our curriculum meets localised replacement demand and industry growth needs.
7. To give confidence to the Chamber that the vast majority of our learners secure positive outcomes that support economic development and that these outcomes are validated by an independent third party.

Those representing the Chamber were:

R Brooks, Divisional Director

S Gray, Chamber President

N Hardy, Council Member and prior Chamber President

Those representing BSDC were:

J Beaty, Deputy Principal Corporate Relationships

R Halford, Vice Principal and Executive Director Curriculum and Quality

Throughout the meeting, the Chamber provided appropriate stretch, challenge and questioning so that the validation exercise was robust and so that they could ensure the BSDC curriculum met employer need. Discussions ranged from needed technical and 'soft skills', feeding labour market intelligence into curriculum planning and areas for priority for local employers.

Curriculum planning process

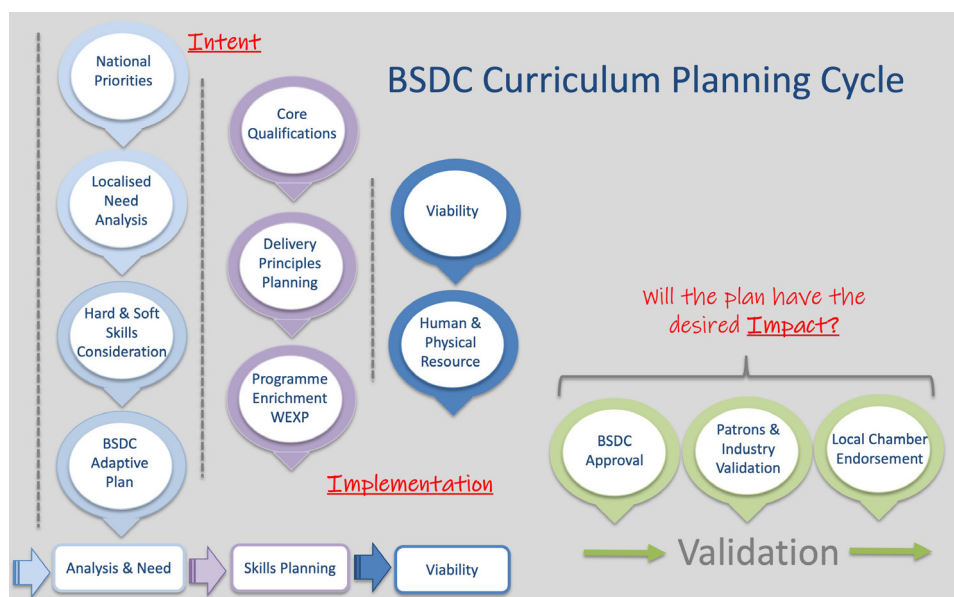


Figure 1 - Curriculum planning process

Our curriculum planning process is comprehensive and based on quantitative and qualitative analysis of employer need. We consider national, regional and local priorities and the technical and employability skills needed within sectors and occupations. Our 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. Finally, we have robust internal and external validation processes that include Employer Representative Bodies (ERB's) such as the Chamber and our leading industry Patrons and Fellows.

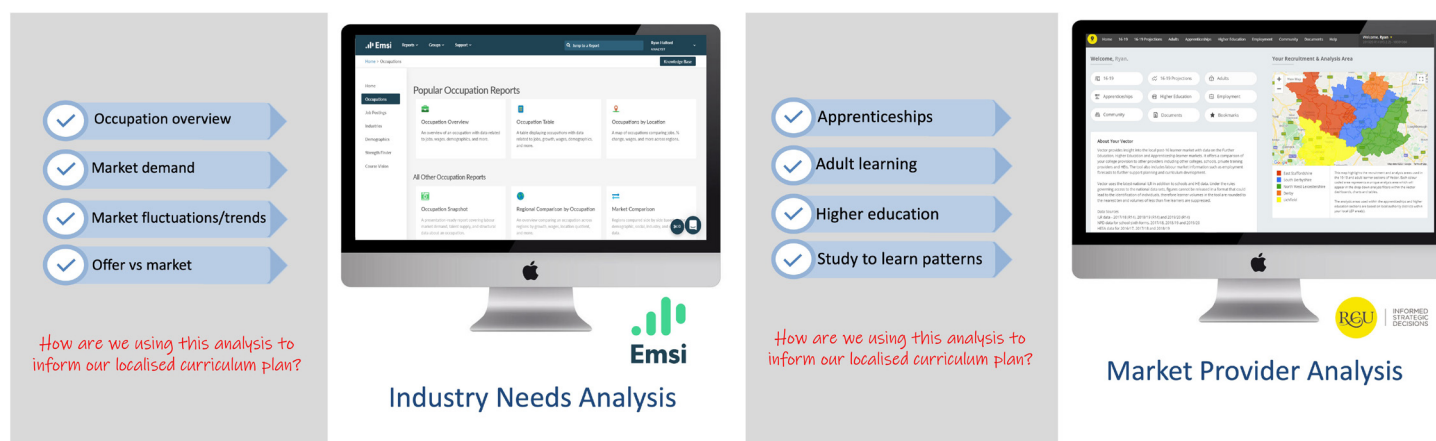


Figure 2 - Utilising insight to build curricula that is relevant to industry

We use various internal modelling tools (based on nationally available aggregated data such as the national ILR and Working Futures Reports) to analysis industry, occupation and market share trends. This analysis allows us to

understand sector and occupational trends (growth/decline) and share of market ensuring we base our curriculum plan on evidenced need, reducing duplication and overlap, and securing value for money.

✓

Hard skills

✓

Soft skills

Industry Needs Analysis



Aligning skills demands with delivery!

- Module planning
- BSDC skills promise
- Enrichment & work experience
- Progression opportunities and pathways



Figure 3 - Hard and soft skills planning

Not only is it essential that our learners have the requisite technical skills for industry they also require the 'soft' developmental skills employers are looking for. The delivery of our 'Skills Promise' ensures that our learners are building a portfolio of soft skills that directly relate to their employment and an associated narrative that helps them convey this to future employers but via work experience, industry placements and project work our learners have demonstrable opportunities to apply

their learning to real workplace settings. Our technical skills delivery is also based on industry need. We use our internal software to analyse the technical skills employers are looking for as well as our industry patrons to validate this. For example, senior leaders from St Modwen Properties conduct 'gap' analysis on our courses ensuring that our modular curriculum content in construction aligns to the latest industry practice.

Progression Routes

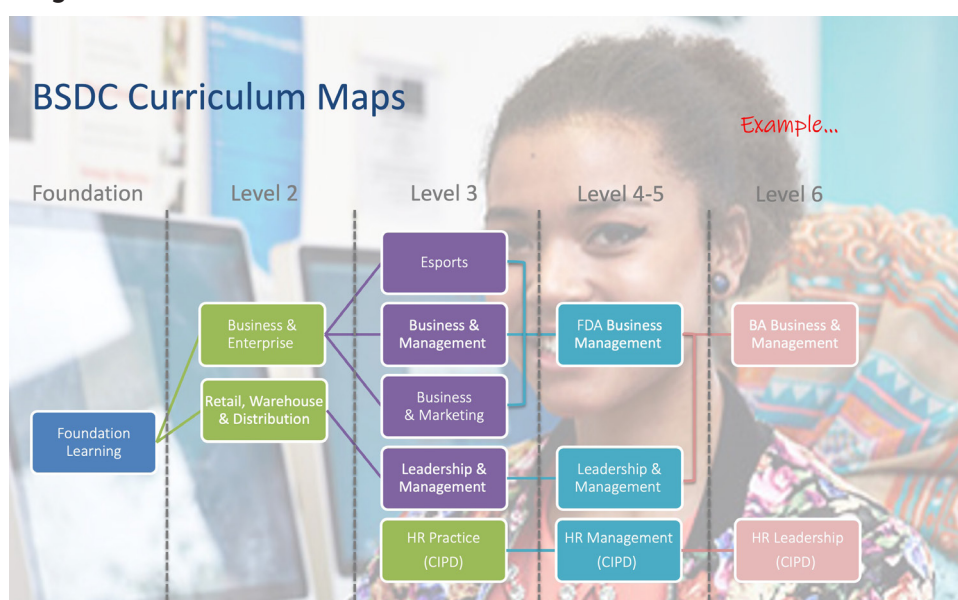


Figure 4 - Building the curriculum for higher level skills

Each curriculum area builds their course portfolio to allow progression and development aligned to industry need. This stacking of programmes is aligned to occupational demand and reflects changes in need within local sectors.

For instance, an increase in demand for professional occupations such as Human Resources Management or Leadership and Management would be reflected in our curriculum plan for this directorate at levels 4-6.

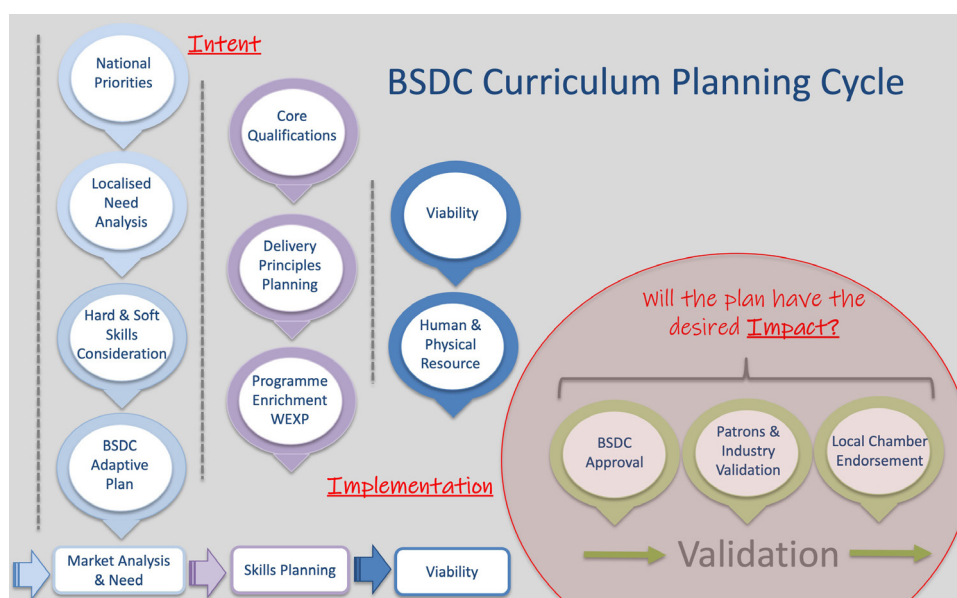


Figure 5 – The impact of our curriculum

The impact of our curriculum is significant. We secure 95% actual positive and sustained destinations year on year which are validated by an external 3rd party. These destinations are equal across gender and see learners from ethnic minority groups perform slightly better than the College average.

We have patrons and fellows who are leaders within associated industries who help validate our curriculum and this most recent exercise in engaging the Chamber of Commerce to validate also reflects the fact that our curriculum and its outputs meet employer needs.

Stoke and Staffordshire LEP	Aligned Curriculum	Related Curriculum	Developing Curriculum
Advanced Manufacturing	●		
Digital Economy	●		
Visitor Economy	●		
Business and Professional Services	●		
Construction	●		
Cross Cutting theme: Creative Industries	●		
D2N2 LEP			
Construction	●		
Creative and Digital	●		
Food and Drink		●	
Life Sciences			
Low Carbon		●	●
Transport and Logistics		●	

Figure 6 – Meeting local priorities. BSDC curriculum reflecting LEP priorities

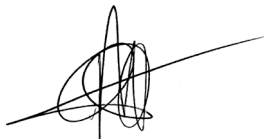
As well as using our internal modelling tools to identify local labour market need, we also consider Local Enterprise Partnership priorities in planning our curriculum. BSDC is actively involved with both of its local LEPs and engages at all levels with these organisations. We have been central in coordinating colleges within these areas to provide a unified voice when engaging with our local LEPs and this is yielding incredibly positive results. Examples of this include our leadership in developing a LEP wide digital skills

programme for all College learners, collaborative approaches to curriculum mapping to inform industry need and the unified voice of Colleges in engaging with these LEPs. It must be noted that LEP sectoral priorities do not reflect whole geographical areas. For instance, D2N2 LEP priorities may relate to skills needs in the City of Nottingham. Travel to learn patterns and the curriculum offered by more local providers will contribute to our approach to ensuring curriculum maps to these priorities.

Recommendation

We fully endorse the approach Burton and South Derbyshire College has taken in designing their curriculum and are confident that this meets localised priorities, employer need and provides BSDC learners with direct opportunities to gain the technical, vocational, professional and employability skills needed to secure meaningful and high value roles within the local economy.

Signed



Date: 20th July 2023

Richard Brooks
*Divisional Chamber Director
Burton and District Chamber*

Signed



Date: 20th July 2023

Shaun Gray
*Chamber President
Burton and District Chamber*

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