

Bath College Annual Accountability Statement



... — Purpose - Strategic Objectives — ...

Create and deliver a dynamic, flexible & influential curriculum



Be known for delivering the highest quality curriculum



Achieve growth on an enhanced estate



Create strategic partnerships to benefit learners



Be at the heart of the community where there is a place for everyone



Commit to a net zero future now



Our Mission

We will work with new and emerging talent to prepare them to excel and to meet the needs of current or future employers. We will actively contribute to developing the careers of individuals through the provision of education and training. We will work with people from across our communities to develop their skills, to improve their life chances and to give them a passion for learning new things or mastering existing skills.

Our Values

- DEVELOPING SKILLS
- INSPIRING INDIVIDUALS
- ENCOURAGING ALL

Our Intent:

By 2025, Bath college will be recognised as a high-quality provider of education and skills, playing an active role in regional economic development, by focusing on collaboration and innovation to provide students with highly employable and enterprising skills, that employers need and desire.

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Section 1. Our Purpose

Bath College is the only further education college in Bath & Northeast Somerset (B&NES) and has a long tradition of delivering skills education, apprenticeships, and training, to individuals and businesses in the county and region.

B&NES has 193,400 residents (2021) having grown 9.9% since 2011, largely influenced by the number of university students, which is also reflected in the high proportion of the population with qualifications at NVQ Level 4 and above.

Despite pockets of wealth, LSOAs in Bath and North East Somerset are in the most deprived 20% of the country and have a larger than average NEETs rate with two areas in particular that are in the top 10% nationally (Twerton and Whiteway).

The College employs approximately 530 staff and educates over 8,000 students per academic year across a wide range of provisions, with approximately 2,000 full-time learners, including those with higher needs for support, a diverse range of community provision, and approximately 800 apprentices.

In setting out our strategy, we recognise and confront the complexity and diversity of the many communities we serve and recognise the huge role we play in supporting the region's economic regeneration.

LSOA	LSOA Name	Ward	RANK OF IMD (out of 32,482)
E01014463	TWERTON WEST	Twerton	3300
E01014458	WHITEWAY	Southdown	3926
E01014464	TWERTON	Twerton	4666
E01014390	FOX HILL NORTH	Combe Down	5326
E01014462	WHITEWAY WEST	Twerton	5883

Table 2 – LSOAs in the most deprived 20% in England



Section 2. Context and place

As the only FE college, we offer a wide-ranging curriculum that includes a diverse mix of vocational and academic programmes from pre-entry to level 5 offering a broad prospectus that empowers our learners to develop the knowledge and skills demanded by our diverse economy.

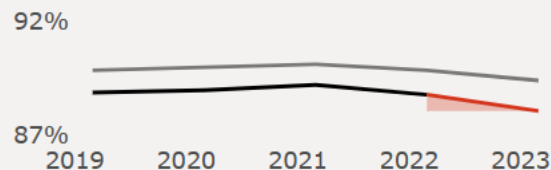
The communities we serve are largely based within the West of England Combined Authority area (WECA) and as such our students come from the wider area and communities in Bath & North East Somerset (B&NES). This means we base our wider curriculum so that it is aligned to the needs identified by WECA, with programmes that are based upon local skills needs where Bath has specific need. Locations of delivery include our main campuses in the city of Bath and Westfield, as well as a learning hub in Twerton and we deliver through community venues throughout the county, to enable us to reach priority communities and employers.

The vast majority of businesses in B&NES are SMEs, with the majority of those microbusinesses, which fills our local economy in particular, with many opportunities and challenges.

B&NES has a diverse range of industry specialists in Professional, Scientific and Technical, Creative & Digital, Advanced Engineering, Construction, Health & social care and Agriculture which are linked to regional strengths in emerging Low Carbon, FinTech, AgriTech and Sustainable Industries. This is, of course, as well as hospitality and tourism (Visitor Economy).

Share of businesses with 0-9 employees (micro)

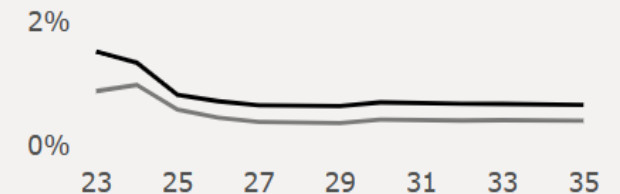
Mar 2023
88%
-1pts



[Find out more about businesses](#)

Year on year projected employment growth

8%
growth 2023 to 2035



Section 3 Approach to developing our accountability statement.

To deliver a career led, employer codesigned curriculum that creates skills routes for the locality/region, the college uses labour market intelligence trends to select subjects and industries of focus and to develop our objectives in meeting local skills need, as well as regional business demands and LEP priorities. These include expert tools such as the west of England LSIP, the Unit for future Skills, ONS, comparative achievement data relating to educational impact and strategic partnerships. In developing the plan, the College has worked with several strategic partners that include:

- West of England Institute of Technology (WEIoT): a collaborative education partnership between colleges, a university and anchor employers.
- Bath Spa University (BSU): in response to national, regional and local employer needs, in relation to Health & Social Care.
- FWD (Forward): A collaborative partnership between Bath & North East Somerset Council, Bath College, Bath Spa University and University of Bath with a focus on Health, Digital, Creative and Green skills.
- Youth Connect: To help meet the needs of the communities to deliver alternative provision to young people who are NEET or pre-NEET.
- Bath & North East Somerset Council: continue discussions on developing a SEND residential facility on the Somer Valley Campus to help meet the needs of learners who often need to travel out of county for provision or who are unable to live independently.

This strategic engagement is supported through employer groups/boards: the College has a strong employer base and carries out sector-based employer boards to gain input and where possible co-design of curriculum with employers. These interactions include the planning of specialist and generic curriculum.

Section 4 Meeting National, Regional and Local needs

Our strategic commitment to create and deliver a dynamic, flexible, and influential curriculum, has already led to a complete review of our curriculum and its alignment with wider national and regional priorities.

The college has been an early adopter and rapid responder as part of our commitment, and we have invested heavily to ensure our facilities and teams are equipped to meet dual professionalism expectations.

We have adapted our provision to address needs where gaps were identified as part of the LSIP and this is illustrated through our range of bootcamps aimed at upskilling and reskilling our adults in subjects such as environmental technologies for plumbers, electric charging point installation, retrofit for construction and BIM and CAD courses.

We have identified key areas of local need such as those related to the hospitality sector which are not highlighted as a national priority yet have significant importance to our region. In this example the Unit for Future skills identifies that Tourism, Culture and Hospitality sector employs approximately three million people, equating to approximately £66 billion in GVA nationally. There are certain job types, such as skilled trades (e.g. chefs), where the proportion of vacancies that are harder to fill because the skills are hard to find and that, in the West of England, Tourism accounted for 4% of sub-regional GVA in 2018 and has a higher job growth rate in the region than nationally and is expected to gain 12,300 jobs, at an annual rate of growth of 1.4% through to 2036 requiring us ensure this is part of our curriculum. Below we have mapped our provision against the three priorities of National, regional, and local need.

We have also learnt through our recent Ofsted that there is more work to do, and we have strengthened our employer engagement through range of employer boards, and we are committed through our employer engagement strategy to develop these further, for greater input into our curriculum and to improve the quality of our provision.

We have identified three key areas of development with this aim:

1. Implement an annual curriculum planning cycle that considers LMI and alongside our six strategic objectives, with feedback directly from employers.
2. Enhance and develop opportunities for knowledge exchange with employers through a range of activities in curriculum and the workplace.
3. Strategically align our senior executives to champion and challenge performance against relevant objectives in relation to our curriculum and quality.

Section 4 Meeting National, Regional and Local needs

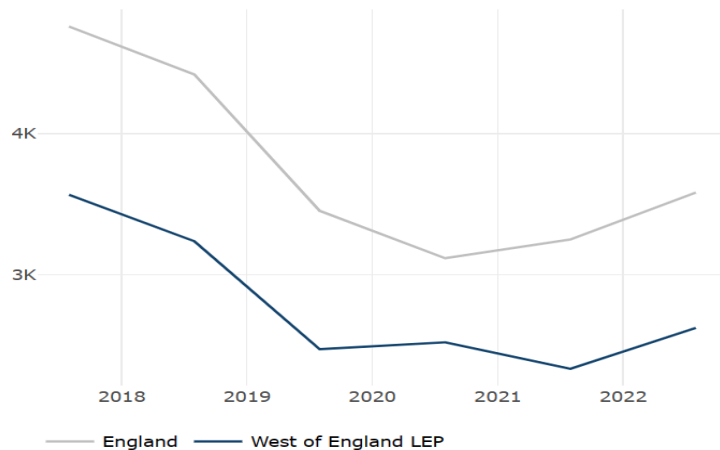
GEOGRAPHICAL PRIORITY

Skills	National	Regional	Local	Emerging
Construction and the built environment	✓	✓	✓	
Digital and technology	✓	✓	✓	
Engineering and manufacturing	✓	✓	✓	
Health & Social Care services	✓	✓	✓	
Low Carbon Technologies	✓	✓		
Science and Maths	✓			
Space Technologies	✓			
Catering and hospitality		✓	✓	
Creative and design		✓	✓	
Legal, finance and accounting		✓	✓	
Agriculture, environmental and animal care			✓	
Business Administration			✓	
Education and early years			✓	
Hair and beauty			✓	
Sales, marketing and procurement			✓	

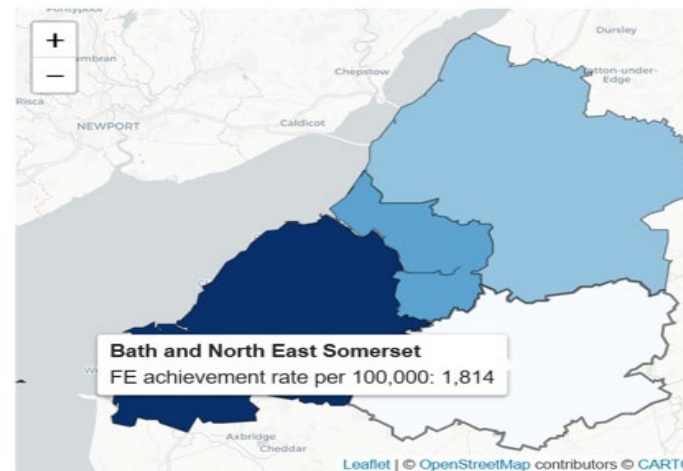
BATH COLLEGE CONTRIBUTION

Skills	14-19	Community & Distance Learning	Adult courses/ Swaps/ Bootcamps	Apprenticeships	Higher Education
Construction and the built environment	✓	✓	✓	✓	
Digital and technology	✓	✓		✓	✓
Engineering and manufacturing	✓		✓	✓	✓
Health & Social Care services	✓	✓	✓	✓	
Low Carbon Technologies	✓		✓		
Science and Maths	✓		✓	✓	
Space Technologies					
Catering and hospitality	✓	✓		✓	
Creative and design	✓	✓		✓	
Legal, finance and accounting			✓	✓	
Agriculture, environmental and animal care	✓	✓		✓	
Business Administration	✓			✓	
Education and early years	✓		✓	✓	✓
Hair and beauty	✓			✓	
Sales, marketing and procurement				✓	

West of England FE achievement rates per 100,000



The FE achievement rate per 100,000 is highest in North Somerset and lowest in Bath and North East Somerset.



AY22/23 data. Click an area to update other charts with LA data.

Section 5 Annual Objectives 2024/25

College Strategic Objective	Strategic priorities identified with the West of England LSIP	Local skills need	College response by July 2025
<p>Create and deliver a dynamic, flexible & influential curriculum</p>	<p>Advanced Manufacturing and Engineering, Construction, Health & Care, Creative.</p> <p>Construction provided £1.7bn in Regional GVA, in 2016. Employs circa 28,000 across the region with predicted growth of 1.6% PA, net increase of 14000 jobs by 2036.</p> <p>Core Digital Skills considered to be majority of skills employers need employees to have to utilise existing.</p>	<p>LSIP priority needs identified include courses to attract new workers into the sector such as Apprenticeships, T-Levels, Higher Apprenticeships, and Full time and part time HE.</p> <p>In the West of England 73% of Construction sector firms surveyed faced difficulties in finding skilled manual or technical Workers.</p> <p>Bath and NE Somerset LADU programmers account for 1.8% of all online job adverts</p>	<p>Introduce new foundation programmes to specifically support those that are NEET to get back into Education, with clear progression pathways in the industries of strategic importance and a HTQ in Community coaching to support progress.</p> <p>Digital Badges to be used to build Skills Passports that promote to employers the skills developed throughout their involvement in personal development and enrichment activities.</p> <p>Introduce a HTQ in Construction Building Services.</p> <p>Embed digital skills within most areas of the curriculum by 2026.</p>

	<p>work systems, undertake core activities on digital infrastructure and platforms and communicate effectively both internally and externally.</p>		
<p>Be Known for delivering highest quality curriculum</p>	<p>Core and Soft Skills (otherwise known and transferable skills or critical workplace skills)</p>	<p>Soft and transferable skills are still considered essential across all sectors and most roles themes came up repeatedly across all sectors:</p> <p>Communication across all categories: verbal (especially face to face for younger cohorts), written, digital, and both internal and external modal shifts.</p>	<p>Improve the effectiveness of teaching all learners and apprentices through our TLA self-assessments.</p> <p>Student satisfaction rates to increase to 80 % and above.</p> <p>Transferable skills will be embedded within curriculum and our careers programme will link and align this to the Gatsby benchmarks to ensure that local, regional and national comparisons can be made and understood.</p> <p>An increased positive destination to be above 92% (LEP Key stage 5 destination rate 83%)</p> <p>All students to benefit from a personal development programme.</p> <p>75% of study programme learners will complete volunteering and social action projects</p>

			<p>70% of technical vocation teachers to conduct a back to industry CPD day</p> <p>Improve our all-age qualification achievement rates by 3%</p> <p>Increase the proportion of learners who achieve high grades in their learning as a result of a renewed teaching and learning strategy.</p>						
Achieve growth on an enhanced estate	<p>According to ONS data the population of England and Wales has increased by more than 3.5 million in the 10 years leading up to Census 2021.</p> <p>In Bath and North East Somerset, the population size has increased by 9.9%, from around 176,000 in 2011 to 193,400 in 2021. This is higher than the overall increase for England (6.6%),</p>	<p>In Bath and North East Somerset there has been an increase of 8.2% in people aged 15 to 64 years, and an increase of 7.6% in children aged under 15 years.</p> <p>Bath age distribution</p> <table border="1"> <tr> <td>30-39 years</td> <td>10,778</td> </tr> <tr> <td>20-29 years</td> <td>19,831</td> </tr> <tr> <td>10-19 years</td> <td>13,289</td> </tr> </table>	30-39 years	10,778	20-29 years	19,831	10-19 years	13,289	<p>Achieve growth in our apprenticeship provision by 6% through programmes directly aligned to Labour market demand.</p> <p>Grow our adult provision to support those with the greatest need and who are furthest from the employment market.</p>
30-39 years	10,778								
20-29 years	19,831								
10-19 years	13,289								
Be at the heart of the community where there is a place for everyone	The West of England Combined authority has an ambitious employment and skills plan to support unemployed and inactive	Providing adults with careers information, advice and guidance.	Provide employability support to unemployed and economically inactive residents (e.g. through our adult education).						

	<p>people into work. This includes the Mayor's Good Employment Charter which supports employers to adopt different recruitment practices and diversify their workforce.</p>	<p>Using holistic approaches to help people overcome complex barriers to work</p> <p>Support community led, person centred projects which help overcome barriers to work, including specialist provision (including confidence).</p>	<p>All Learners will have the opportunity to take part in a progression and skills week where they can develop how to recognise the transferable skills they have gained and map these to future career goals.</p> <p>Develop and provide wellbeing support for all students that are with us.</p>
<p>Create Strategic partnerships to benefit learners</p>		<p>Linking unemployed people to real job opportunities.</p>	<p>Work jointly with employers to strengthen our boot camp and adult learning contributing to meaningfully to the design of the curriculum</p> <p>Our teaching and learning strategy will embed CEIAG as a key aspect to ensure all opportunities to enrich and educate learners in careers and skills transfer are taken and recorded.</p> <p>Minimum of 60% employers who we work with to have direct input into the curriculum.</p>

			We will receive an Employer satisfaction rate 80%
Commit to a net Zero Future Now	Alignment to the UK's Net Zero Strategy, Decarbonisation, Sustainability and Climate Change – Skills Needs.	Across all sectors (short course) management training on what the implications for their sector, organisation and role would help pick up key themes, such as understanding of Regulatory/ legislative frameworks and expected changes, including carbon offsetting.	<p>We will promote behaviour change and increase knowledge for all staff to ensure a commitment to carbon reduction. We will embed the carbon literacy training for staff and student. 60% of staff will complete the carbon literacy training programme. 25% of these will complete the train the trainer programme.</p> <p>Learners will complete the carbon literacy training programme which will be embedded in the Personal Development curriculum.</p> <p>75% of learners to recognise and understand how their actions can affect carbon reduction and commit to change.</p>

Section 6 Local Needs Duty

In response to The Skills Act (2022), the Board of Governors have conducted a review of our approach, providing challenge, and discussion, with employers and leaders of the college to determine how well our curriculum meets local skills needs and prepares our students for employment.

The Board has also taken into account the relevant findings and recommendations from our recent Ofsted report, building upon successful collaboration with employers for T-levels, bootcamps and ESOL to be extended to all other parts of the curriculum.

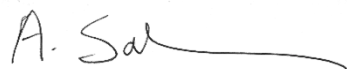
We have and will continue to work with key strategic partners who have a presence across our defined local area to review and refine our offer.

This work will include engaging these partners and employers to gain appropriate feedback to positively influence the curriculum content and how we can collectively meet the needs of our sub-region.

This work contributes towards our vision to become excellent in everything we do so that our students and staff can reap the benefits of being part of a highly successful organisation.

Section 7 Corporation statement.

On behalf of Bath College corporation, it is hereby confirmed that the Corporation conducts reviews in line with the local needs duty, and as such results in the plan. The annual accountability statement sets out an agreed statement of purpose, aims and objectives as approved by Governors at their meeting on 20 May 2024.

A handwritten signature in black ink, appearing to read "A. Sal", followed by a long horizontal flourish.

Chair of Governors

Principal/Chief executive and Accounting Officer.

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