

THE BLACKPOOL SIXTH FORM COLLEGE ACCOUNTABILITY AGREEMENT 2023

1. COLLEGE MISSION AND PURPOSE

The Blackpool Sixth Form College's mission is to *inspire learning, develop character and build futures*.

Our core values are:

- **Respect** – for ourselves, for others, for the rule of law, for the environment
- **Excellence and high aspirations** – striving to be the best we can be
- **Support** – helping everyone to succeed
- **Inclusion** – valuing everyone individually
- **Integrity** – upholding our values
- **Global citizenship** – being active in improving our world and broadening horizons
- **Enthusiasm** – learning because we love to learn, teaching because we love to teach

These core values are firmly embedded and underpin everything we do as a college both internally and externally through our local communities.

Statement of public value

1. Wider economic and strategic benefits

i) Synergies with existing policy and initiatives

The college embraces the many national, regional and local policies and initiatives, within its five-year plan. It creates regional and local alliances to share best practice, develop its staff and maximise outcomes for students.

The college embraces the government agenda to provide life chances for all its students.

Through its SCITT work, which spans the whole of the Fylde Coast, it develops new teachers for our local schools and offers extensive aftercare support to ensure they are retained in employment on the Fylde Coast, wherever possible.

ii) Links with existing local economy

The college aims to align its curriculum to the needs of the local economy ensuring it supplies work ready young people to those areas of significant employment and growth. It is a significant local employer choosing local suppliers wherever quality supports this.

iii) Regeneration benefits

The college aims to upskill all its students to level 3 thus ensuring an able and flexible workforce. Its strong commitment to regeneration through education is demonstrated through its engagement with stakeholders in the community.

iv) Employment

The college aims to be an employer of choice through the provision of good terms and conditions of employment, high quality learning and development, opportunities for progression and career enhancement, an increasing emphasis on staff wellbeing and excellent working conditions.

2. Social Benefits

i) Social mobility

The college supports transition from high school through an extensive range of programmes that raise aspirations. Further, it effectively supports and encourages upper sixth students to progress to higher education, higher level apprenticeships or into employment with training.

ii) Health and other social benefits

The college has a comprehensive pastoral programme for all its students to support health awareness, economic and emotional wellbeing and their safety.

iii) Citizenship

The college actively promotes a genuine awareness of British values, citizenship and crime prevention among its student body and fully embraces the Prevent strategy. It retains close links with all social agencies. It promotes global citizenship through its international connections and activities.

iv) Social cohesion

The college recruits from 23 high schools across the whole of the Fylde Coast, attracting a diverse range of young people who learn to positively coexist and work together advancing equality. The college provides significant additional support and care for vulnerable groups in the area. It strongly encourages its students to get involved in community volunteering and encourages community usage of its facilities.

The college is committed to providing and delivering a high quality, broad and inclusive curriculum for 16-19 year old students. Our curriculum is designed to provide outstanding opportunities to develop the whole person, build skills, learning and social behaviours and academic excellence that support students to progress onto their chosen next steps and be successful and happy in life.

As a sixth form college we focus primarily on level 3 academic pathways which is manifestly different to that of a general FE college. A very large majority of our students (95.6%) study at Level 3 and 4.4% at Level 2.

We provide four distinct programmes:

- A Level programme - students study 3 and sometimes 4 A levels
- Vocational programme - students study all vocational subjects which could be a combination of different vocational subjects or one that is equivalent to 3 A Levels
- Combined programme - students study a combination of A level and vocational courses
- Route3 programme - students study a combination of GCSE resits in maths and/or English and level 2 vocational qualifications to support them in moving onto level 3 study or into employment/apprenticeships.

Any student that has not yet achieved grade 4 in GCSE English or maths will also include these subjects in their study programme.

In addition all students benefit from a full pastoral curriculum and a broad and high quality provision of enrichment.

Students are provided with excellent and embedded careers education information, advice and guidance that provides extensive opportunities for them to develop essential employability skills, and develop their knowledge, skills and behaviours, including significant opportunities for work experience. A full and varied programme of career events and activities, online workshops, career pathways guidance, linked to labour market information and chosen next steps is provided to support student progression. The Futures team work in partnership with over 70 universities, local and national employers and training providers to provide this high quality guidance. Each event is also linked to a relevant page on our Futures website. The college makes excellent use of the Gatsby Benchmarks as a tool to guide careers provision, meeting the vast majority of the benchmarks. The college is also working towards Quality in Careers accreditation.

We have the same ambitious, full curriculum for all students and the curriculum is designed to meet the needs of individual students and support a wide variety of progression pathways. Proportionately, approximately 18% of our students (2021-22) have a disclosed educational need, disability or mental health condition and, in 2021-22, 43% of our student cohort lived at addresses with disadvantaged postcodes. Students with SEND (including high needs) are integrated into college and follow the full curriculum. The highly effective support we provide for students with SEND in securing next steps after college, including students who have high needs means 95% of SEND students progressed to HE, employment or apprenticeships and 100% of upper sixth students with EHCPs progressed onto positive destinations that included employment, HE and apprenticeships, in 2021-22.

Five-year vision

During the next five years (2022-2027) in terms of our statutory duties Blackpool Sixth will strive to:

- continue to provide an ambitious curriculum that meets student need and local, regional and national skills priorities
- have an aspirational and resilient student body fully prepared for their progression

- provide exceptional teaching, learning and assessment with a strong focus on ensuring students have the right skills to thrive within and beyond the classroom
- retain a positive, visionary, professional and supportive culture and ethos
- attract, develop and retain the highest quality staff
- provide exceptional leadership at all levels
- achieve consistently high levels of staff, student and parent/carer satisfaction
- maintain strong and supportive partnerships with employers necessary for the introduction of T levels and the enhanced Ofsted framework
- maintain financial stability to allow for potential future growth
- further develop a sustainable, environmentally friendly and well-maintained estate
- maintain Ofsted Outstanding under the enhanced Education Inspection Framework which focuses on local and national skills
- positively impact on system leadership and education locally, especially at KS4 and KS5
- have an outstanding reputation locally, regionally and nationally
- embed a culture of evidence-based practice and disciplined inquiry
- maintain a high quality, experienced and diverse governing body
- promote the health and wellbeing of students and staff through a range of activities, opportunities and support
- continue to function as an outstanding college for all stakeholders in the event of a critical incident, e.g. a cyber attack.
- take advantage of sources of funding to develop the college estate in order to meet the needs of the curriculum
- fully explore the opportunity to academise and join a local multi academy trust.

Strategic aims, objectives and priorities

Having undertaken a full curriculum review in 2022-23 in light of the published national skills priorities and LSIP, and in order to achieve the goals outlined in the 5 year vision we have identified key priorities outlined in our strategic development plan for 2023-24.

These include:

1. Quality of education

- 1.1 Establish our new curriculum offer (at level 2 & 3) in response to the changing educational landscape
- 1.2 Respond to the national skills priorities and the local skills improvement plan
- 1.3 Develop assessment practice and arrangements across the academic year
- 1.4 Further develop students' learning and employability skills to support successful next steps

2. Behaviour, attitudes and personal development

- 2.1 Improve student attendance
- 2.2 Ensure high levels of in-year retention and internal progression
- 2.3 Strengthen our culture of respect and personal responsibility

3. Leadership and management

- 3.1 Navigate the college through the academisation process
- 3.2 Further implement our digital strategy
- 3.3 Further develop health and wellbeing strategies and support for staff and students
- 3.4 Review and enhance the college campus to meet current and future demand

2. CONTEXT AND PLACE

The Blackpool Sixth Form College is based in Lancashire in the North West of England. Lancashire is one of the most diverse economic areas in the country, with no urban core but a polycentric set of towns and cities, rural and coastal areas, agricultural and industrial zones.

Key points - college context:

- The Blackpool Sixth Form College is based on a single, modern campus with approximately 2110 funded students and 230 staff.
- Overall, annual college income, excluding capital grants, which comes from ESFA, was £12.16 million in 2022-23 and £11.31 million in 2023-24.
- We are the Fylde Coast's leading provider of A Levels and Level 3 vocational courses for 16-19 year olds and achieved an Ofsted grading of outstanding on all measures in December 2021 and a pass rate of over 99% in 2022.
- We attract students from across the whole of the Fylde Coast, with 43% of the students living in Blackpool authority and 57% living in Lancashire authority.
- The proportion of young people who leave school with five GCSEs, including English and mathematics at grades 9 to 4 is below the national average, but slowly improving.
- Students progress to Blackpool Sixth, in the main, from 23 different partner high schools or internally from our Level 2 provision, Route3.
- Entry requirements are designed to be inclusive whilst enabling student success.
- Of the 1131, new students newly on roll in October 2021, 83% came with 5 or more GCSEs at grades 9 - 4 including GCSE English and Maths (this is 3 percentage points lower than the last two years), 47 students did not have a GCSE at grade 4 or above in English language or literature and 136 did not have a GCSE grade 4 or above in maths (27 students had neither GCSE English Language/Literature nor GCSE Maths at grade 4 or above).
- Nearly all students are full time (15 were part-time in 2021-22 to support their health and wellbeing).
- 10 students (2021-22) are in receipt of high needs funding; all are fully integrated into the standard curriculum.
- The college offers both A levels and applied general qualifications (AGQs) at Level 3 with 43% of students studying A levels, 31% studying Level 3 AGQs (e.g. BTECs and CTECs) and 26% studying a combination of both.
- We offer 35 A Levels, 18 level 3 vocational subjects in various sizes (single, double and triple) and will launch digital T Level in 2023. Furthermore, we are planning to introduce T level health in 2024.

- Level 2 provision comprises GCSE English, GCSE Maths and a small package of other Level 2 qualifications including LIBF L2 Finance, L2 BTEC Creative Digital Media, Public Services, Business, IT, Health and Social Care and Science.
- We provide a diverse range of enrichment activities and academies that provides extensive opportunities for personal development, stretching students' knowledge and skills beyond the curriculum. We run an expanding Excellence Programme for academic high fliers.
- Sustained positive destinations, as defined by the DfE, of our students is 89.7%, 3.9pp higher than national data for those who completed A level or other level 3 qualifications in 2020-21.
- Progression to Higher Education is over 61%, above the national rate of progression, with an increasing percentage progressing to apprenticeships, bucking the national trend.
- 5.2% of Lancashire's 16 to 17-year-olds were categorised as not in employment, education or training (NEET), which was higher than the national rate of 4.7% and the North West (4.9%). 6.6% of Blackpool's 16 to 17-year-olds are categorised as NEET ([DfE, NEET by local authority, December 2022](#)).

By contrast, the proportion of Blackpool Sixth upper sixth leavers (NEET) is 4.7% in 2022¹.

Students living within Blackpool, Fylde and Wyre have access to alternative state educational establishments for level 3 education, including:

- Blackpool and the Fylde College (FE)
- Cardinal Newman Sixth Form College
- Myerscough College (FE)
- Preston College (FE)
- St Mary's Catholic Academy (school sixth form)

Consideration has been given to the offer at these other colleges and to employers needs in determining current and future provision at Blackpool Sixth.

The local area and economy

Lancashire has a thriving £33bn economy, with a population of 1.5m people, with over 55,000 businesses generating 728,000 jobs across a range of future-facing sectors from manufacturing, health and tourism to cyber, digital and low carbon. The Lancashire Local Authority Leaders recently launched Lancashire 2050, which sets out shared ambitions for the future of Lancashire against eight priorities including employment and skills.

The emerging [Lancashire 2050 Vision](#) has Employment and Skills as one of eight strategic priorities with an ambition to 'support people to develop their skills throughout their lives and attract business to the county because of our highly skilled workforce' while the Local Skills Improvement Plan 2023 has identified a number of key priorities which are outlined below.

¹ It must also be highlighted that the vast majority of this increase is to the 'not known' category. As a result, this mainly displays reduced success in getting hold of upper sixth leavers to follow up destinations - this small proportion of students may very well have progressed positively.

It is expected that 2000 jobs will be created at the **National Cyber Force HQ** by 2030 and that there will be 23,000 **creative and digital** jobs across Lancashire by 2030. The National Cyber Force will be utilising a blend of pioneering technology with creative people. They will need people with analytical, mathematical, creative and scientific skills and people who are good problem solvers, communicators and decision makers. People with skills and an interest in gaming, human behaviour, languages, research, spotting patterns, science, technology, engineering, maths and computer science will have opportunities to work in roles such as intelligence analyst, covert operator, software developer, software engineer, linguist, data scientist and artificial intelligence experts.

Additionally the **Eden Project** is expected to open in 2024 bringing with it 2000 jobs, predominantly in **tourism, supply chain and ecology**.

By 2030 Lancashire is also expected to have more **energy and low carbon jobs** per head than anywhere else in the country, specifically in the fields of **hydrogen energy, electric vehicle infrastructure, nuclear and offshore wind**. With 44,000 green jobs expected in Lancashire by 2030, this is the largest growth in England.

Analysis of occupations forecast to grow fastest on an annual percentage growth suggests that **Health and Social Care Associate Professionals** (the fastest, with an expected annual growth rate of 2.6% from 2022-2036), **Teaching and Educational Professionals**, **Customer Service Professionals** will grow the fastest in the area.

Whilst **manufacturing** is not anticipated to be a growth sector, a consequence of the emergence of automation, there are large employers in the area and in 2036, they will still require many workers to replace those which have retired or moved sector. Within **manufacturing** employers will need roles such as **data analyst and procurement and supply chain** and skills such as digital confidence, understanding of net zero challenges (carbon & sustainability), 3D printing, CAD, IoT, robotics, communication skills, including an ability to explain scientific or technological products or processes, agile methodologies and leadership skills.

At present, only **Health and Social Work** is a larger employment sector in Lancashire than is typical nationally. Within the **health sector**, priority roles in future will be in **social care, personal and elder care, adult care workers, health care assistants, nurses, mental health practitioners, occupational health workers and midwives**. Skills that will be required include digital record keeping, digital communication with patients via email, text, telephone and video calls, an ability to adapt communication and demonstrate sensitivity and empathy in remote patient interaction, including caring, empathy and listening, an ability to use diagnostic tools, AI hardware and software, an understanding of and ability to face the challenges of global and national health trends, plus leadership skills.

Opportunities in the **hospitality, leisure & tourism sector** will include **business administrators, digital marketing, events managers** and **hospitality management** with in demand skills being those such IT skills, e.g. Excel and booking systems and leadership and management.

A significant priority area will also be in the **IT and digital sector** which will require **software developers, web developers, computer support specialists, digital support technician** and **cyber security roles**. A wide range of new and developing skills and confidence will be required in this sector and across all sectors. Noted through the LSIP/LEP work are skills that include coding languages, SQL,

JavaScript, Microsoft PowerBI, Python, Apache Spark, Microsoft Azure, Windows server, web design, digital marketing, data analysis, data engineering, data visualisation and cyber security knowledge and skills.

Over the next 10-15 years the Lancashire Skills and Employment Hub's Evidence Base point to an increased future demand for higher level qualifications in Lancashire; there is expected to be a big increase in the number of jobs demanding level 3 qualifications and a massive increase in jobs demanding level 4+ qualifications.

There is a strong partnership approach in Lancashire with The Lancashire Colleges (TLC) group working in partnership with the LEP, the Lancashire Local Authorities, the Skills Hub and the Chambers of Commerce, with the colleges working collegiately to solve the skills challenges in the local economy.

The college recognises the value of working with other education and skills providers in Blackpool, Fylde and Wyre and the wider area to review how well our provision is collectively meeting local needs. Our shared ambition is to ensure that together we deliver a curriculum that serves the local community while building on individual strengths and specialisms to maximise collective impact and meet business needs.

Key points:

- The communities that Blackpool Sixth serves are located within the Lancashire Enterprise Partnership area, specifically the Blackpool, Fylde and Wyre travel to work area.
- Lancashire ranks in the most deprived quartile nationally across Income, Employment, and Education Skills and Training deprivation nationally.
- 17% of neighbourhoods in Lancashire are considered in the most deprived 10% of neighbourhoods nationally by the income measure, 19% for Employment, and 13% for Education Skills and Training.
- Blackpool has 36% of neighbourhoods in the most deprived 10% by income, and 44% by employment.
- 41% of the Blackpool Sixth student cohort live at addresses with disadvantaged postcodes.
- Unemployment in Blackpool is higher (6.0%) than the average for the North West region (4.6%). Unemployment in Fylde and Wyre (Lancashire) is around 4%.
- The proportion of the college population from black and minority ethnic groups is low (7.7%) yet reflective of the local area.
- Lancashire has a relatively older population than is typical in England, with a lower proportion of Lancashire's population of working age than is seen nationally although this does vary across Lancashire.

Summary of current local employment landscape

According to the LEP the main employment sectors within the Blackpool, Fylde and Wyre area are currently:

- health and social work
- wholesale and retail trade
- public admin and defence
- accommodation and food services
- manufacturing
- professional, scientific and technical
- education

The sectors represented in the Blackpool, Fylde and Wyre area specifically and the percentage of people doing those jobs are:

- Health and social care (19%)
- Retail and wholesale (16%)
- Advanced manufacturing (13%)
- Tourism and culture (10%)
- Education (7%)
- Food and agriculture
- Construction
- Energy and low carbon
- Creative and digital

Key points:

- Lancashire's current key employment sectors are Manufacturing, Health, Retail, and Education, but Lancashire lags behind England in the percentage of jobs in Professional Occupations, Managers, Directors and Senior Officials, and has a higher proportion of lower skilled occupations than is typical in England.
- Health is the highest employing sector in Lancashire and has a significantly higher percentage of employment than is typical in England (15.7% in Lancashire vs 12.9% in England).
- Lancashire's proud history of Manufacturing continues to be notable, with employment in this sector making up 13.6% of all Lancashire's employment, 6% above the England average. This gap has grown by 1% since 2019.
- Lancashire also has a higher percentage of employment in Retail (11.2% vs 9.3% in England, again this has grown since 2019).
- Blackpool's Accommodation and Food Services accounts for 11% of employment, significantly higher than the England average at 7.1%.

Summary of future employment landscape

The Lancashire Enterprise Partnership (LEP) has **6 key Growth Pillars**, which the work of the Lancashire SAP supports.

- Health
- Advanced Manufacturing
- Food and Agriculture
- Digital
- Tourism Culture and Place
- Energy and Low Carbon

In 2036 it is expected that people will be working in the following jobs:	In addition, jobs in the following sectors are expected to be available locally:	In Lancashire, the forecasted highest growth sectors are:
Health and social care (19%)	Digital	Health
Retail and wholesale (14%)	Low carbon	Residential and Social Care
Tourism and culture (11%)	Finance and legal	Food and Beverage Services
Advanced manufacturing (9%)	Transport	Electronics and Pharmaceuticals
Education (8%)	STEM	Education
		Business Support Services
		IT Services

The **LSIP** has identified a number of **priorities as identified in the [draft LSIP](#)**:

Manufacturing and Engineering

Manufacturing has been identified as a local priority sector featuring as one of the LEP's pillars of growth.

- It is Lancashire's 3rd largest employment sector with 80,000 jobs (12.5% of all employment in Lancashire) and the most highly value-added sector with GVA at almost £6bn (17.7% of Lancashire GVA) almost double the typical national proportion.
- Particular specialisms, such as Aerospace and "Other Transport Equipment Manufacturing" were worth £1.3bn to Lancashire's economy in 2020, more than 4 times as concentrated in Lancashire as is typical nationally.

- Other aspects more heavily concentrated in Lancashire than is typical nationally include Textiles, Furniture and Rubber and Plastic Products.

Issues identified are:

- An aging workforce
- Lack of diversity i.e. low numbers of women and those mainly employed in support roles
- Industry not well promoted in schools; teachers and parents don't know enough about industry
- Still has the image of a dirty, manual industry despite not always being the case
- Not much thought from smaller companies about moving to net zero
- Moving to newer technologies while still operating traditional machines simultaneously

Occupational priorities include:

- Manufacturing Engineers
- Electrical & Multi-Skilled Maintenance Engineers
- Tool Maker
- Data Analyst
- Procurement Manager

To meet these needs there is a requirement to:

- Align available courses and apprenticeships with most pressing skills needs whether through the introduction of courses to the curriculum or increasing spaces for courses already delivered.
- Work collaboratively with employers to explain range of careers and education pathways to young people, others outside of the workforce, and those with transferable skills.
- Ensure employability skills featured in courses meet the needs of employers and that employers know when these are being covered in course material so it can be reinforced in the workplace.

IT and Digital

This a LEP priority sector. There is a huge growth in digital jobs with opportunities coming from significant future inward investment. The impact of digital skills goes far beyond the sector with all sectors requiring some of these skills to a greater or lesser extent.

- The sector employs 20,000 in digital businesses and 33,000 digital workers across all sectors.
- An Information and Communications cluster brings over £1bn a year to Lancashire's economy, as well as an e-commerce and creative sector worth £1.3bn annually.

- The Lancashire LEP digital strategy cites a feasible scenario of digital employment growing to over 50,000 by 2050 as a result of the National Cyber Force investment in Samlesbury, but highlight skills gaps and shortages of people with digital skills as constraints to growth of the sector.

Industry Challenges:

- The growth of the digital sector and digital roles more widely is creating a pressure on available people with the right skills.
- The diversity of Lancashire's digital sector means that the range of skills provided need to be varied.
- Challenge to keep up with the rapid pace of change in both new technologies and growth of digital jobs presents.

Digital roles are already in high demand and are forecast to be increasingly so.

Prominent roles being required are:

- Data Analyst: Data Technician (L2) & Data Analyst (L3)
- Cyber Security: Cyber Security Technician (L3)
- Software Engineer/Developer: Software Development Technician (L3), Software Developer (L4) & Computer Science/Software Engineer

To meet this need there is a requirement to:

- develop and grow digital, computing and cyber courses to support the increased demand for these roles
- collaborate with employers across all sectors to raise awareness in young people of digital opportunities available in different industries
- upskill staff to improve confidence with computers and handheld devices and ensure young people are familiar with common software packages, especially MS Excel.

Health and social care

Whilst not one of the LEP's economic priorities as a pillar of growth, it is a key sector due to employment size and significant difficulties with staffing over recent years.

Health and social care is the largest employment sector in Lancashire and is a massive contributor to Lancashire's economic output, contributing a higher proportion of GVA to the total GVA in Lancashire than is typical nationally.

The following roles are the most prominent currently and difficult to fill:

- Health Care Assistants
- Staff Nurses
- Registered Nurses
- Mental Health Practitioners

- Occupational Therapists
- Midwives
- Registered Mental Health Nurses
- Adult Care Workers

Employability skills including soft skills are most highly-valued in this sector.

To meet this need there is a requirement to:

- align available courses and apprenticeships with most pressing skills needs whether through the introduction of courses to the curriculum or increasing spaces for courses already delivered.
- work collaboratively with employers to explain range of careers and education pathways to young people, others outside of the workforce, and those with transferrable skills.
- ensure employability skills featured in courses meet the needs of employers and that employers know when these are being covered in course material so it can be reinforced in the workplace.
- leadership and management upskilling for current staff is required and ensuring young people have these skills should also benefit the sector.

Hospitality, Leisure and Tourism

Linked to the LEP pillar of growth, Tourism, Culture and Place the sector is worth approximately £1bn in 2020 to Lancashire's economy. A similar proportion of GVA in Lancashire comes from this sector as is typical nationally (3% in Lancashire vs 3.1% nationally). It also accounts for more than 10% of Lancashire's employment, employing almost 70,000 people.

Lancashire has a higher proportion of jobs that are in Accommodation and Food Services (8.3%) than is typical nationally (7.5%) and a lower proportion in Arts, Entertainment and Recreation (2.2% vs 2.3% nationally).

Lancashire has particular pockets of high employment in the Hospitality, Leisure and Tourism sector, most notably in Blackpool, where around 16% of employment comes from this sector.

Occupational Priorities (supported by vacancy data, LSIP surveys and interviews) are currently:

- Kitchen Porters
- Kitchen and Catering Assistants
- Chefs
- Catering and Bar managers
- Bar and waiting staff
- Housekeeping Staff
- Receptionists

- Business Administrators
- Digital Marketing
- Events Managers

To meet these needs in this sector there is a requirement to:

- Improve verbal communication skills for young people entering the industry
- Create realistic expectations of conditions within the sector in full time courses and Apprenticeships.
- Ensure there is an understanding about need for a good work ethic, adaptability, accountability, consistency (the right attitude to work)
- Develop customer service skills
- Improve knowledge and skills in new technology, renewables and digital, including IT skills such as Excel
- Work collaboratively with employers to jointly promote career and education pathways to young people.
- Enable greater opportunities for students to get work experience in the sector.

Significant difficulties exist to attract adequate numbers of young people into catering and hospitality roles.

It has been noted that courses have been reduced by some providers due to not attracting enough people to make them viable and there is a plea to increase the supply of courses and/or places on existing courses to support commis and production chefs.

There is a lack of awareness among employers of what courses are available so better dissemination to sectors will be of use.

Construction

While not among the LEP's priority sectors, Construction is considered a strategic enabler.

In Lancashire, the Construction sector is the 7th biggest employment sector, accounting for 5.8% of total employment in Lancashire.

Occupational priorities include a wide range of practical jobs such as:

- Practical careers e.g. bricklayers, painters and decorators, plumbers etc
- Quantity Surveyors
- Draughtspersons
- Architects

Transport and distribution

Whilst not one of the LEPs pillars of growth the logistics and passenger transport industries are important supports to other sectors such as manufacturing and hospitality, leisure & tourism.

The sector employs 22,000 people, 3.5% of Lancashire's workforce and has GVA of approx. £1bn

- In Lancashire, the shape of the transport and logistics sector differs to what is typical nationally, with a higher proportion of economic output coming from Land Transport and Postal and Courier Activities (a combined 68%) compared to the national average (54.8%).
- Pre-pandemic, Lancashire's Transport and Logistics sector grew economic output faster than the national average (+3% year on year vs +2.2% nationally).
- Forecasting from the Lancashire Skills and Employment Hub and Cambridge Econometrics projects the Transport and Logistics sector will grow to account for 4% of total employment in Lancashire by 2050.

The sector struggles to attract people into the industry and has identified issues such as:

- people are not aware of the range of opportunities in the industry
- there are perceptions of low pay
- careers in the sector are not supported by teachers and parents as an option for young people
- there are challenges of moving to electric vehicles due to cost and range of new vehicles.

The occupational priorities are:

- Drivers
- Warehouse operatives
- Transport managers
- Vehicle technicians

National skills priorities

Given Blackpool Sixth seeks to raise aspirations and prepare young people for careers outside the local area as well, it's also important that we consider the national skills priorities.

National Skills Priorities are identified as areas with:

- high volumes of vacancies which are expected to increase;
- long-term structural barriers to recruitment, retention, and progression issues;
- and are important in providing opportunities for employment in key growth areas such green jobs, creative industries and science and technology (including AI and quantum computing).

They have been identified in the following sectors:

- Construction
- Manufacturing
- Digital and Technology
- Health and Social Care
- Haulage and Logistics
- Engineering
- Science and Mathematics

Broader employability skills required moving forward

In addition to specific sectors and roles being identified as being in demand in the future, the findings from the LSIP also point to a broad range of more general employability skills being required by employers and it will be important to address these through our provision.

Key **employability skills** such as time management & organisation, resilience, adaptability, willingness to learn and progress and enthusiasm are highlighted as significant needs from employers. As are a positive work attitude, teamwork, numeracy skills, new ways of working, an awareness and action on equality, diversity and inclusion, strategic thinking, awareness of organisational or client goals or expectations, taking responsibility for projects, amongst others.

Digital skills have also been highlighted as a significant need and all employees will need strong digital literacy skills, whichever sector they work in. An ability to learn and adapt to new technologies will be vital as will an understanding of the threat of misinformation and cyber security.

Skills in using digital devices, spreadsheets, word processing, cloud based computing, communications apps and networks to access and manage information, virtual reality (VR), customer relationship management systems (CRM), artificial intelligence (AI) and the internet of things (IoT).

Data skills are also in demand and employers will require skills in understanding and using data, data handling including working with large amounts of data, data security, data science skills and an understanding of UK GDPR laws.

People and communication skills are cited as being critical. Employers are looking for employees who are able to communicate with each other orally, in writing, remotely and in person, are able to actively listen, communicate with confidence in groups of varying sizes, give and receive feedback and constructive criticism and explain and demonstrate the logic of decisions. They are looking for staff who have positive and productive interpersonal and social relations, and in relation to equality, diversity and inclusion, have communication skills for discussing unacceptable or unethical behaviour with others and discussing sensitive topics such as inherent bias, the necessary adaptation of language and behaviour in the workplace.

Emerging issues that employers require staff to have an understanding of are **combating climate change / net zero** and **improving sustainability** within businesses. Raising awareness of this and developing an understanding of how to respond to these challenges will be critical.

Skills required for HE progression

A significant number of Blackpool Sixth students (approximately 62%) will initially progress to university and Level 4+ education. The **skills identified as being required by universities** include the following and it is important to ensure students develop these to support success in the next stage of their education.

- Thinking skills such as research skills, initiative, critical thinking, analytical thinking skills, creativity/creative thinking, evaluative skills, problem solving, and self reflection/awareness.
- Effective approaches to study and work such as independent study skills, collaborative learning skills, teamwork, effective time management and organisation effectively working in different ways, and leadership skills.
- Excellent communication skills (written, verbal, listening), an ability to discuss and debate, plus an ability to construct logical arguments and expose illogical arguments.
- Practical skills such as presentation skills, digital skills, data/quantitative skills and reasoning, an ability to access and analyse information, and project management skills.
- Personal qualities such as flexibility/adaptability, resilience, curiosity and imagination, self-motivated, a capacity to take on critical advice and guidance, and be proactive learners.

3. APPROACH TO DEVELOPING THE ACCOUNTABILITY AGREEMENT

Our approach

Research and review of curriculum offer locally:

The college has undertaken an extensive internal curriculum review including consideration of current student destinations, desirable university options from each course and relevant careers alongside the skills required for each route. In addition to the annual curriculum review process (SAR), a SWOT analysis of each curriculum area has been undertaken to consider how well the current offer matches this. This will be followed by ongoing development of the curriculum offer to ensure this meets the needs of the LSIP, local and national employers and universities to ensure students have the skills required to progress and to make a positive economic contribution in the future.

Key Stakeholders

In developing our plan, in response to the national skills priorities and LSIP, we have worked with a broad range of key stakeholders.

The college is an active partner of the **Blackpool Education Improvement Board (BEIB)** and the Principal is a director on the **Priority Education Investment Area (PEIA) Board** (replacing the **Blackpool Opportunity Area Board**), helping to influence and implement the town's education strategy.

Furthermore, the college connects effectively with employers through the **Blackpool Business Leaders' Group (BBLG)**, and the **Responsible Business Network (RBN)** to ensure that young people have the opportunities to develop the required skills, knowledge and behaviours for future employment or training. The college has significant links with a vast array of employers such as Merlin Entertainments, Blackpool Transport, The Winter Gardens, Champion Accountants, Blackpool Zoo, Blackpool Pleasure Beach, The Grand Theatre, Tui, Police, Armed Forces, EasyJet, NHS, Blackpool Teaching Hospital, Grundy Art Gallery and many more who provide work experience, workshops, visit opportunities, interview experiences and act as guest speakers to support students skill development and understanding of careers and employment.

Most significantly we have also actively engaged with the **North and Western Lancashire Chamber of Commerce**, the government's area designated **Employer Representative Body** responsible for the development of the Local Skills Improvement Plan (LSIP) and the Lancashire LEP. The findings from the research undertaken has directly informed the curriculum planning undertaken at the college.

The college is part of [The Lancashire Colleges group \(TLC\)](#); a collaborative network that we have invested in for over 25 years. TLC includes all of the Further Education and Sixth Form Colleges in the area including a specialist land-based college and represents the diversity of the sector as a whole. Through TLC we have a successful track-record of working collectively and collaboratively to improve quality, enhance the curriculum and deliver programmes that respond to business and community needs.

TLC acts as an advocate and voice for the sector locally and works closely with key stakeholders including the Chambers of Commerce, Local Authorities and the LEP to drive recognition of the collective offer of its members and gather intelligence about emerging skills needs.

TLC has been influential, informing and shaping the Lancashire LSIP and the college has actively engaged with our ERB helping them to engage local employers, capture intelligence and understand current and emerging skills needs. This will act as a catalyst for further curriculum changes and adaptations to provision planned for the coming year.

We will continue to work with our neighbours in Lancashire, supporting our Governing Body in effectively discharge its duty to review provision in the local area. We will, through TLC, enhance the collective understanding of how well college provision meets local needs and develop a shared evidence base to assist Governing Bodies in identifying strengths and specialisms within Lancashire. We will work towards the development of a shared action plan and consider what actions the colleges might take, individually or collectively, in order to better meet identified local needs.

In addition, the college works closely with local primary and secondary schools through the **Fylde Coast Education Partnership (FCEP)**; a mutually supportive group that acts as a forum for sharing good practice with the aim to improve student academic, social and economic outcomes.

We are the lead member of **Fylde Coast School Centred Initial Teacher Training (SCITT)**, which has trained over 200 teachers across the Fylde Coast and beyond over the last few years. Furthermore, our commitment to teacher recruitment and school to school improvement is helping to raise attainment in education across Blackpool and the wider communities. It is disappointing that the SCITT will cease to exist from July 2024.

Additional key stakeholders who have informed our planning include:

- Local and national employers
- Local and national universities / HE establishment
- Local authority and government bodies
- Students through learner voice activities
- Employees of the college

4. CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES

Blackpool Sixth:

- has a clear strategic plan and we have ensured that the aims and objectives in this accountability agreement align with our strategic plan.
- has carefully considered national, regional and local priorities, particularly where these directly align.
- currently delivers a wide range of programmes in priority sectors and we recognise the need to do even more to meet the rapidly changing and increasing needs. This includes the cross-cutting themes of decarbonisation and digitalisation.

In terms of the LEP and LSIP identified local needs, and the national skills shortages, the college currently provides a broad offer as shown below.

In response the priorities moving forward the college will seek to enhance its offer and provision in the following ways.

New offer:

- **T Level digital (support services)**
- **T Level health (adult nursing)**
- **Health cadet programme**
- **Substantial placements in social care**
- Embed **clinical skills training** into all health and social care courses.

- **A level environmental science**
- Further develop **CEIAG** (meeting the needs of students, employers and teachers)
- Tailor computer **programming languages** to meet employer and student needs
- Explore opportunities to introduce **T Level education and early years** in the future (2025 onwards)
- Explore opportunities to introduce **A Level geology***
- **Enhance general employability skills development** via curriculum, pastoral sessions, enrichment and cross-college initiatives.

Identified need (LSIP/LEP, national skills priorities, HE)	Review of how well the education provided by the college meets local needs: Current offer/provision that meets the needs identified in the LSIP and national skills priorities	Future offer/provision to further address needs identified in the LSIP and national skills priorities
<p>Manufacturing:</p> <ul style="list-style-type: none"> ● LEP growth pillar ● A significant employment sector locally now and in the future ● National priority <p>Roles include: Data analyst, procurement and supply chain, energy, and low carbon.</p> <p>Skills required:</p> <ul style="list-style-type: none"> ● Data analysis ● Digital confidence ● Understanding of net zero challenges (carbon & sustainability) ● 3D printing, CAD, IoT and robotics ● Communication and leadership <p>Issues include:</p> <ul style="list-style-type: none"> ● Lack of diversity (women vs men) ● Lack of understanding of industry within schools - improved CEIAG ● Net zero ● New technologies 	<p>Current relevant courses:</p> <ul style="list-style-type: none"> ● CTEC Engineering (extended diploma - triple) ● BTEC IT (extended certificate (single) and diploma (double)) ● A Level Physics ● A Level Electronics ● A Level Maths ● A Level Further Maths ● A Level Computing <p>An understanding of carbon and sustainability, digital confidence and competence, leadership and management skills are developed within curriculum and via enrichment activities such as Eco Action Group and Computer Programming Club.</p> <p>Encouraging diversity in the industry and raising awareness of opportunities is done via partnership work with the Ogden Trust across Blackpool and the Fylde Coast, e.g. the opening of the first Phiz lab on the Fylde Coast, speakers and events, competitions,</p>	<ul style="list-style-type: none"> ● Planning to offer A level environmental science (Sept 2024) (18 students)* ● Continue supporting and further develop CEIAG in schools as well as in college, through careers events.

	<p>a science and physics annual roadshow and celebration events recognising student achievements.</p>	
<p>Digital:</p> <ul style="list-style-type: none"> • LEP growth pillar • IT services is expected to be a significant growth sector. • A significant employment sector locally now and in the future • National priority <p>Roles include: Software and web developers, digital support, cyber security, programming, digital marketing, data analyst</p> <p>Skills required:</p> <ul style="list-style-type: none"> • Strong digital literacy skills. • An ability to learn and adapt to new technologies will be vital as will an understanding of the threat of misinformation and cyber security. • Skills in using digital devices, spreadsheets (MS Excel), word processing, cloud based computing, communications apps and networks to access and manage information, virtual reality (VR), customer relationship management systems (CRM), artificial intelligence (AI) and the internet of things (IoT). • Understanding and using data, data handling including working with large amounts of data, data security, data science skills and an understanding of UK GDPR laws. 	<p>Current relevant courses:</p> <ul style="list-style-type: none"> • BTEC IT (extended certificate (single) and diploma (double)) • A Level Computing • A Level Graphics <p>We also incorporate digital into our range of art subjects (BTEC art, BTEC fashion design, promotion and marketing, A Level fine art, textiles, art, craft and design, and photography.</p> <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> • Computer Programming Club <p>Additionally our Technology Lead is developing and rolling out our technology for learning programme, upskilling teachers and students.</p>	<ul style="list-style-type: none"> • Launch T Level Digital (support services) in September 2023 (10 students)* • Use LSIP feedback to shape the content of the T Level and inform industry placements • Develop enrichment opportunities for all students focusing on basic digital skills development e.g. Microsoft Excel, ESports etc • Develop a student skills portfolio to encourage and identify relevant industry skills and support progression • Tailor programming languages in courses to ensure they meet the needs of employers. Teachers will meet with employers to ensure they are fully aware of what they need. In addition to Visual Basic we will include Python and C# and Java will be included.

<p>Issues include:</p> <ul style="list-style-type: none"> ● Need to enhance CEIAG to promote the range of digital careers available in different sectors 		
<p>Health:</p> <ul style="list-style-type: none"> ● LEP growth pillar ● A significant employment sector locally now and in the future ● Health is expected to be a significant growth sector. ● Residential and social care is expected to be a significant growth sector. ● National priority <p>Roles include: Social care, personal and elder care, adult care, health care, nurses, mental health practitioners, occupational health and midwives.</p> <p>Skills required:</p> <ul style="list-style-type: none"> ● Digital skills ● Leadership ● Communication ● Use of diagnostic tools ● AI hardware and software ● An understanding of global and national health trends <p>Issues include:</p> <ul style="list-style-type: none"> ● Need to enhance CEIAG to promote the range of careers and education pathways ● Need to generate greater understanding by employers of the skills being developed through courses 	<p>Current relevant courses:</p> <ul style="list-style-type: none"> ● BTEC Health and Social Care (diploma (double) and extended diploma (triple)) ● CTEC Applied Science (extended certificate (single), diploma (double) and extended diploma (triple)) ● A Level Psychology ● A Level Biology ● A Level Chemistry ● A Level Sociology <p>We are working closely with Blackpool Teaching Hospital who provide substantial placements for our BTEC diploma and extended diploma health and social care students.</p> <p>This offer will extend to our T Level students who will begin in 2024.</p> <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> ● Medical Club ● Science Club ● Clinical Skills ● Mental Health Awareness ● Aspiring midwives and paramedics ● Community Sport Leaders & Higher Sport Leaders 	<ul style="list-style-type: none"> ● Ready to launch T Level Health (adult nursing) in September 2024 (10 students)* ● Launch health cadet programme for students intending to progress into the health sector, providing specific health units with greater science content, to meet employer needs. ● Provide substantial placements in social care settings for students on health and social care courses. ● Embed clinical skills training into all health and social care courses. ● Continue supporting and further develop CEIAG in schools as well as in college, through careers events. ● Unfortunately the government has decided to reduce the number of vocational courses (larger AAQs) in this sector which limits the opportunities to provide for the social care sector. ● There is no plan to introduce a social care T Level. ● This does not enable colleges to meet the needs of the sector effectively. ● We propose that larger AAQs (double and triple) are retained in Health and Social Care.

Hospitality, leisure and tourism:

- LEP growth pillar
- Food and beverage services is expected to be a significant growth sector.
- A significant employment sector locally now and in the future

Roles include:

- Catering and Bar managers
- Receptionists
- Business Administrators
- Digital Marketing
- Events Managers

Skills required:

- Leadership and management skills
- Customer service skills
- Improved knowledge and skills in new technology, renewables and digital, including IT skills such as Excel
- Improved verbal communication skills
- Adaptability, accountability and consistency (the right attitude to work)
- Good work ethic

Issues include:

- Need to support realistic expectations of conditions within the sector.
- Need to enhance CEIAG to promote the range of careers and education pathways
- Need to raise awareness among employers of what courses are available and the skills they develop (however note next point for the

Current relevant courses:

- BTEC Travel and Tourism (diploma (double) and extended diploma (triple))
- BTEC Business (extended certificate (single), diploma (double) and extended diploma (triple))
- BTEC IT (extended certificate (single) and diploma (double))
- A Level Business
- A Level Accountancy

Enrichment opportunities:

- Community Sport Leaders & Higher Sport Leaders
- Extensive employer links including visits and guest speakers to support understanding of opportunities in the sector, skills required.
- Employer support for job search skills.
- Work experience opportunities in the sector.
- Career Ready Programme

- Unfortunately the government has decided to reduce the number of vocational courses (AAQs) in this sector and does not plan to introduce a replacement, e.g. T Level.
- This does not enable colleges to meet the needs of the sector effectively and has been raised as a significant concern by the sector.
- We propose that AAQs are retained in Travel and Tourism, and in Hospitality/Events Management.
- Continue supporting and further develop **CEIAG** in schools as well as in college, through careers events.

<p>future)</p> <ul style="list-style-type: none"> ● Reduced number of courses available to young people to support them entering the field. ● Enable greater opportunities for students to get work experience in the sector. 		
<p>Construction</p> <ul style="list-style-type: none"> ● National priority <p>Roles include:</p> <ul style="list-style-type: none"> ● Practical careers e.g. bricklayers, painters and decorators, plumbers, heating and ventilation, carpenters and joiners, electricians and electrical engineers etc ● Quantity Surveyors ● Draughtspersons ● Architects 	<p>Current relevant courses:</p> <ul style="list-style-type: none"> ● A Level Electronics ● CTEC Engineering (extended diploma (triple)) ● A Level art subjects ● A Level Maths ● A Level Further Maths 	<ul style="list-style-type: none"> ● Continue supporting and further develop CEIAG in schools as well as in college, through careers events to highlight the range of careers available in the sector, particularly beyond the practical.
<p>Transport and distribution:</p> <ul style="list-style-type: none"> ● A significant employment sector locally now and in the future <p>Roles include:</p> <ul style="list-style-type: none"> ● Drivers ● Warehouse operatives ● Transport managers ● Vehicle technicians <p>Issues include:</p> <ul style="list-style-type: none"> ● people are not aware of the range of opportunities in the industry ● there are perceptions of low pay ● careers in the sector are not supported by teachers and parents as an option for young people. 	<p>Current relevant courses:</p> <ul style="list-style-type: none"> ● A Level Electronics ● A Level Business ● BTEC Business (extended certificate (single), diploma (double) and extended diploma (triple)) 	<ul style="list-style-type: none"> ● Continue supporting and further develop CEIAG in schools as well as in college, through careers events to highlight the range of higher level careers available in the sector, in addition to the lower skilled.

<ul style="list-style-type: none"> • there are challenges of moving to electric vehicles due to cost and range of new vehicles. 		
<p>Education:</p> <ul style="list-style-type: none"> • A significant employment sector locally now and in the future • Forecasted to be a high growth sector in Lancashire 	<p>Current relevant courses/provision:</p> <ul style="list-style-type: none"> • SCITT • BTEC Health and Social Care (diploma (double) and extended diploma (triple)) • Full range of A Level courses including A Level Psychology <p>Enrichment opportunities include:</p> <ul style="list-style-type: none"> • Community Sport Leaders & Higher Sport Leaders • Student Council • Aspiring teachers • Student librarians • Book Club • Debating Society • Duke of Edinburgh 	<ul style="list-style-type: none"> • Explore opportunities to introduce T Level Education and Early Years in the future (2025 onwards) (approx 12 students initially)*
<p>National skills priority sectors:</p> <ul style="list-style-type: none"> • Construction • Manufacturing • Engineering • Science and Mathematics • Haulage and Logistics • Digital and Technology • Health and Social Care <p>With opportunities for employment in key growth areas such as:</p> <ul style="list-style-type: none"> • green jobs • creative industries • science and technology (including AI and quantum computing) 	<p>Current provision that link to the national skills priorities:</p> <ul style="list-style-type: none"> • CTEC Engineering (extended diploma (triple)) • A Level Physics • A Level Electronics • A Level Maths • A Level Further Maths • A Level Statistics • A Level Biology • A Level Chemistry • CTEC Applied Science (extended certificate (single), diploma (double) and extended diploma (triple)) • A Level Business 	<p>Proposed contribution in addition to current offer:</p> <ul style="list-style-type: none"> • Launch T Level Digital (support services) in September 2023 (10 students)* • Ready to launch T Level Health (adult nursing) in September 2024 (10 students)* • Planning to offer A level Environmental Science (Sept 2024) (18 students)* • Explore opportunities to introduce A Level Geology* <p>Scale of expected provision in 2023-24 and</p>

	<ul style="list-style-type: none"> • BTEC Business (extended certificate (single), diploma (double) and extended diploma (triple)) • BTEC IT (extended certificate (single), diploma (double)) • A Level Computing • A Level Graphics • BTEC Health and Social Care (diploma (double) and extended diploma (triple)) • BTEC Art (extended diploma (triple)) • BTEC Fashion design, Promotion and Marketing (extended diploma (triple)) • A Levels in fine art, graphics, photography, textiles, and art,craft and design. <p>Enrichment opportunities include:</p> <ul style="list-style-type: none"> • Leading partner in organising the Creative Cultural Careers event linked to the national Specialist Leaders in Cultural Education Initiative (SLiCE) project. • Excellent employer links including Merlin Entertainments, Victrex, NHS, police, army, RAF, Active Blackpool, Blackpool Transport, Wyre Borough Council, Champion Accountancy, Tui and Microsoft. • Supercurricular lectures to extend learning beyond the curriculum • Career Ready Programme 	<p>change compared to 2022-23 in brackets:</p> <ul style="list-style-type: none"> • CTEC Engineering (extended diploma (triple)) [23 enrolments (-4)] • A Level Physics [52 enrolments (-4)] • A Level Electronics [25 (-2)] • A Level Further Maths [19 (+6)] • A Level Statistics [27 (-10)] • A Level Biology [129 (-8)] • A Level Chemistry [103 (+13)] • CTEC Applied Science (extended certificate (single), diploma (double) and extended diploma (triple)) [40 (+7)] • A Level Business [148 (+21)] • BTEC Business (extended certificate (single), diploma (double) and extended diploma (triple)) [100 (+9)] • BTEC IT (extended certificate (single), diploma (double)) [39 IT+10 T Level digital (+3)] • A Level Computing [54 (-3)] • A Level Graphics [42 (-3)] • BTEC Health and Social Care (diploma (double) and extended diploma (triple)) [82 (-4)] • BTEC Art (extended diploma (triple)) [19 (-1)] • BTEC Fashion Design, Promotion and Marketing (extended diploma (triple)) [23 (+4)] • A Levels in fine art, graphics, photography, textiles, and art,craft and design. [137 (-9)]
<p>Broader employability skills:</p> <ul style="list-style-type: none"> • Attitudes 	<p>Current relevant provision:</p> <ul style="list-style-type: none"> • General skills and attitudes 	<p>Proposed contribution, in addition to current offer:</p>

<ul style="list-style-type: none"> • Teamwork, time management, organisation • Awareness of equality, diversity and inclusion issues • Numeracy • Communication • Leadership skills, including planning, problem solving and strategic thinking • Greater understanding of climate change, net zero and sustainability 	<p>development is currently built into courses, pastoral curriculum, additional learning support curriculum and our enrichment offer.</p> <ul style="list-style-type: none"> • GCSE maths and GCSE English • Employability Award (Champion My Career) • Career Ready Programme • Duke of Edinburgh scheme • Community Sports Leaders & Higher Sports Leaders programmes • Eco Action group enrichment, including annual Fylde Youth Climate Conference organised by Blackpool Sixth Eco Action group with Blackpool Youth Climate Group (coordinated by Blackpool Council) • Projects within the community such as the recent 'Fleetwood through our eyes' project, part of the Discover Wyre Trails in conjunction with Wyre Council. 	<p>Enhance general employability skills development via curriculum, pastoral, enrichment and cross-college initiatives. For example, extending our employability award, adopting the eco schools framework and engaging in the NCS programme.</p>
<p>Careers education:</p> <p>Ensure better understanding of careers in a variety of sectors for students, staff, high schools and employers.</p>	<p>Current relevant provision:</p> <p>Careers education is fully embedded through:</p> <ul style="list-style-type: none"> • Paastoral curriculum • Building Futures event • Very strong programme of ongoing careers advice • Excellent personalised careers education, information and guidance supports students in their work readiness and career planning. • Careers advisors offer employability skills workshops and master classes • Work experience opportunities provided for all students 	<p>Proposed contribution, in addition to current offer:</p> <ul style="list-style-type: none"> • Further enhance careers focus within curriculum, e.g. careers week, careers themes in topics and homework, more employer and university guest speakers, more live briefs for assignments, employer /skills based competitions, etc. • Further increase work experience opportunities • Work with local secondary schools to increase understanding of wider careers opportunities both for students and school staff. • Develop a more extensive network of employer links

	<p>We use local skills needs data identified in the LSIP and by the LEP to help shape our 'Building Futures' event.</p>	<ul style="list-style-type: none"> • Develop a structured overview of the curriculum with a focus on skills and pathways and model this on the new website.
<p>University skills requirements</p> <p>Skills identified as being required by universities include many that are also required by employers:</p> <ul style="list-style-type: none"> • Thinking skills such as research skills, initiative, critical thinking, analytical thinking skills, creativity/creative thinking, evaluative skills, problem solving, and self reflection/awareness. • Effective approaches to study and work such as independent study skills, collaborative learning skills, teamwork, effective time management and organisation effectively working in different ways, and leadership skills. • Excellent communication skills (written, verbal, listening), an ability to discuss and debate, plus an ability to construct logical arguments and expose illogical arguments. • Practical skills such as presentation skills, digital skills, data/quantitative skills and reasoning, an ability to access and analyse information, and project management skills. • Personal qualities such as flexibility/adaptability, resilience, curiosity and imagination, self-motivated, a capacity to take on 	<p>Current relevant provision:</p> <ul style="list-style-type: none"> • Pastoral curriculum • Study skills provision via FYI • Excellence Programme including 6Advance (curriculum and career related extra-curricular provision to support development of the whole person) • 6Xtra (general extra curricular provision to support personal development) 	<p>Proposed contribution, in addition to current offer:</p> <ul style="list-style-type: none"> • Develop further links with universities

critical advice and guidance, and be proactive learners.		
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* subject to financial viability including sufficient enrolments.

5. SELF-ASSESSMENT

We make a reasonable contribution to the local and national skills needs and these are our priority actions to focus on to strengthen this contribution.

6. CORPORATION SIGN OFF

On behalf of The Blackpool Sixth Form College it is hereby confirmed that the plan set out above reflects an agreed statement of purpose, aims and objectives as approved by the Directors/corporation at their meeting on Wednesday 17th May 2023.

This document can be accessed via our website

Chair of Directors:

NAME:.....Callum Baxter **SIGNED**.....

Principal/Chief Executive & Accounting Officer: NAME: Jill Gray

SIGNED...



Dated:

14/7/23

7. RELATED DOCUMENTS

- [Lancashire 2050 Vision](#)
- Local Skills Improvement Plan [draft LSIP](#)
- [The Lancashire Skills and Employment Hub](#)
- LEP [Lancashire Skills and Employment Strategic Framework 2021 Refresh](#)
- [Lancashire Enterprise Partnership \(LEP\) skills and employment key initiatives](#)
- [The Lancashire Colleges group](#)
- [DfE, NEET by local authority, December 2022](#)
- [The Blackpool Sixth Form College Ofsted Report](#)

