

# ANNUAL ACCOUNTABILITY STATEMENT

MAY 2023



**Transform  
Futures**



**Every Student  
To Have The  
Best Life They Can**



**Champion  
Lifelong  
Learning**

# ANNUAL ACCOUNTABILITY STATEMENT

## 1. Purpose

The Purpose of Bournemouth & Poole College is to transform students' futures. Our vision is for every student to have the best life they can with a mission to champion lifelong learning to benefit individuals, the community and the economy.

The College's activities are guided by the following core Values:

- A passion for learning and success.
- Supportive and caring.
- Respectful and considerate.
- A champion for equality through learning.
- Ambitious and tenacious.

The College has a set of strategies, which guide the direction set out in the 2020/23 Strategic Plan, along with the mission and vision. The strategic plan was approved by the governing body in June 2020. Since then, modifications were approved by the Board in 2022 to create the key strategies shown below.

The college is, during 2023, developing a new, five-year strategy running to 2028. This process involves consultation with clients and stakeholders, and reflection on significant changes to the context of the skills sector, and the college's ambitions and aims. When this is complete, this document will be updated.

### Key Strands in the Current Strategy:

#### **Make an outstanding contribution to leading and delivering skills, driving economic impact:**

- Ensure we 'contribute to local needs' superbly by strengthening further our engagement with the LSIP, local stakeholders and employers).
- We will enable our students to contribute positively to the local, regional, national and worldwide economy through the skills, knowledge and behaviours they learn.
- We offer an ambitious technical and professional curriculum from pre-entry to university-level. It is driven by careers, not courses, with coherent and clear progression pathways into and through work, and to further study.
- We champion life-long learning and our curriculum is influenced by employers and our communities).

**Champion technical and lifelong learning through an outstanding reputation:** development of our reputation through excellent delivery, communication and customer service will increase how much our students, colleagues and services are highly-valued locally, regionally and nationally. It will also significantly increase recruitment, opening-up opportunities to individuals.

#### **Ensure Outstanding Quality of Educational Delivery:**

- Develop responsible, ambitious and active citizens - high ambition and expert support for all our students will ensure each individual leaves us with strong people skills, resilience, confidence and an appreciation of, and care for, others.
- Make sustained progress towards offering outstanding education - we will strive to provide the highest quality of delivery for every student, on every programme.

### **Ensure Governance is outstanding:**

- We will strive so that the College and all who it serves and employs, benefit from outstanding governance from a local, highly-professional Board.

### **Develop Outstanding Leadership, People and Culture:**

- We will attract and retain the best talent, individuals with great technical and people skills, passionate about making a difference to students of all ages in our local area. About the Bournemouth and Poole College
- Our culture of care, trust and empowerment, our commitment to the highest standards of equality, diversity and inclusion and the way in which we develop and reward our people, will drive high performance and make us a local employer of choice.

### **Building strong Financial Health to support outstanding education**

- We will manage our finances to provide internally-generated resources for investment in staffing and resources and always achieve at least ESFA 'Good' financial health.
- A culture of financial awareness across the organisation with the expectation that appointed budget holders are accountable for their budgets and the senior leadership team has shared responsibility for the total College financial outturn.
- An attitude of striving to maximise value for money, recognising that we are custodians of public money, are spending resources wisely and minimising waste.

### **Develop the Educational Resources needed for outstanding education**

#### **Lean, agile and responsive systems (SS7)**

- We will enhance all our systems and processes, to provide excellent and efficient service to external and internal clients, minimising waste and focusing our resources on education.

#### **Become even more so, a digital organisation (SS8)**

- We will grow as a digital organisation, in what we teach, how we teach it, the technology we employ to support it, and how we run the College.

### **We will become a more sustainable organisation, putting green technology and practices at the heart of our curriculum and our operations**

- A culture of environmental awareness and working practises that are kind to the environment will enable us to respond to the climate emergency.

### **Develop an outstanding college estate, and equip it, to deliver skills needed now and for the future.**

- Our buildings and learning spaces will be safe, secure and comfortable environments for our students and staff to learn, work and thrive in, with appropriate welfare amenities.

## 2. Context and Place

Bournemouth and Poole College is a large general further education college. It is the largest provider of academic and vocational education in Dorset. Its campuses are located on three sites and the largest are at Lansdowne, Bournemouth and North Road, Poole. Approximately 97% of the curriculum provision is provided at these two sites. The other site at the Fulcrum at Tower Park, Poole is the centre for carpentry and joinery provision.

Students and apprentices are recruited primarily from across Dorset and Hampshire. To date during 2022/23 the College has 2,593 students studying on education programmes for young people (EPYP), 1,370 students on adult learning programmes, 2,500 adults studying remotely via online programmes, 2,150 apprentices studying apprenticeship standards and frameworks, and 191 students with high needs studying on vocational and academic programmes.

The college offers a wide range of provisions, from pre-entry-level courses to higher education in 14 out of the 15 subject-sector areas. EPYP accounts for approximately 45% of the provision, apprenticeships 30%, and adult provision 25%. Provision for students with high needs accounts for approximately 3% of the total provision and consists of around one-third of students studying foundation programmes and two-thirds studying academic and vocational programmes. In addition, the College offers courses for international students. However, this has significantly reduced over the last two years due to the impact of Covid-19. The proportion of students and apprentices from minority ethnic backgrounds is in line with that of the local population.

The area served by the College is a mix of urban conurbation, rural areas, and coastal communities. Some areas within the conurbation are very densely populated. The authority of Bournemouth, Christchurch and Poole (BCP) was formed in 2019, as a result of the local government reorganisation of Dorset. This is the tenth-largest urban local authority in England. The population for the unitary authority of BCP has grown to the current metro area population of 514,000 in 2022. This represents an increase of 0.78% from 2021. There is strong political support for the local skills agenda. The two local authorities for the Dorset LSIP area, BCP Council and Dorset Council, both name skills as a priority in their respective economic development policies. BCP Council, recently published their Skills Plan 2022-2026 which notes that a 'focus on strong collaboration between employers and educational providers. BCP Council has identified priorities their Skills Plan will address: Sustainable Productivity, Work and Place Centric Delivery, Smart Collaboration and Learning for Life.

Dorset is an increasingly popular place to live, but with a declining working age population, particularly in the Dorset Council area. In 2021, the population was estimated at nearly 782,000 residents of which 58.7% were of working age, significantly lower than the national average, 62.9%. Projections suggest Dorset's population will continue to grow and at a faster rate than nationally, particularly over 65's, while the working age population will continue to fall further, to approximately 55% by 2033 then to circa 52% by 2043. The Dorset 2020 Employer Skills Survey found that 17% of all respondents cited an aging workforce as a recruitment concern, but that few were looking at creative ways to mitigate this challenge.

Bournemouth & Poole has high levels of employment, relative high skills levels and prosperity, a prohibitive cost of living driven by high house prices, and at the time of writing more vacancies than people locally unemployed to fill them. The tight labour market is particularly acute in health and care, engineering, construction, digital, retail, personal services (hair/beauty) and hospitality. In fact: most sectors of the economy.

With a tight labour market and competing sectors paying higher salaries, this issue is not expected to be resolved quickly but does reinforce the need to continue to offer these courses across our college. Despite this relative affluence, the conurbation and broader Dorset LEP area does have pockets of deprivation based on a range of national measures, including employment, skills attainment, English language skills, health and wellbeing, and economic standing etc.

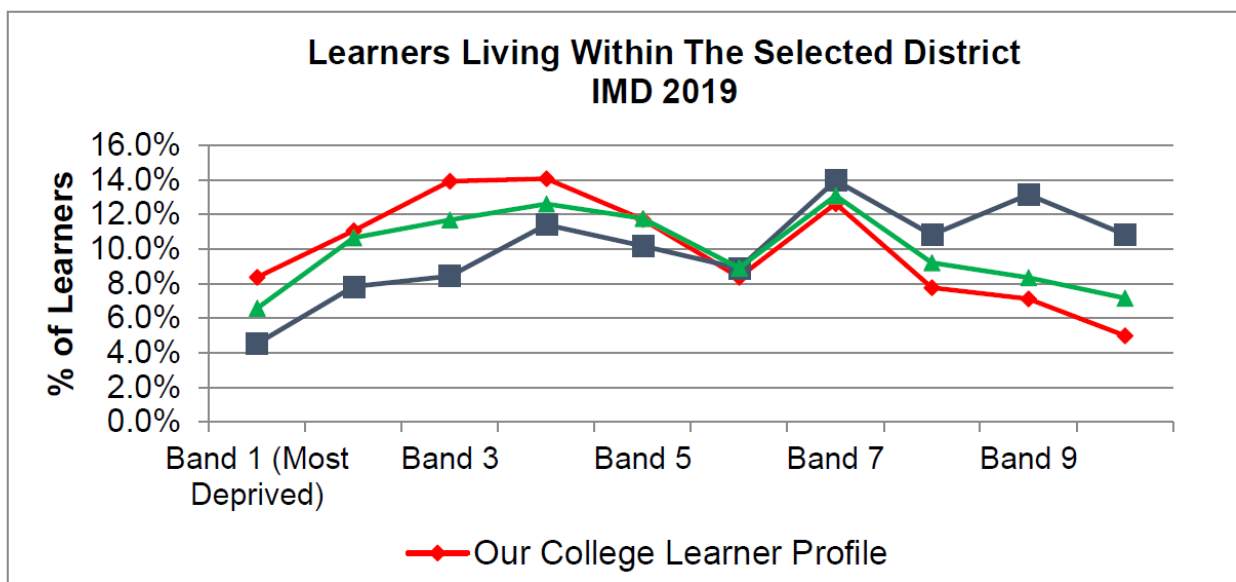
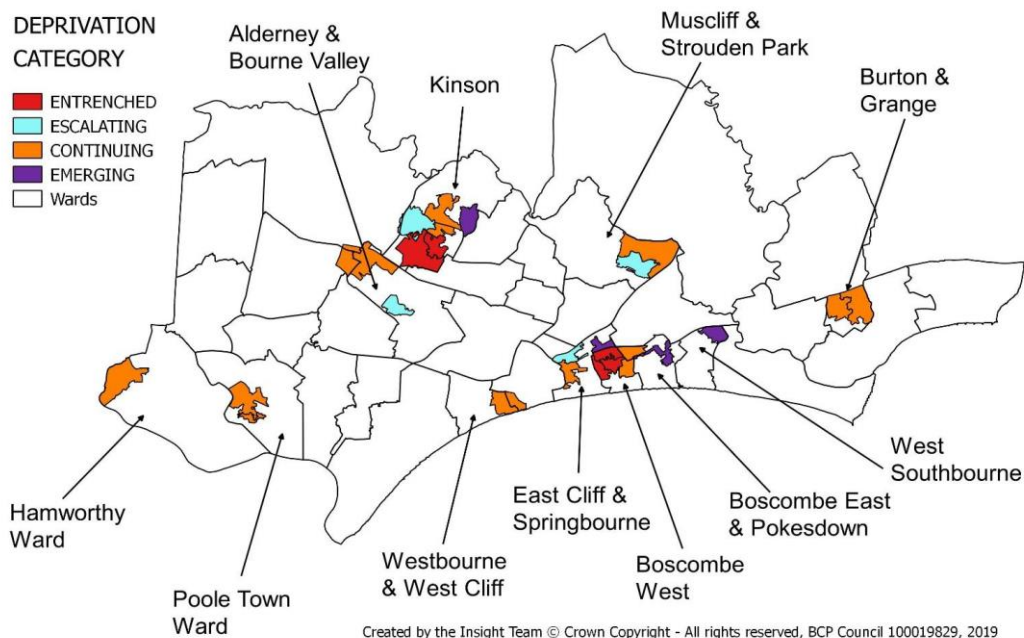
A number of these areas are located within or close to our campus locations. For example, four lower layer super output areas (LSOAs) have moved up to the worst 10% nationally – in Alderney & Bourne Valley, Kinson, East Cliff and Springbourne, and Muscliff and Strouden Park Wards. In 2021/22 the college saw an increase in the number of students from the deprived areas of Kinson North, Strouden Park and Muscliff. Therefore 49% of college students come from the most deprived areas.

The impact of Covid - 19 has had different effects on different sectors and those aged 16-24 and the older population have been proportionally worst hit, although the greatest impact has been the significance of the increase in the number of people choosing not to return to employment. This has amplified the pre-pandemic tightness of the labour market, and FE providers have a significant part to play in providing provision to upskill or reskill to benefit the economy.

Other information of relevance is:

- BCP's rank of average IMD score sits around the mid-point of areas nationally with a rank of 160th out of 317 English authorities (where 1 is the most deprived and 317 the least).
- Deprivation in the BCP area is polarised in a small number of highly deprived areas shown by its slightly higher rank of 137th for the proportion of LSOAs in Decile 1.
- 9 out of 233 LSOAs within the BCP area (4% of LSOAs) fall within Decile 1 - the most deprived 10% nationally.
- 16,000 people out of a total of 396,000 in the BCP area live in these highly deprived areas that fall within the worst 10% nationally.
- The BCP area has a higher number of people who are income deprived and employment deprived compared to other authorities - this is because Bournemouth, Christchurch & Poole combined has a large population relative to other LAs.
- According to the Income and Employment scales around 43,500 people across BCP are income deprived and 20,400 people are employment-deprived. Therefore, BCP Council has significantly higher ranks for its Income and Employment Scales - 42nd and 38th respectively.

Deprivation in the BCP area is polarised in a small number of highly deprived areas. The map below shows LSOAs that fall within the most deprived 20% nationally. They have been split into four categories of deprivation: Entrenched, Escalating, Continuing and Emerging. These are defined in the box below. Clusters of deprived areas focus around two wards: Boscombe West and Kinson. All five areas with 'Entrenched deprivation' are within these two wards. Deprivation in these areas appears to be spreading or diffusing into neighbouring or nearby areas. A number of areas with 'Escalating' and 'Emerging' deprivation, where relative levels of deprivation have increased border or are close to these areas.



### 3. Approach to developing the Annual Accountability Statement

We have worked with many other stakeholders to develop our approach to this statement:

#### Working with Civic Stakeholders

##### Local Enterprise Partnership (LEP)

We have worked very closely with the LEP. LEPs have been responsible for engaging with businesses within their geographical boundaries to gather data and evidence on local and national skills needs and to reflect this back to providers within their Skills Advisory Panel (SAPs) governance process and through European Social Fund (ESF) projects, or skills capital programmes (e.g., Local Growth Fund, Getting Britain Building etc.). We are a member of the SAP, representing the views of the skills provider network as a whole and Bournemouth & Poole College specifically, in helping to determine the skills strategy for the Dorset LEP and executing and leading on particular programmes, including leading on SDF project based around green technologies.

We are part of the Dorset Ambassadors Forum, which is run by the LEP, along with employers and other education providers and part of their 'immediate skills working group'.

#### *Chambers of Commerce / Business Forums*

Bournemouth & Poole College's engagement with Dorset Chamber of Commerce has been longstanding. The college is a named partner and is supporting the Dorset Business Festival this autumn, creating a new engagement mechanism with business. Through attending Chamber events, the college's Business Development team are able to find out about employer needs.

The college is also a member of the Bournemouth Town Centre Business Improvement District. A forum for business communication, needs and mutual support.

#### *Local Authorities*

We work closely with both the BCP Local Authority and Dorset Council, on a range of activity, including the commissioning of provision for local LLDD/SEND students, and on skills and employability projects. We are members of the council's Economic Skills and Development Partnership (ESDP) and work collaboratively with them on skills and community developments such as the Boscombe Town Fund and Multiply.

The Principal is a member of the Executive Strategy Group (key local leaders) convened by the BCP CEO, and maintains regular liaison with a range of BCP senior officers, and elected councillors and leaders. We work closely with the BCP economic Development team.

#### **Working with other Education Providers**

Bournemouth & Poole College works with schools, all three Dorset Higher Education Institutions, independent training providers and other FE Colleges to attract future students, work together to address local skills shortages and help our students find the right destination for continuing their studies.

#### *Schools*

Our Schools Liaison Manager works with more than thirty local schools to help their pupils understand the apprenticeship, 16-19 study programmes, T Levels and Higher Education options open to them with the College. In the last twelve months they attended a significant number of careers, events, fairs, and talks. As well as helping us to attract students, these events help us to understand the needs of prospective students and the factors affecting their educational and career choices. We also arrange shadow days for students in specific curriculum areas.

#### *Other Further Education Colleges*

There are three colleges in Dorset: ourselves, Kingston Maurward College – a largely agricultural college, and Weymouth College. They are geographically distanced, and we meet regularly with our college partners to ensure skills needs are well met. In 2022, collaboration resulted in a successful Strategic Development Fund (SDF Project).

Bournemouth & Poole College has played a leading role in collaboration between the colleges on projects to meet skills needs. For example, we led a collaborative SDF bid, working with a neighbouring College and the Local Authority securing £1.2m of funding to introduce a new Dorset Green Skills Hub. This Hub has both a virtual and physical presence. It is driven through a website which empowers employers to access the basics of green skills and links them to introductory training available. There were 7,850 people in Dorset employed in the Motor Vehicle Industries in Dorset requiring re-and-up-skilling to meet the demand. There is huge demand for electric cars and emerging interest in electric boat propulsion, but the skills to build, repair and maintain were not available in the quantities needed.

This project has enabled the thriving automotive and marine sectors to have the skills that will facilitate the growth locally in sustainable, climate friendly technologies. It has also upskilled teachers which has enabled the College to meet training needs for future generations. It also supports the fundamental skills in Sustainable Technologies to support the future workforce demands of Electric Vehicle charging point installation technicians.

### *Higher Education Institutions*

We have partnerships with Bournemouth University, Arts University Bournemouth & the Anglo European College of Chiropractic (AECC, a specialist Health Sciences University College) There is regular liaison at CEO/Vice Chancellor level and below.

The partnerships enable us to offer specific programmes at Levels 4 –6 through validation, franchising or collaboration. In each case we partner with the relevant institution to design and the develop the curricula based on our shared insights into employer and student needs. We currently support more than 300 students per year on Higher Education programmes including Degree Apprenticeships. With government policy heavily focused on improving Level 4 and 5 vocational qualifications and with the reduction in overseas undergraduates and other pathways to career development other than a three-year university degree, we expect to see the number of these collaborative partnerships grow throughout the duration of our current strategic plan. However, Access to HE programmes numbers appear to be suffering as a result of HEIs offering foundation programmes.

Our careers team and teachers have developed relationships with other universities with whom we work to help our students progress into higher levels of study.

### **Working with Employers**

Bournemouth & Poole College employs a team of Business Development colleagues, led by our Business Development Manager, shortly to be joined by an Executive Director of Commercial Partnerships, who work with local businesses to help us understand their skills needs, source apprenticeship vacancies, and help to design our curriculum. We also are members of, or liaise with, local key sector representative groups, such as the Dorset Engineering and Manufacturing Cluster (DEMC) and BAHA (Bournemouth Area Hospitality Association).

We have long recognised the importance of employer engagement in shaping the future design and delivery of our curriculum, and in working with employers to enable students to recognise the relevance of what they are learning, how they can apply their learning which in turns increases their motivation for study. We also support direct engagement with students through methods of co-delivery of some elements of our provision. Each Directorate has benefited enormously from the engagement of Employer Advisory Boards (EABs), with direct involvement in driving the future direction of each Directorate. At the next level of employer engagement, examples of co-design and co-delivery include employers delivering masterclasses especially in consumer facing careers such as hospitality, hair, and beauty etc.

An example of strong employer involvement is the large NHS Foundation Trusts. This is a key sector of growth, and the College has been actively working with the three NHS trusts within the area over a number of years to plan provision. (Bournemouth, Poole and Dorset). There is an extremely successful Nursing Associate Apprenticeship Standard (level 4 and 5) offered enabling planning of the future workforce. There is also highly effective partnering with the Trusts to upskill and further grow their current workforce and support training of new staff via an NHS Scholarship Programme.

The hospitality curriculum's provision is strongly influenced by our links with the Royal Academy of Culinary Arts.



## Working with Community Partners

The College works with particular community groups, these include SPACE Youth project, Dorset Mind and STARS, which provide support, guidance and community support to groups of staff and students who attend the College. In the summer 2022 strong links were established with the local YMCA, however it is recognised that we could grow relationships further.

It is a priority for the organisation to deepen our community relationships further, for this purpose, we are looking at college structures to ensure best fit.

## Contribution to national, regional and local priorities

The Bournemouth & Poole College has a clear Strategic Plan 2020-23, developed in consultation with our key stakeholders. We have ensured that the aims and objectives in this Accountability Agreement align with our Strategic Plan.

We have a variety of methods of assessing local and national skills needs and these are consistently reviewed and improved through our experience of collaborating with external stakeholders be they from civic, employer, community, or education backgrounds. Data and analysis are typically drawn from the following areas:

- Local Enterprise Partnerships – through engagement in Skills Advisory Board, or the annual skills reports
- The Employer representative body – Dorset Chamber
- Sector based skills or employment reports – e.g., City & Guilds, CITB, Learning & Work Institute, Education Training Federation etc.
- Sharing knowledge and experiences with other education providers
- Employers supporting and attending our Employer Advisory Boards
- Ongoing relationship management with employers directly supporting our students through a range of interventions – e.g., provision of a work experience
- placement; running a masterclass; sponsoring a curriculum project, judging and sponsoring competitions, setting live brief etc, equating to thousands of employer contacts a year

Furthermore, we use Light Cast and Vector LMI data and are constantly reviewing local and national labour market intelligence whilst overlaying that with intelligence gathered by staff in discussions with stakeholders to ensure need is met.

This document takes account, where appropriate, of the formative findings of year one of the Dorset LSIP.

Our analysis clearly demonstrates significant commonality across the LEP area, including economic geography, resident demographics, and broad sectors of the economy. Based on the feedback of stakeholders and the results of our desk-based research, we have identified the following priority skills needs that we should address:

1. Health and Social Care
2. Digital
3. Engineering
4. Creative Skills
5. Basic Skills, Soft Skills & Employability
6. “Green Skills” (Construction, marine & automotive)
7. Progression to higher levels of study, particularly levels 4 and 5 in technical disciplines

It should be emphasised that this list above is not shown in any priority order and there are other economic sectors in which skills will always need to be imparted to sustain the workforce such as

personal services (e.g., hair and beauty) and hospitality etc. Delivery of these skills will always be required, and we will work together with other FE providers to ensure there is sufficient local coverage and investment to enable this provision to be available. Providers will also be required to respond to more urgent and tactical skills needs caused by economic shocks, the difficulties in recruiting into hospitality and retail currently being prime examples.

The LEP reports the importance of businesses securing staff with Level 4+ skills specialist STEM and digital work, such as programmers and software developers. These sectors tend to be underrepresented by numbers of FE and apprenticeship students, although a review of these courses across competitive FE provision suggests this is down to student take-up rather than under representation of provision.

The national policy drive to zero-carbon is a common feature in the LEP skills report both for upskilling existing employees in the construction and motor vehicle/transportation sectors, but to ensure young students are acquiring these skills through their vocational qualifications.

The National Health Service is by far the largest employer in Dorset – accounting for 9% of all vacancies and offering over 5 times as many opportunities as BCP Council, which overtook JPMorgan as the second largest employer. Vacancy growth has continued across all sectors of the economy in Dorset when compared to previous years, including pre-pandemic periods. The largest growth from the same period of last year was recorded in ‘accommodation and food service’ where there were 170% more vacancies in 2022 and ‘education’ with 110% increase, but across all sectors the vacancies in 2022 were at least a quarter higher than in 2021. While Healthcare remains the sector with the highest demand – it represents a smaller proportion of all vacancies in 2022 (30%) than in 2021 (34%) and 2020 (38%).

Employers most frequently requested skills were communication, customer service, management, sales, detail -orientation and marketing and personal attributes such as enthusiasm and self-motivation. Many of these were less prevalent in candidate profiles than in job postings.

A key example of the impact of meeting need is the work the College does with Sunseeker – a luxury yacht builder, the largest maritime employer in the locality. This employer has been enabled to significantly increase their apprenticeship intake, resulting in 85 new 16-18 apprenticeship recruits in 2021/22. The College has also worked with them to design and implement a new adult apprenticeship standard for their operatives, enabling them to increase their workforce further, adding ninety additional highly skilled employees to their workforce annually.

In addition, shorter online programmes are offered and work with Partners in Care takes place to plan and meet skills needs. The College works closely with over 150 local employers in these sectors who assist with designing the curriculum and supporting the filling of skills gaps. A great deal of work takes place in partnership with Job Centre Plus, and additional adult courses have been developed aimed at unemployed people who wish to work in education as teaching assistants or unemployed people wishing to embark on a career within the NHS. An example of this is providing a Care Certificate which enables staff to fast track into NHS employment.

The College plays an outstanding role in meeting of local and national need for high-end Hospitality & Catering provision via our Specialised Chef Scholarship Programme. This programme is highly sought after and attracts chef trainees and apprentices from nationwide. This high-quality provision entails apprentices having curriculum delivery by expert chefs in College at the Lansdowne site, via an intense Traineeship to prepare them well. Following this the apprenticeship commences with an industrial placement at high-end institutions such as Buckingham Palace, The Ritz, The Savoy and Claridge’s, to name but a few. We also serve the local hospitality sector well.

In construction, we work with a significant number of employers the majority of which are sole traders offering a wide range of skills sectors. We assist employers to solve skilled labour shortages, for

example the Electrical Engineering Apprenticeship has been expanded to meet the current and predicted national shortfall in qualified personnel. Contribution to Skills

Further funding was secured via BCP to deliver specific upskilling of maths via the Multiply project. This has enabled us to work with employers to analyse their training needs in this key life skill, aligning with current government priorities.

There are strong partnerships with key local stakeholders and managers attend and contribute to a variety of business leader Boards which includes the Cultural Hub, membership of Bournemouth Area Hospitality Association, a variety of differing NHS forums, the Dorset Manufacturing & Engineering Cluster, Silicon South and the Dorset Construction Forum. The impact of these relationships enables the College to both forward plan and be receptive to emerging need, it also provides the opportunity to support businesses and share expertise on their needs.

In addition to meeting local needs, the College works with a variety of national providers who are leaders in their sectors. A positive example of this is a new partnership with Volvo Penta to provide apprenticeship training nationally.

The curriculum planning cycle uses the model recommended by the FE Commissioner and intrinsically links curriculum, budget, and finance. This ensures effective target modelling and resource planning (human and physical).

### **How well do we currently meet Skills Needs in our region**

This section will summarise the steps we have taken to address these priority skills needs. It also provides an evaluation against three key measures:

- Breadth of provision – To meet the needs of employers and students we should ideally have a broad curriculum offer including 16-19 Study Programmes
- Apprenticeships, HE and courses aimed specifically at adult students
- Quality of provision – this is based on our own self-assessment and also the investment we and our partners have made in facilities to support delivery
- Volume of provision – we would want to see a close match between the demand from employers and the number of students we support.

#### **1. Health**

Health is Dorset's biggest employment sector (55,000 staff) being the largest part of the labour market (16.3%) versus in England (13.3%). Bournemouth & Poole College has prioritised health and social care for investment in capital, curriculum development and have bid for T Level capital to support the inclusion of simulation suites. These facilities will provide students with a realistic representation of a work environment where they can practice patient care skills. They will also include state-of-the-art immersive training facilities that simulate the sights and sounds of the workplace. We have prioritised roll-out of the Health T Levels, with our first delivery in 2024. In 2019 we launched our Nursing Associate Apprenticeship. This represents a significant contribution to the Government's objective of recruiting 50,000 Nurses. We have also introduced a range of short on-line courses focused on the health and social care sector such as Dementia Awareness and Principles of End-of Life Care.

<b>Actions to ensure contribution towards National, Regional and Local Priorities for Learning and Skill</b>
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Commence capital works to support T Level delivery (subject to Wave 5 DfE grant).
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Promote awareness, understanding and availability of apprenticeships and other technical education including T levels in Health which are launching in 2024
Signpost to and develop, funded or free short upskilling and training programmes (Commercial or new AEB funded programmes), against specific skills needs i.e. Dementia, assisted living technology, core care skills
Promote adult education courses. Multiply, IT skills

## 2. Digital

In 2021, there were approximately 3,000 businesses<sup>39</sup> employing 9,000 employees, 40 with 20,000 people in Dorset in roles associated with the sector. This is a fast-growing sector that contributes £632m (3.5%) to the local economy. This represents a broad sector including roles such as Data Analyst, Software Engineer, and Infrastructure Technician. We have developed a pathway from entry level computing & IT courses, with Digital T Level courses being introduced in 2023. The Department for Education funded new build project will give further injection for improved facilities. An area for improvement for this comprehensive suite of skills courses is to improve the enrolment numbers. For our younger students, the initial success of our e-sports provision in 2022 will see an expansion of this provision and investment in new facilities. Forecast enrolment data suggests this will recruit well and alongside the digital T Levels provides a progression opportunity.

<b>Actions to ensure contribution towards National, Regional and Local Priorities for Learning and Skill</b>
Launch a new T Level in Digital
Start construction, subject to Planning Permission, on a major DfE-funded building at our Bournemouth Lansdowne Campus, which will support cutting-edge digital education spaces from 2026.
Signposting, sector career progression and practical work experience using clearer sector focussed pathways i.e. Design pathways
Promoting awareness, understanding and availability of apprenticeships and other technical education i.e. T level
Co-creation of curriculum with employers to produce courses which meet employer needs via EABs

## 3. Engineering

The engineering sector is well established in Dorset, a significant hub for advanced engineering with companies such as BAE Systems, Draken (previously Cobham), Honeywell, Holt Engineering, Curtis-Wright, Magellan Aerospace and many more. It is one of the largest sectors, employing 31,000 employees and 9.2%, of workforce (England 7.5%). Bournemouth & Poole is a key centre of high-tech engineering. We have invested significant capital across our college estate in this area to help meet local needs. We have chosen to prioritise Engineering and Marine as one of our key areas of growth in apprenticeships. We deliver apprenticeship standards at Level 2 -6 and have developed a new Engineering Operative programme in conjunction with Sunseeker one of our major employers in the marine sector. Our apprenticeships team lead on the delivery of Degree Engineering programmes and we will be delivering T Levels in September 2024.

<b>Actions to ensure contribution towards National, Regional and Local Priorities for Learning and Skill</b>
Commence capital works to support T Level delivery (subject to Wave 5 DfE grant)
Continue innovative new apprenticeship provision with the Sunseeker company, creating over 100 apprenticeships per year

Signposting sector career progression, practical work experience and technical pathways to students
Promoting awareness, understanding and availability of apprenticeships and other technical education i.e. T levels, which launch in 2024
Integrate AI into delivery and utilise employer expertise to assist with this
Signpost to, or develop, funded or free short upskilling and training programmes especially using SDF funds for electrification

**4. Creative**

Despite national enrolment levels into FE creative courses reducing in the last decade mainly due to a corresponding reduction in its study at school, we are making good progress in developing an excellent curriculum offer led by employer engagement including local theatres. We have secured capital funding from OFS to develop a new HE Centre in our existing STEM building and our CGI provision will be relocated here allowing good progression from FE programmes. This will support to the significant future jobs growth in the cultural sectors in the locality to higher levels.

<b>Actions to ensure contribution towards National, Regional and Local Priorities for Learning and Skill</b>
Build partnership with Arts University Bournemouth, with new franchised higher-level courses coming online.
Ensure offer in digital design – web design, photo editing, digital creativity, video editing and production. Proficiency in using latest software.
Explore offer for smaller businesses who require employees with a broader skill set. This includes CRM, financial planning, social media marketing, project management and customer support.
Attract more businesses to provide work placements to support T level expansion in 2024

**5. Basic Skills, People Skills & Employability**

Feedback from employers indicates that their main requirement when recruiting young people is that they demonstrate the right attitudes and behaviours. Our programmes ensure the characteristics and skills which employers are looking for in our students (Professional, Enterprising, Resilient, Confident and Aware) are incorporated into the activities of our learning programmes and supporting enrichment, and work placement activities.

We have outlined previously the importance of improving social inclusion within our communities and the impact of the tight labour market on large sections of the economy. Consequently, FE corporations will always be the major supplier of basic skills for students of all ages, and we plan to continue to be a major player in this area.

Bournemouth & Poole College helps significant adult students per year to improve their English and Maths through Functional Skills and GCSE programmes. The Multiply numeracy programmes will further support and enhance this.

English for Speakers of Other Languages (ESOL) is a significant area of curriculum, assisting recent arrivals to the UK to improve their English so they can work at higher levels and integrate into society.

<b>Actions to ensure contribution towards National, Regional and Local Priorities for Learning and Skill</b>
Ensure promotion of adult English & maths and expand offer into community settings

Further promote and expand ESOL programmes for both young students and adults and commence delivery at our Poole Campus
Work with the Local Authority to promote and offer the Multiply programme

## 6. Construction, Sustainable construction and Sustainability Awareness

The construction sector is predicted to become Dorset’s second biggest employment growth sector by 2035,35 currently the eighth. With funding as part of the SDF2 project, we have specialist equipment to deliver training to upskill those working in the motor retail sector on electric vehicles, where there is a large national skills deficit. We also have an important specialism in green propulsion in the marine sector.

We hope the 2023 LSIF project will also provide an opportunity for upskilling our own teaching staff, students and employers’ staff on sustainable construction techniques which includes installing and maintaining ground & air source heat pumps, photovoltaic installation and retrofit. We know that there is limited or no provision of this type in the local authority area and have ambitions to redevelop our extensive (but dated) construction facilities to deliver these essential skills in our area. Achievement of this will require significant funding from sources external to the college. To meet employer need we will begin offering multi skills pathways from September 2023 – this will give employers more rounded skills they require. In addition, we are planning to offer T Levels in Design, Surveying & Planning for Construction – a need cited by employers in this sector.

<b>Actions to ensure contribution towards National, Regional and Local Priorities for Learning and Skill</b>
Expand and review the curriculum plan further to offer multi skills programmes to meet employer demand
Plan use of the new LSIF fund (subject to successful bid) to provide an opportunity for upskilling our own teaching staff, students and employers’ staff on sustainable construction techniques, such as the use of heat pumps and solar power.
Signposting sector career progression, practical work experience and technical pathways to students including new Building Services T Levels

## 7. Progression to Higher Levels of Study

Dorset can be classed as a high-value, knowledge economy. We therefore need to help our students to achieve qualifications at levels 3 and above to help them compete and meet local demand. The LEP identifies technical skills at levels 4 and 5 as being areas of focus. We have developed Higher Nationals in many sectors including Construction Management. However, these programmes typically recruit in small numbers at present, so more work is required to make students and employers aware of their benefits.

<b>Actions to ensure contribution towards National, Regional and Local Priorities for Learning and Skill</b>
Promote the high value of further study beyond level 3 as progression routes
Creation of a new Degree Centre at our Poole Centre
Inclusion and use of simulation suites and robotics into the curriculum offer

## Corporate Statement

On behalf of the Bournemouth & Poole College 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 Board of the Corporation in May 2023. The plan will be published on the college's website by December 2023.

David Ford      Chair of Governors

Phil Sayles      Principal, Chief Executive and Accounting Officer

Dated:            31<sup>st</sup> May, 2023.

## Supporting documentation

- [OFSTED report](#)
- [SAR](#)
- [Annual financial statements](#)