



SKILLS STATEMENT 2023



**STOKE
ON TRENT
COLLEGE**

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Stoke on Trent College Skills Statement June 2023

1. INTRODUCTION

- 1.1. The report summarises the activity to review the College's provision and how well it meets local needs.

2. BACKGROUND

- 2.1. Under a new section 52B of the Further and Higher Education Act 1992 to [review provision](#) in relation to local needs, Governing Bodies must undertake regular reviews of how well the education or training provided by the College meets local needs, in particular needs relating to local employment. They should undertake a review at least every three years, or when a new Local Skills Improvement Plan (LSIP) is published, if earlier.
- 2.2. In reviewing provision within a local area, Governing bodies are expected to collaborate with other Governing Bodies also serving that area.
- 2.3. Governing Bodies are required to publish the outcome of their reviews on their websites. They must consider what actions they and other providers can take to better meet local needs, in particular to better ensure learners have the skills needed to secure suitable employment. These actions could include changes to the structure through which provision is delivered within a local area.

3. 2023-2026 STRATEGIC PLAN AND THE REVIEW OF THE CURRICULUM

- 3.1 As part of our development of our strategic plan, we have been reviewing our curriculum and the various strategies for Apprenticeships, HE and higher-level skills, Study Programme and T Level and the four strategic Skills Hubs in key priority sector areas. This has included a review of the local labour market information utilising a range of tools, identifying market share, participation to inform thinking through meetings and groupings around the development of the Local Skills Improvement Plan, the Staffordshire Economic and Skills Plan and the Powering Up Stoke plan and the new strategy for the City.

Data sets utilised for understanding skills needs:

LightCast/Emsie, Vector, Stantech reports for Staffordshire, Local Industrial Strategy, Skills Advisory Panel, Future Skills Unit, employer forums for LSIP, College run panels of employers, feedback from employer surveys, learner feedback

3.2 The work on our Skills Statement for Ofsted inspection December 2022 set out the Intent for our Curriculum and approaches to how we will measure our success in meeting local skills needs. The review of the offer, the refreshed strategic plan including mission and values for the College, and its supporting strategies for the next three years will inform the plan to deliver against local and national skills needs.

3.3 Stoke-on-Trent and Staffordshire have seen strong jobs growth, business creation, record low unemployment and an economy that had grown prior to the pandemic. Prior to this Stoke on Trent was one of the fastest growing economies in the country, attractive for its North Midlands gateway positioning, and is now perceived to be one of the 'litmus-test' areas for the Government's Levelling Up agenda. There is concentrated work on building local infrastructure and attracting inward investment to attract and retain industry and jobs, and to build decent housing and transport networks across the city, including a gigabyte economy through the Silicon Stoke initiative.

This impetus has resulted in growth in professional and service-based economy industries alongside an existing strong manufacturing base. Building on this the Local Industrial Strategy (LIS) and Strategic Economic Plan (SEP) set out clear ambitions for growth with local priority sectors including advanced manufacturing, health and social care, modern methods of construction and advanced creative and digital industries. The College has embraced these priority areas as its investment and growth strategy for the College, as well as supporting pipeline industries and service sectors.

As a lead organisation for inclusion in the City and County, the College has a responsibility for ensuring good progress and progression and building a pipeline of skills for the region.

The College offers a wide vocational offer across study programmes, adults, High Needs and those furthest away from labour market including Prince's Trust programme, young people in the care systems/care-leavers, those with Special Educational Needs and/or Disabilities (SEND), and adult unemployed and those who require English for Speakers of Other Languages (ESOL).

3.4 The Curriculum Planning process is a systematic review of the offer. Assessment of a range of information enables the College to identify and support areas of growth against local and national need, and/or reduce or change where courses are not in demand or viable for this College and where changes are needed to enhance effectiveness of delivery. Progression is a key aspect of the College's new refreshed strategy 2023-2026 and the curriculum planning process helps set out the range of progression routes, and added value. Collaboration with employers and other stakeholders is a critical part of the planning process and identification of progression routes.

Curriculum Planning includes:

Course level data, enrolment trends and learner demand, quality data, labour market intelligence, vacancy factor and employer demand, market share, professional staff and skills, capital and resource implications and costs, viability, competitors, employer dialogue and feedback

Example Progression: The College is developing a partnership with the Institute of Technology to map higher level progression from level 3-6 in key sector areas of construction, engineering and digital.

Local Skills Reports, Local Skills Improvement Plan, National Skills Priorities

3.5 In the Guidance for the Accountability Agreements 2023-34 April 2023, the Government have set out a range of National Priorities. The Staffordshire and Stoke on Trent Local Enterprise Partnership, the Staffordshire Economic and Skills Strategy 2023-30 and the Stoke on Trent Powering Up Stoke plan and soon to be established Stoke on Trent Growth Company also set out a range of local and regional skills priorities and on which the LSIP will also draw on its final publication summer 2023.

National Skills Priorities	Local/regional Skills Priorities
<ol style="list-style-type: none"> 1. Digital technologies 2. Health and Social Care 3. Construction 4. Engineering 5. Manufacturing 6. Haulage and Logistics 7. Science and maths 	<ol style="list-style-type: none"> 1. Health and Social Care 2. Construction including modern methods 3. Advanced Manufacturing and Engineering including ceramics 4. Advanced Logistics 5. Decarbonisation and energy distribution Net Zero Green Skills Digital technologies cross cutting themes

3.6 The various report¹s show that there will be a need to for higher level technical skills, for example in Digital technologies across all sectors, and in key sectors for this local area such as Engineering, Construction, Advanced Manufacturing, logistics and Health and Social Care. Green technologies is also a feature of new skills required and establishing demand and investment for this will be key. A recent West Midlands Growth Company report showed that low-carbon manufacturing is now the fastest growing sector, and grew by 7% in 2020 despite decline elsewhere at 9% in Pandemic. STEM is an embedded feature in these sectors and a focus on science and maths will also be a cross-cutting theme.

3.7 As a result of curriculum planning for 2023-24 and in reflection on the growing status and sustainability of the College, the following areas will be the priority for the next three years through our 4 Skills Hubs:

- Health and Social Care
- Construction and green technologies
- Engineering and STEM
- Digital/Creative industries
- General FE education to meet needs of Level 1 & 2 cohorts in to good jobs (e.g. Catering and Hospitality, Sport, Public Services and Business Admin)

3.8 In addition to the skills for²:

- Aspirational and active workforce – up-skilling and re-skilling
- Technical skills to develop productivity and growth – entrant to sectors

¹ Powering Up Stoke on Trent: Stoke on Trent City Council: 2021

² Staffordshire Economic and Skills Plan 2023-2030 draft May 2023

The focus for skills to re-build the economy for the next three years are outlined in the Staffordshire Strategy and the Powering Up Stoke prospectus and chime with the themes of this College:

- Inspirational Careers Advice
- Supporting Innovation and Enterprise/Entrepreneurism
- Lifelong Learning/Place of Learning/Basic Skills
- Rebalancing disadvantage, NEETs
- Employability and inclusive skills and employment

3.9 The College's intent for skills as part of a collaborative partnership with key agencies and providers is to support value added sectors, support improvements in productivity, create access to untapped skills potential, create pipeline of skills at all levels, support inward investment and a retention of skills in Stoke on Trent.

- Strong technical and inclusive College for the City of Stoke-on-Trent to support local and regional economy and inward investment, and build a pipeline of skilled workforce
- Irresistible partner to employers and stakeholders through engagement and impact of offer
- Achieve outstanding outcomes for all learners and for them to positively progress
- Emphasis on progression and personal development

3.10 The LSIP will set out the knowledge, skills and behaviours needed for sectors where there will be commonalities alongside occupational needs. However, in niche sectors such as Digital where there are many small businesses, attention is paid for example to the softer business skills such as communication, time management (source: employer panel March 2023) or in large public sector organisations such as hospitals there are KSBs distinctive to their needs. Basic literacy, numeracy, digital, IT, health and safety are common skills needs in all sectors. These key similarities and differences will be embraced by the College. These skills will be embedded in our curriculum.

3.11 Early work by the LSIP has identified that employers need to know and understand more about Colleges and how to access and gain support for their needs. The College will launch a campaign and landing page for Employers in the four sector growth areas.

3.12 Other specific opportunities for the College include:

- T Level Routes and level 3 and 2 reforms and PSA qualifications to offer new career paths to young people, ensuring all young people have a progression offer subject to Govt. policy on level 3
- New Apprenticeship Standards and offer from LSIP to run an Apprenticeship matching and levy transfer service
- Higher Technical qualifications and routes to market and training through the Institute of Technology as part of the HE Strategy for the College
- New initiatives for adult provision such as the Innovation Fund, Multiply numeracy programme, free level 3 offer
- Local and national commitment to green skills

4. MARKET SHARE AND OPPORTUNITY

4.1 Stoke on Trent College remains one of the larger FE Colleges in Staffordshire and is the largest adult provider. It is the FE College for the City of Stoke on Trent.

4.2 Demographic information shows a small increase in 16-18 population to 2026 of 128. Stoke-on-Trent projection for 16-year olds is +14% 2022-2030 from 3,013 to 3,426, and this is +4% (128) in next three years to 2026. ONS UK population 2020-30 estimates +3% increase for UK overall but differing across age groups with: +19% in 16-18s; -0.5% in 19-60s; +9% age 61+. ONS national-level projections above do include factors for immigration and migration. Stoke on Trent is atypical due to the large numbers of asylum seekers (both 16-19s and adults) hosted by the city. The most recent asylum seeker figures are from December 2022 and confirm an increase of 29% from Dec21 of 1189 v 843.

The College's market share of 16-19s for Stoke on Trent home postcodes was 21% (1,150/5,490 population on study programmes) for 2021/22. Our total 16-19 headcount in 2021/22 was 1,633 (which is growth) including 483 (30%) of our cohort coming from outside SoT. Other GFE Colleges were at 33%, Vi forms at 37% and Other Providers 10% for SoT. The College's market share of 16-19s for North Staffordshire (excluding SoT) was 6% (330/5780) in 2021/22 representing 20% of our 16-19 cohort. However, we are the market leader for enrolments up to level 2 for 16-19s in Stoke on Trent at 42% in 2021/22 (770/1830), with other GFE Colleges 26%, Vi forms at 6% and Other Providers 26%. NEETS remains an issue in both the City and County with issues such as ill health, not being ready for work and/or seeking opportunity.

4.3 The number of 19 years olds without a Level 3 qualification in Stoke on Trent is 50.1% against national figures of 62.2% having a Level 3 qualification 2020/21. Only 22.5% of the population has a Level 4 against 40% nationally. The City has deep deprivation having the 12th highest proportion of deprived neighbourhood out of 317 Councils in England, it stands as the 25th worst for income deprivation, 22nd for employment deprivation and 11th for health indicators¹. Covid hit hard with unemployment jumping for those on Universal Credit from 10.2% to 18.4% of the working age population. The City has poor and stubborn education indicators leaving it in the bottom quartile in nearly all measures and stemming from Early Years provision and with KS4 in Stoke on Trent ranking at 138/152 at 55% 5 good GCSEs and KS2 at 46% achievement against 54% nationally. The City has one of the proportionally largest populations of Looked After young people (1 in 57) who the College serves and has significant SEND demand on both quality and number of placements at all key stages. 50% learners come from top 2 decile bands deprived households in UK and 90% of our adult learners are long term unemployed or are at level 1 or below.

Interrogation of our data and using MIDES data, it is clear that the College receives a significantly high proportion of young people and adults who face multiple deprivation factors, poor or interrupted academic careers or a special educational need and more than the neighbouring FE Colleges put together:

- 62% 16-18-year olds in 2021/22 arrived at College without English and/or maths at grade 4 or above

- 90% Adult learners who are long term unemployed, socially disadvantaged are level 1 or under
- Diverse and deprived groupings including Afghan asylum seekers, Looked After and at risk
- 50% learners come from top decile deprived households in UK
- 21/22 data shows that SOT College serves substantially more very deprived learners than all local FE providers put together and higher proportion of level 2 and below than West Midlands and England

4.4 There is a labour market inactivity issue in Stoke on Trent above average as part of the 9m inactive nationally, although partially resolved or dropping in Staffordshire to below national rates at 21.2/22.2%. Apprenticeships has seen a decline in Staffordshire as nationally from 9620 in 2016/17 to 6510 in 2021/22, and unemployment remains below in both areas although there are issues about low pay low skill economy in Stoke on Trent. The other key issues in the City and County that remain to be tackled is aging population and early retirement issues where vacancies need to be filled.

As a result of this data interrogation, it is clear the College has an important role to play in Level 1-3 provision for young people with positive progression in to good jobs, further training and education or Apprenticeships. And, as the largest adult provider in the areas there is an important role to play in basic skills and at level 3 and 4, and in tackling education and community inequalities in learning.

4.5 Partnership work to support the most disadvantaged groups of adult and young people include:

- Princes Trust
- Youth Collective Stoke on Trent
- Job Centre Plus and DWP
- Home Office
- Stoke on Trent City Council
- Staffordshire County Council
- Community and Vol Orgs Stoke on Trent
- Keele and Staffordshire Universities
- Collaboration with the 4 other FE Colleges and other providers in Staffs such as Sixth Form College (Burton and Derbyshire, South Staffs, Newcastle and N Staffs group, Leek and Derbyshire University College and City Council as provider of adult)

Collaborative working and bids are being sought and through the Local Skills Improvement Fund to ensure opportunity and progression e.g. routes to progression to Keele, IoT and Staffs University through programmes and Access and Foundation degrees.

5. THE CURRICULUM OFFER

- 5.1 As described in our Strategic Plan, the College's intent is to provide an offer that meets the needs of Stoke on Trent and the surrounding area in Staffordshire. Our mission and values are rooted in and responsive to the needs of the local communities.
- 5.2 Our mission is to ensure that Stoke on Trent College becomes the technical college of the City and surrounding areas. We will endeavour to ensure that the curriculum offer has the relevant technical and vocational skills-based training education to equip students with the skills, knowledge and behaviours that will support them in work and life and will enable local and regional employers and organisations to succeed and compete locally, nationally and internationally.
- 5.1. Stoke on Trent College prides itself on a stand-out careers programme that starts with the learner and leads to successful progression to a positive destination such as a good job, further learning or training. Our programmes focus on career-led pathways and progression routes specifically designed to meet sector demand. They enable the development of skills, improving employability, enhancing social mobility and promoting engagement in the skills needed for that sector. We have high expectations and aspirations for all our learners and apprentices at any age. We enable them to acquire the valuable social capital and personal skills and behaviours that will go with them throughout their lives.
- 5.2. Our curriculum offer and our support and facilities for students need to be culturally inclusive, anti-racist, accessible and relevant for all groups. Everyone must be able to get the most out of their College experience, excel in their studies and progress to their intended career or next educational destination.
- 5.3. We are committed to providing an outstanding Apprenticeship offer for both employers and apprentices, including the most disadvantaged. In working with employers as partners, we need to ensure that our curriculum offer is well-understood, relevant, valued and adaptable to the changing economic and business environment.
- 5.4. By 2025, Stoke on Trent College will have fully aligned itself with national policy around higher technical and professional education and training. The College will continue to be seen as a highly credible and responsive provider of level 4+ awards that deliver positive student progression outcomes, aligned to the LLEP's higher level skills strategy. Flexible approaches to learning will attract and engage a wide range of students and the student journey will maintain a clear line of sight to the world of work and foster graduate attributes.
- 5.5. Our customers and stakeholders should expect a high-quality teaching and learning experience, in modern facilities equipped for the world of work, and with courses that are designed to have positive impacts on the local economy.
- 5.6. Further detail on the curriculum offer is set out in the College's Strategic Plan and supporting strategies, particularly those for Study Programmes and T Levels for Young People, Adult and Community Learning Programmes, Apprenticeships and Higher Education.

6. OFFER MATCHED TO LOCAL AND NATIONAL PRIORITIES

- 6.1. The offer is delivered through the following agreed Curriculum Areas and makes a significant contribution to meeting local and national skills priorities. Please see Annex 1.

7. ACTIONS AND FURTHER INFORMATION

- 7.1. Following the review of the curriculum and the agreement of the 2022-2025 Strategic Plan, a series of key performance indicators and objectives have been agreed. These are set out in the College's Strategic Plan and in its operating statement. In addition, each of the curriculum strategies has a supporting action plan which includes development, quality improvement and growth actions.

- 7.2. Examples of action taken towards achieving these objectives has, to date, has included:

- SDF project on installation of electric/hydrogen vehicle facility funded through SDF joint project and including CPD on engineering and digital
- Strategic partnership with UHNM on work-placement, T Level and Apprenticeships in key skills gap areas
- Further development of VR and AR equipment and training across the curriculum funded through SDF
- Planning and delivery of 3 T Level routes in Construction and Health and Science and a further new T Level routes for 2024/25
- Delivery of HNC Gaming and planned for HTQ in Construction
- Partnership in development with Institute of Technology for higher level skills in priority sectors and support at Stoke on Trent College
- City Council partner to the Be the Future Partnership for Looked After Young People participation at College
- Expansion of Princes Trust programme to multiple cohorts per year and NEETs support for City and County including innovation fund delivery summer 2023
- Delivery of year 1 Multiply targets and delivery of marketing campaign for the City on adult learning
- Delivery of Regeneration Brainery property management and trades event week long industry immersion and follow on activity embedded in course programme
- Development of partnerships with Stoke City and PortVale Football Foundations to support engagement and delivery in key local areas of City
- Delivery of additional places in adult ESOL and in Foundation ESOL
- Planned expansion of High Needs on allocation to 80 places
- Achievement of Matrix and Careers' Mark accreditation and careers service that starts at enrolment through to progression
- Appointment of Purlos to achieve in depth progression analysis and impact on preparation for work
- Development and scoping of free level 3 offer and higher levels skills for adults through e.g. reskill and upskill in priority sector areas

Case Study

Midlands Partnership Foundation Trust

Funded through the NHS this organisation started working with our Traineeship provision to provide work placements at University Hospital North Midlands HNS Trust and other NHS funded health care providers in the area with the goal that learners would enjoy their experience and want to progress onto a career in health care. This directly led to 4 learners progressing onto an Apprenticeship in health care. The relationship continues to remain strong with the first Traineeship also benefiting from this partnership with MPFT providing more placements in health care with the option to progress onto Apprenticeships.

Health and Social Care Hub: North Staffordshire University Hospital of North Midlands work closely with the College for work placements, Apprenticeship delivery in Pharmacy, Access to HE learners going into the NHS and opportunity to progress and study at Keele University

North Staffordshire Combined Healthcare provide work placements and the College delivers maths and English courses to NHS trust staff, there is also an employer forum to discuss key issues for training and jobs pipeline in the health and care sector

Case Study

Construction Hub: In Construction Built Environment the College works with **Seddon's /Wrekin Group** on Projects in Construction. In addition, Seddon's work with learners on projects on tendering and estimating units. This supports skills needs in this area as there is a shortage of quantity surveyors and the employer wants to support the next generation as they are struggling to attract them to the technical professional roles in construction.

Honeycomb Housing work with the College looking at elements such as land purchasing and the social housing side of how regulations need to be met differently than commercial residential housing developments. The impact on our learners has been immense with higher grades and first choice universities along with job offers and work experience placements whilst on University courses.

The employers are sent the teaching specifications and assignment briefs to show the content they provide an insight on how this match to their industry and give direction on how to fill the skills gaps in industry, supporting with site visits and guest lecturing and work experience to support assignments, allowing them to be written with real world examples.

Unitas: The College has worked closely with Unitas, the local social housing stock management company for Stoke on Trent City Council. Within the plumbing, gas and electrical industry regulations change on a regular basis. The College team, through their expert knowledge of the regulations, provide guidance on changes to inform the training requirements of the company. Through this a skills gap was identified within their team for gas engineers that required training on safe isolation of electrics during work on heating systems. The College is working with all of their engineers to complete the training to enhance safety for engineers themselves, including the identification of issues within client properties affecting tenants.

The manager for the team attended the College with his lead engineers to look at future changes required within the housing stock due to enhanced safety required post Grenfell. The company is starting to focus on the introduction of low carbon heating as systems need to be upgraded, moving away from fossil fuels.

Unitas are looking to the College to support the change for the workforce and we in turn are upgrading our facilities and investing in training for our staff, focusing on the design of systems to make sure that

they work correctly, protecting tenants from higher bills and helping to reduce the carbon footprint of the city housing stock.

Case Study

Creative and Digital Hub: BID (Stoke-on-Trent City Centre Business Investment & Development) – Worked with Art and Graphics Photography courses to develop a live brief (summative unit) project of promoting city centre through a range of activities including a Pop-Up high-profile Gallery Art Exhibition in the City and content, including videos for Social Media campaigns. BID directors and staff visited College to discuss activities and skill requirements through workshops, and feedback sessions. This relationship will develop through funding and commissions for additional council related projects to develop learner art skills within the community.

4Ward Futures: Games Production learners created and developed a range of animations, 3D visuals and research skills to visualise life on Mars. Employers ran a series of online seminars for learners to develop soft skills in cognition and articulation of ideas. One learner's work was selected to be showcased at the national University of Arts London 'Creative Origins' event, highlighting outstanding work from Level 3 learners. 4Ward Futures worked with College media staff to develop an assignment that met the skills needs to develop visual products

Fennec Labs (Stafford) Software development: This employer skills issues are focused on advanced understanding of coding and programming languages that are deployed across numerous software platforms and applications. The range of software development skills can be applied to a number of different sectors within the local economy.

The College supported the employer by working together with learners individually and collectively as a group. Offering facilities and staff expertise for employers and learners to collaborate in software development and associated soft skills for employability within the sector.

The employer contributed by sharing presentations and giving small group seminars based around specific projects to fix code problems in various software platforms and programs. The employer also demonstrated advanced hardware and assisted in deployment of this hardware for commercial purpose.

The impact for the company is that they are developing further on-site placements for learners on programming courses, starting an initial pipeline for linking college expertise with employer involvement.

Learners individually and collectively are beginning to understand the key processes in working as a team within the chain of software development processes. The individual also develops confidence and rapidly adopts the advanced skillsets to succeed in industry.

For future development other than partnerships, the College will invest in specialist hardware which will act as an enabler to allow collaboration between employer and future learner groups and future proof employer pipelines of skills

Case Study

Stoke-on-Trent College Fresh Start Programme: Stoke-on-Trent College has created a fresh start programme hooked around their concept of re-invention and the 'I am' campaign for learners who are NEET or who have dropped out from learning in-year, to reengage them, or continue in education on a programme that would lead them to progressing to a full-time qualification the following year. The programme includes developing a strong sense of self and who/what they would like to become,

study skills, an employability project and work placement. They have also worked with the local authorities to develop a post 16 Risk of NEET indicators report, which the College uses to target support and interventions on a risk basis. Looked After Children.

Stoke-on-Trent College is the largest provider for Looked After Children in the City Region, with over 100 Looked After Children from 10 Local Authorities, the majority (64) from Staffordshire, and are Unaccompanied Asylum Seekers studying ESOL, with good results for both achievement and progression. The College is running a Summer School for this cohort in June/July funded by Staffordshire County Council. Retention for Looked After Children at the College is 99% and looked after children have reported during their Personal Education Plan meetings that they are developing their skills and on track to achieve their goals.

Case Study

Stoke-on-Trent College ‘Meaningful Encounters’ Stoke on Trent College is working with Schools and the Careers and Enterprise Company on how we can partner with Schools to help them deliver the new required ‘meaningful encounters’ with technical skills and training from years’ 8 to 11, to ensure pupils understand and take-up not just Apprenticeships, but wider technical education options, such as T-Levels and Higher Technical Qualifications. We have also partnered with Staffordshire University to offer upskilling opportunities for staff in Schools in Careers Information Advice and Guidance from Level 2 to 6 bespoke to the local context and including CPD on T-Levels and vocational pathway routes.

Reference to supporting documentation with links

- [Skills Statement Guidance Statutory Guidance – Governing Body Reviews of Provision](#)
- [LSIP](#)
- [College Strategy](#)
- [Powering Up Stoke prospectus](#)
- [Staffordshire Employment and Skills Strategy 2023-2030](#)
- [Annual Accounts](#)
- [Ofsted Report](#)

Annex 1 Provision mapped to skills priorities May 2023

SOC Code	Curriculum/Programme Area	Levels E-L5	Types: Classroom Apprenticeships	Local and/or national priority
01 Health, Public Services & Care	Childcare Health & Social Care Sport & Public Services Access	E,1,2,3	Classroom Apprenticeships	2 /2
02 Science and Mathematics	Maths – Adults Foundation ESOL Prep for Vocational Learning Maths – 16-18 Access Science	E,1,2,3	Classroom Apprenticeships	National 7
04 Engineering & Manufacturing Tech	Engineering Fabrication/Welding Motor Vehicle	1,2,3	Classroom Apprenticeships	4/4&5
05 Construction & Planning	Construction Plumbing Woodtrades Electrical	E,1,2,3	Classroom Apprenticeships	3/3
06 Information & Comm. Technology	ESOL – Adults ICT	E,1,2,3	Classroom Apprenticeships	1/1
07 Retail and Commercial Enterprise	Hair & Beauty Hospitality	E,1,2,3	Classroom Apprenticeships	Other Local*
08 Leisure, Travel and Tourism	Sport & Public Services	1,2,3	Classroom	Other Local
09 Arts, Media and Publishing	Job Centre Plus Art & Design Hair & Beauty Media	E,1,2,3	Classroom Apprenticeships	Local -JCP & 1
11 Social Sciences	Access	E,3	Classroom	National 7
12 Languages, Literature & Culture	English – Adults English – 16-18 ESOL – Adults	E,1,2	Classroom	Local/National
13 Education and Training	Education, Teaching & Learning Supporting Teaching & Learning	2,3,4,5	Classroom Apprenticeships	Local indirect teacher trg
14 Preparation for Life and Work	Job Centre Plus Princes Trust Traineeships English - 16-18 English – Adults ESOL – Adults Maths – 16-18	E,1,2	Classroom	Other Local

	Maths – Adults Foundation ESOL Prep for Vocational Learning			
15 Business, Administration and Law	Accounting Business	1,2,3	Classroom Apprenticeships	Other Local

9. Duty to review provision in relation to local needs

We are committed to complying with our duty under a new section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as proposed in the Skills and Post-16 Education Bill 2022. We will look to hold a review at least every three years to identify how well we are meeting local needs associated with securing suitable employment. We will publish a report on our main website following this review. We will factor in any actions from this report into our Accountability Agreement plan.

The Accountability Agreement will be published on the College website within three months of the start of the academic year.

Corporation statement signed by Chair of Board and CEO/Principal and Accounting Officer



Chair

Date May 31st 2023



CEO/Accounting Officer

Date May 31st 2023
