

Bishop
Auckland
College

ANNUAL ACCOUNTABILITY STATEMENT

2023 to 2024



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VISION

Shaping the future

The Bishop Auckland College Group will continue to evolve by responding to individual, community and business needs with high quality specialist provision that builds prosperity for all people and catalyses local economic regeneration.

MISSION

Get the skills, get the job: High quality vocational learning that creates bright futures for all.

These are the values that guide all of our activities:

CARING

We are passionate about people and concerned for the wellbeing of all students and staff

AMBITION

We empower students to aim high and achieve their full potential

RESPECT

Regardless of our differences, everyone is valued and treated with kindness

EQUALITY

We are inclusive and enable all members of our community to thrive

EXCELLENCE

We strive for exceptional standards in everything we do

RESILIENCE

When faced with challenges, we work together to adapt and bounce back more determined than before

PURPOSE

Bishop Auckland College originated in 1958 and has a long and proud history as a former technical college serving the local mining, engineering and manufacturing industries. Moving forward to the present day, the College’s key purpose is to play a central role in driving social mobility and local economic prosperity; we are a College that sits very much at the heart of our local community. For all students, our intent is always the same: from the moment they are welcomed into our College community, we aim to transform the life chances of every student, helping them to progress into fulfilling careers and contribute to the productivity and prosperity of our local economy.

It is the unique combination of three key features that informs the distinctive purpose and intent of Bishop Auckland College:

1. Inclusion lies at the heart of Bishop Auckland College

Bishop Auckland College is a unique, diverse and inclusive environment in which everyone is supported to grow and flourish.

2. Bishop Auckland College is integrated at the centre of the community

Bishop Auckland College is seen as an anchor institution within the local community.

3. Impactful stakeholder engagement shapes all College activity

The College’s partnerships with employers and other education, community and industry stakeholders are extensive, well-developed and productive.



STRATEGIC PRIORITIES

The College’s ambitions are articulated through five strategic priorities that direct all of our work over the period of our current strategic plan. Our strategic priorities, and the means through which these will be achieved, are presented in summary form below, and the College’s strategic plan 2021 – 2024 provides more detail. College activities set out within strategic priorities 1 and 3, in particular, inform and connect with the aims and objectives set out within this annual accountability statement.

Strategic Priority 1: Vocational courses supporting local people into employment.

Effective partnerships and business planning mean that courses respond to actual local priorities, helping to build prosperity in south Durham.

To address this strategic priority, these are the approaches we will take:

- **Responsible curriculum planning**
- **Productive partnerships as a priority**
- **Continue to develop our role as a key partner in the regeneration of Bishop Auckland and South Durham**
- **Address social and economic exclusion**
- **Prepare young people aged 14 - 16 for success and prosperity**
- **Deliver high quality apprenticeships that meet the needs of local businesses, focusing particularly on sectors critical to economic recovery**
- **Higher education to promote social mobility and economic development**
- **Embrace change and leverage opportunities created by curriculum reforms, including introduction of T level curriculum**
- **Support growth of engineering and manufacturing through further development of the South West Durham Training business**
- **Redevelopment and relaunch of the digital curriculum offer**

Strategic Priority 2: Expert staff; inclusive teaching, assessment and support

Inclusive and effective teaching, assessment and support mean that all students are engaged, inspired and enjoy learning.

To address this strategic priority, these are the approaches we will take:

- **Expert staff**
- **Inclusive teaching**
- **Exceptional support**

Strategic Priority 3: Outstanding student outcomes.

Progress, achievement and positive destination rates reflect best-in-class performance for all areas of activity.

We will achieve best-in-class student outcomes by taking the following approaches:

- **Aspirations underpinned by the expectation of exceptional outcomes**
- **Prepare students for positive progression and future prosperity. This includes strengthened approaches to careers and employability support, with proactive brokerage of employment outcomes and other positive destinations for all students, including those with EHCPs, SEND, undiagnosed SEND needs and disadvantaged students.**

Strategic Priority 4: Reputation for excellence

Students, parents, employers, staff and other stakeholders are proud of Bishop Auckland College and passionate about the role that we play.

To further build our reputation for excellence these are the approaches we will take:

- **Achieve exceptional standards in everything we do**
- **Engage students, employers and other stakeholders in our development**
- **Be an exceptional employer**

Strategic Priority 5: Reputation for excellence

The college operates as an efficient and environmentally conscious business, constantly innovating to build capacity, improve value for money, achieve excellence in business operations and reduce our carbon footprint.

To address this strategic priority, these are the approaches we will take:

- **Reduce our carbon footprint**
- **Be efficient**
- **Invest in excellence**

The strategic plan is reviewed periodically over its lifespan and the next review will take into account a small number of additional themes set out in this annual accountability statement. These include:

- **Ensuring that all students are equipped with core digital skills and have the digital literacy necessary to gain employment.**
- **Delivering on our commitment to local economic development and regeneration through the launch of The McIntyre Centre, a town centre business and community hub with multiple benefits.**
- **Leveraging innovation to simulate workplace learning through the use of immersive technologies.**

It is expected that the governing body's review of provision in relation to local needs, in line with their duty under section 52B of the Further and Higher Education Act 1992, will take place during the 2023 – 2024 academic year, in collaboration with the other County Durham colleges. This will provide a further opportunity to review and refresh College priorities ahead of development of the strategic plan for the 2024 – 2027 period.



CONTEXT AND PLACE

Characteristics of Bishop Auckland College

Whilst maintaining its focus on serving the local community and businesses, Bishop Auckland College has evolved and diversified with the changing times in order to respond to areas of specific need with highly specialist provision. Hence, the Bishop Auckland College Group is made up of a number of distinct and specialist activities. These are all connected by a shared mission, ethos and set of core values, and offer local people exceptional opportunities for progression and employment.

The Group comprises:

Bishop Auckland College

Bishop Auckland College is proud to be a uniquely vocational college, centred on providing high quality education and training to support local people into employment - either directly or via progression routes of apprenticeships or further and higher-level study.

Bishop Auckland College is located on one campus around a mile outside of the town centre. The curriculum ranges from entry level for high needs learners to apprenticeships and full degree level programmes in specialist areas, and the offer spans all subject sector areas other than land-based. The College is adaptive and efficiencies are maintained by choosing to focus on specific technical and professional routes where the quality of education is good, achievement and progression rates are high, employer links are strong and local labour market demand is evident.

South West Durham Training

The College Group maintains a strong presence in the engineering and manufacturing education and training market, through its parent/subsidiary relationship with the training provider South West Durham Training (SWDT), located on the Aycliffe Business Park. The curriculum offer includes apprenticeships, full-time programmes, higher education and bespoke commercial courses for employers.

Durham Gateway

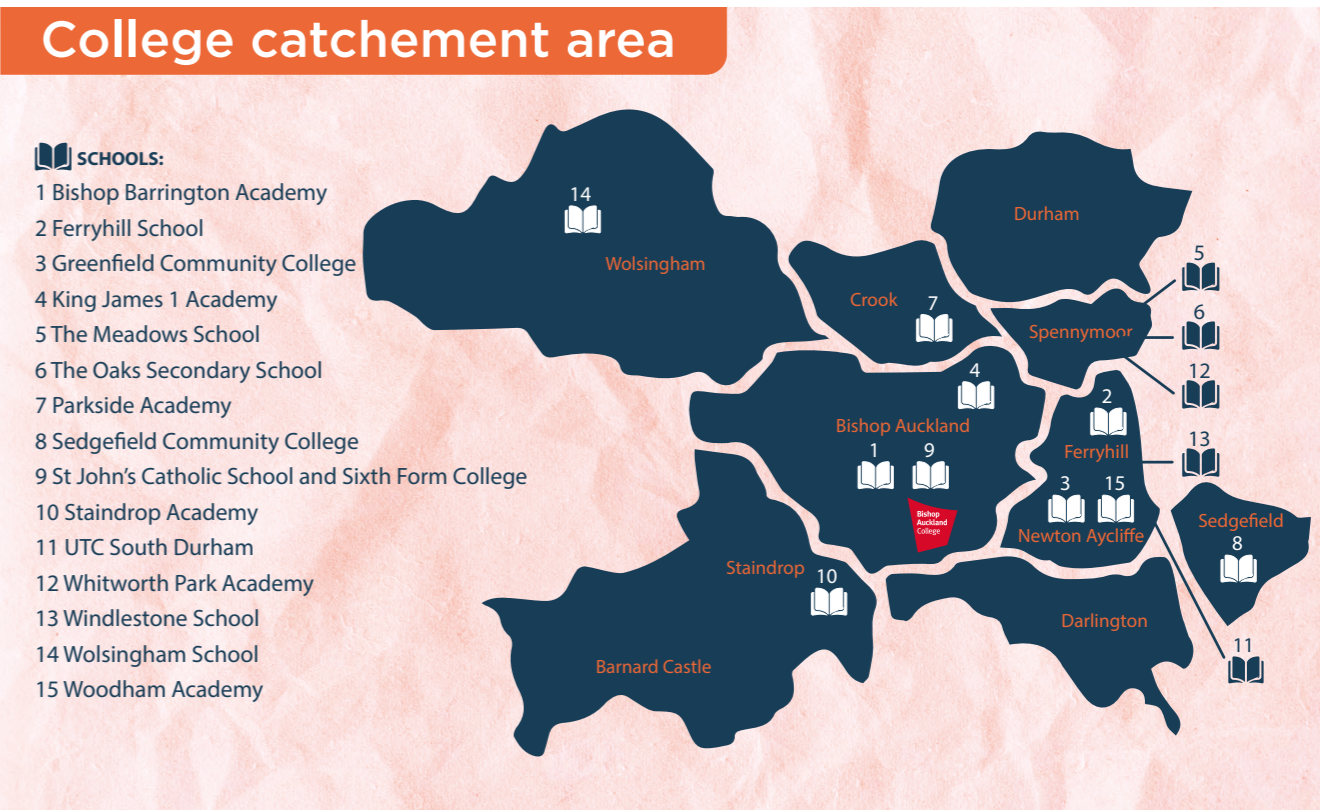
Durham Gateway is the brand name for our specialist alternative provision for 14-16-year olds. This offers a combined academic and vocational curriculum for young people who thrive in a nurturing and practical learning environment.

Bishop Auckland College Nursery

On-site nursery and pre-school providing up to 67 full-time places, serving external commercial clients as well as the children of College students and staff.

Geographical context

The College is the main post-16 technical and professional education provider in south Durham. The travel to learn pattern results in a core catchment area for the College that centres on the towns of Bishop Auckland, Shildon and Newton Aycliffe. The wider catchment area embraces towns such as Staindrop, Barnard Castle, Spennymoor, Crook, Wolsingham, Ferryhill and Sedgefield, all within the south of County Durham.



There is one 11-to-16 school in Bishop Auckland and two others with sixth forms. These, along with 12 other schools across south Durham (of which two have sixth forms) constitute the key feeder schools for Bishop Auckland College. The closest competing further education colleges are Darlington College to the south and New College Durham to the north. In addition, Queen Elizabeth Sixth Form College in Darlington and Durham Sixth Form Centre are both key centres within the travel to learn area. The market context is therefore competitive, particularly in relation to young people studying at level 3.

Bishop Auckland College is one of four further education colleges within the local authority area of Durham County Council. The College's curriculum has been informed by a range of identified national, regional and local skills priorities, including, from the 2023/24 year onwards, those priorities set out in the North East Local Skills Improvement Plan (LSIP). As the appointed Employer Representative Body for the South of Tyne area of the north east region, the North East Automotive Association has led the development of the North East LSIP. The LSIP is focused on the skills requirements of businesses across County Durham, Sunderland, Gateshead and South Tyneside.

ECONOMIC AND SOCIAL CONTEXT

Assets and opportunities...

Regeneration of Bishop Auckland

There are considerable assets and opportunities within Bishop Auckland and south Durham. Firstly, a major economic regeneration and job creation initiative is now well underway in Bishop Auckland, benefitting from significant investment of both private and public funds. The Auckland Project is a regeneration charity that is using art, culture and heritage to fuel long-term change and build a brighter future for our town. The Auckland Project embraces a unique collection of heritage attractions at various stages of development, including Auckland Castle, a series of galleries, gardens, parkland, hotels and restaurants. In an allied development, the spectacular open-air live show, 'Kynren', depicts 2,000 years of British history through the lens of the north east.

By leveraging this unique investment of private funds, a partnership of community stakeholders and the local authority, Durham County Council, have also been able to secure substantial public funds targeted at regenerating high streets, boosting local economies, creating jobs and recovery from the Covid-19 pandemic. Bishop Auckland has been successful in securing investment through a Heritage Action Zone, the Future High Streets Fund and the Stronger Towns Fund. This latter fund, in particular, places a strong emphasis on skills development to connect local people to emerging employment opportunities.

Roles on the Stronger Towns Fund board and the Brighter Bishop Auckland Partnership mean that Bishop Auckland College is fully integrated into this exciting and transformational regeneration of Bishop Auckland. Through skills development, apprenticeships and training for businesses, and with the involvement of many students and staff in various aspects of the work, Bishop Auckland College plays a leading role in this shared commitment to job creation and economic development.

Other economic centres

Much economic activity is centred in Newton Aycliffe, which is the location of Aycliffe Business Park. This is the biggest single employment area in County Durham and one of the largest business parks in the UK, being home to over 500 diverse and progressive companies and employing around 10,000 people.

Other centres of economic activity and employment include the former west Durham coalfield towns of Spennymoor, Shildon and Crook. Apart from public sector employment, key sector concentrations are in manufacturing, health including care, retail and distribution and education. Tourism is a key target sector for growth, exploiting the considerable rural assets available within south Durham and also visitor attractions and distinctive town centres such as Barnard Castle.

...but challenges remain

Despite obvious advantages and opportunities locally, there remain nonetheless pockets of extreme disadvantage and deprivation within this semi-rural area, issues that were undoubtedly exacerbated by the Covid-19 pandemic.

The Indices of Multiple Deprivation (IMD) 2019 position the North East LEP area (which includes County Durham) as 6th in the ranking of multiple deprivation for the 39 LEP areas, a deterioration from 10th position in the 2015 IMD. Within this, however, pockets of extreme deprivation exist at district level, particularly within south west Durham where Bishop Auckland College is located.

The College's most immediate catchment area lies within the top 10% on the national Indices of Multiple Deprivation, and is the highest ranking in terms of deprivation within County Durham. Health deprivation, education and unemployment are the key factors influencing this ranking. The immediate catchment area also ranks highest in County Durham in terms of income deprivation affecting children specifically.

The rate of unemployment within County Durham, at 4.1%, is higher than the national rate of 3.6% (Nomis, December 2022 data). Nonetheless, there has been a 2.1 percentage point reduction in the unemployment rate for County Durham over the last two years. The north east as a region has one of the highest unemployment rates nationally, at 4.6%. The proportion of 16-18 year-olds who are not in employment, education or training

(NEET) in County Durham has improved marginally over the previous two years, (+0.2 point), and at March 2023 this stood at 4.8%. However, the picture in the local area is less positive with the highest NEET rates in the County centred in the direct catchment area of the College, i.e. the Woodhouse Close ward of Bishop Auckland and the towns of Newton Aycliffe and Shildon.

Overall qualification levels of the County Durham population are low compared with national data. The proportion qualified at level 2 and above is 76.5% in County Durham, compared with 75.0% for the north east region and 78.1% nationally (Nomis, December 2021). However, the issue becomes particularly evident at the higher qualification levels. The proportion of County Durham residents qualified at level 3 and above is only 52.5%, compared with 54.6% for the north east region and 61.5% nationally. An even bigger gap is evident when looking at the proportions qualified at level 4 and above: for County Durham residents this is only 32.5%, compared with 34.5% for the north east region and 43.6% nationally.

To address the issue at level 4 and above, Bishop Auckland College has made good progress with the implementation of its higher education strategy, which includes collaborative outreach work. This is designed to increase the number of people from the most deprived areas who progress into higher education in those target sectors for which there is high demand for skills. This provision is increasing the skill and qualification levels of local people who are otherwise at risk of becoming trapped in the cycle of low wage and insecure employment.

Approach to developing the annual accountability statement

A multi-faceted approach has been taken to identifying key priorities and target outcomes within the annual accountability statement for 2023 - 2024. It has been an organic and evolutionary process over a period of time, building naturally upon the usual strategic planning and curriculum planning cycles.

In terms of process, factors underpinning selection of key priorities and outcomes are as follows:

- Continuation of strategic objectives that are well-established within the College's strategic plan 2021 - 2024. This includes, for example, the College's strategic focus on expansion of the HE portfolio and extensive capital investments in priority areas.
- A number of performance improvement objectives have emerged through reflective practice, including consideration of outcomes from the College's annual self-assessment. Specifically, this includes the focus on improving positive destinations in some sectors and also the recognition that some stakeholder relationships are presently overly transactional in their nature and need to become more strategic.
- Some objectives are a direct response to national policy drivers, in particular the introduction of T levels.
- Awareness of Bishop Auckland College cohort profile data in relation to disadvantage, identified and unidentified SEND needs, EHCPs and other inclusion factors. This analysis has particularly underpinned priorities and actions identified in relation to social and economic inclusion.
- Outcomes of employer/stakeholder mapping that has been conducted across all subject areas within the College.
- Extensive knowledge of local skills priorities built through regular engagement with around 300 employers annually.
- Local knowledge and intelligence developed through strategic board level engagement in the regeneration agenda for Bishop Auckland.
- Response to priorities identified within the North East LSIP. Regular engagement of the NE LSIP leadership team with colleges throughout the LSIP development process has ensured that outcomes could be incorporated in a timely way within Bishop Auckland College's annual accountability statement.
- Response to national skills priorities.
- Analysis of College student recruitment data in relation to the various sources of labour market intelligence identified above i.e. local intelligence about skills priorities, NE LSIP priority sectors and national skills priorities.

Engagement with external stakeholders

Priorities presented with the annual accountability statement 2023 - 2024 for Bishop Auckland College have been informed by intelligence built through extensive long-term engagement with a wide range of key stakeholders. These include:

- North East Local Enterprise Partnership (NELEP) at the regional level.
- Durham County Council at the local authority level.
- North East LSIP leadership team - North East Automotive Association.
- Strategic engagement through board roles on key forums driving the regeneration of Bishop Auckland, specifically the Brighter Bishop Auckland Partnership and the Bishop Auckland Stronger Towns Fund Board.
- The Auckland Project regeneration charity.
- The 11Arches charity behind the production 'Kynren'.
- South Durham Enterprise Agency.
- Engineering and Manufacturing Network.
- Engagement with around 300 employers annually. The profile of our employer base closely matches that of County Durham as a whole, with a predominance of micro and small businesses. However, the College Group has well-established relationships with many key large employers too, such as Durham County Council, a local multi-academy trust and major manufacturing companies.

Collaboration and partnerships to meet skills needs

Bishop Auckland College is an outward-facing organisation that recognises the critical importance of collaboration and partnerships with other providers in order to lead change, meet skills needs and achieve our aims. By aligning our agenda with those of partners, as well as the broader agendas for social and economic development, we are able to not only take a collaborative approach to accessing funds, but also ensure coherence and efficiency in the way that these scarce resources are deployed

(i) School and local authority partnerships

Relationships with the College's 15 direct feeder schools are well-established and this is an area where colleges typically invest substantial resource. Clearly, effective marketing, school liaison and pre-entry IAG activities are critical to providing excellent progression opportunities for young people locally whilst maintaining healthy recruitment to College courses. However, our relationships with schools go well beyond this. In particular, close partnership working with schools

and Durham County Council underpins the high needs and 14-16 alternative provision ('Durham Gateway') specialist areas of College delivery. Both of these are priority areas for the local authority, and both centre on transforming the life chances of young people with significant inclusion needs. Bishop Auckland College has developed expertise and capacity in these areas over recent years and works hard to maintain high quality and a good reputation with commissioners.

(ii) College partnerships

Models for collaborative working between Bishop Auckland College, the other Durham Colleges and other colleges in the region are very well established. For example, Bishop Auckland College is a partner in the Health Skills Strategic Development Fund initiative, led by East Durham College, responding to a range of skills needs within the NHS and the health sector more broadly. Other examples include partnership work on various ESF funded projects, such as those supporting the digital and health and social care sectors.

(iii) University partnerships

Relationships with two university partners (The Open University and University of Sunderland) underpin the College's growing range of accessible higher education opportunities, attracting many students who would not traditionally have engaged in higher education. This is a key area of the College's strategic development and critical to supporting social mobility and economic development.

Our long-established relationship with the University of Sunderland underpins high quality programmes such as initial teacher training (the certificate in education) and the foundation degree in education and care. Since September 2019, however,

The four Durham Colleges frequently work collaboratively in response to local authority initiatives and other needs within the county. It is expected that the Bishop Auckland College governing body triennial review of provision in relation to local needs will take place during the 2023 – 2024 academic year, in collaboration with the other County Durham colleges.

new developments have centred on partnership with The Open University. These include full degrees in integrative counselling practice; sports coaching; and sociology and criminology, as well as a masters degree in psychotherapy studies. A degree in healthcare studies will be launched in September 2023 (subject to final validation by The Open University). Together with the College's higher education offer of a suite of Pearson HNC/D programmes, these university relationships provide a valuable foundation for our growing offer of specialist higher level provision, with each course designed to respond to specific sectoral and employer needs.



College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills	Actions and timelines																																								
<p>Aim 1:</p> <p>Transition stakeholder relationships from transactional interactions to fully mutually beneficial relationships, focussed on creating a curriculum that is designed to develop future employees. The College will aim to be the ‘gear box’ between supply and demand linking aims 1 and 2.</p> <p>Objectives:</p> <p>1. Identify key local employers, community groups and stakeholders; understanding the aims of each organisation /stakeholder group and how our values align.</p> <p>2. Work with stakeholders to recruit a panel of Skills Advisors, drawn from local businesses, civic and community groups, to work with curriculum managers to co-design curriculum.</p> <p>3. Invest in training for curriculum managers and business development staff to fully utilise the College’s CRM system and identify key account holders for every stakeholder.</p> <p>4. Ensure our curriculum plan is driven by LMI.</p>	<p>Impact</p> <p>The College understands that although we have worked with employers and community groups for many years, co-design of curriculum would be an extension of existing relationships in some but not all cases. Current relationships are on occasion transactional which may lead to some stakeholders having limited loyalty to the College and a lack of understanding of how they could be involved in influencing the College curriculum and the subsequent benefit to them. Not all stakeholders are aware of the full range of provision that the College can offer and equally the College is not fully aware of all specific stakeholder needs. The College will make a significant step change in its approach to stakeholder engagement and relationships, thereby ensuring that the curriculum offered and facilities available are closely aligned with local priorities. By doing so the College will demonstrate to stakeholders that their voice has been heard and their needs are at the centre of our activities.</p> <p>Relevant national /regional/local priority addressed</p> <table><tr><th></th><th>National</th><th>Regional</th><th>Local</th></tr><tr><td>Construction including renewable technology</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Advanced Manufacturing</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Digital and Technology</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Health and Social Care and Life Sciences</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Haulage and Logistics</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Engineering</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Science and Mathematics</td><td>✓</td><td></td><td></td></tr><tr><td>Visitor Economy</td><td></td><td></td><td>✓</td></tr><tr><td>Health & Wellbeing</td><td></td><td></td><td>✓</td></tr></table>		National	Regional	Local	Construction including renewable technology	✓	✓	✓	Advanced Manufacturing	✓	✓	✓	Digital and Technology	✓	✓	✓	Health and Social Care and Life Sciences	✓	✓	✓	Haulage and Logistics	✓	✓	✓	Engineering	✓	✓	✓	Science and Mathematics	✓			Visitor Economy			✓	Health & Wellbeing			✓	<p>Actions</p> <p>1. Process established by October 2022. Qualitative and quantitative labour market data collated and analysed by December 2022 to inform curriculum planning.</p> <p>2. Recruitment of Skills Advisors from stakeholder base by curriculum managers, ensuring that key employers are recruited and are committed to a joint responsibility for planning the curriculum; 2022/23.</p> <p>3. Final review and sign off of responsive curriculum plan in May 2023.</p> <p>4. Training on Pro-engage completed and key account holders identified; September 2023</p>
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<p>Aim 2:</p> <p>Recruit more learners onto Priority Programmes, focussed on social inclusion, to provide the pipeline of future employees, with seamless progression opportunities between levels.</p> <p>Objectives:</p> <p>1. All prospectuses clearly articulate the routes through qualification levels and links with jobs in priority sectors.</p> <p>2. Positive case studies are used to evidence positive link between vocational education, including apprenticeships, and better jobs.</p> <p>3. Student and apprentice numbers of all ages and at all levels, including those from under-represented groups increase, as a result of the provision of high-quality skills training linked to priority sectors with a clear line of sight to employment.</p>	<p>Impact</p> <p>Increased recruitment to local and regional priority programmes will increase the number of suitably skilled and qualified individuals available to apply for job vacancies in priority sectors, enabling businesses to grow, be more productive and contribute to the local economy.</p> <p>Relevant national /regional/local priority addressed</p> <table><tr><th></th><th>National</th><th>Regional</th><th>Local</th></tr><tr><td>Construction including renewable technology</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Advanced Manufacturing</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Digital and Technology</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Health and Social Care and Life Sciences</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Haulage and Logistics</td><td>✓</td><td>✓</td><td></td></tr><tr><td>Engineering</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Science and Mathematics</td><td>✓</td><td></td><td></td></tr><tr><td>Visitor Economy</td><td></td><td></td><td>✓</td></tr><tr><td>Health & Wellbeing</td><td></td><td></td><td>✓</td></tr></table>		National	Regional	Local	Construction including renewable technology	✓	✓	✓	Advanced Manufacturing	✓	✓	✓	Digital and Technology	✓	✓	✓	Health and Social Care and Life Sciences	✓	✓	✓	Haulage and Logistics	✓	✓		Engineering	✓	✓	✓	Science and Mathematics	✓			Visitor Economy			✓	Health & Wellbeing			✓	<p>Actions</p> <p>1. Increase 16-18-year-old student numbers to 650 by September 2024.</p> <p>2. Reduce NEET numbers in the local area, to County Durham rate by September 2024.</p> <p>3. Improve positive destinations to 95% by October 2025 against our baseline of 90% in 2022.</p> <p>4. Produce high quality case studies for every curriculum area focussing on job outcomes or progression to higher study by July 2023.</p> <p>5. Close any gaps in performance and recruitment in under-represented groups including those with support needs</p>
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<p>Aim 3:</p> <p>Deliver on our commitment to local economic development and regeneration through the development of The McIntyre Centre, a town centre business and community hub with multiple benefits.</p> <p>Objectives:</p> <p>1. Create a town centre location to train local people for jobs in the visitor economy in the newly developed training kitchen and restaurant.</p> <p>2. Provide open access digital facilities for local people including training.</p> <p>3. Provide a CEIAG and job matching service for local people and businesses to bring the two together – ‘the gear box’</p> <p>4. Provide rentable office space for new startups in which to grow with on-site digital support.</p>	<p>Impact</p> <p>McIntyres is a grade II listed building in Bishop Auckland town centre. The building is built over three floors, providing a first-class accessible location to attract local people to engage with the support which will be provided. Bishop Auckland is undergoing a major regeneration initiative supported through Stronger Towns Funding and McIntyres is the skills element of the bid. The local visitor economy is forecast to grow exponentially with both international and national level attractions, consequently demand for people to work in the hospitality and tourism sector will increase dramatically. Tourism in the wider area is also seeing significant investment and local businesses are planning for expansion in jobs. This facility will serve both as a training venue and provide a brokerage service to match local people and job vacancies.</p> <p>Digital poverty in the local area became very apparent during the pandemic, with over 30% of College students requesting to borrow laptops and be provided with dongles. The open access digital facilities and training will provide local people with both the skills and physical resources needed to improve digital skills and access to modern life. This addresses two of the most significant LSIP priorities, social inclusion and the provision of essential digital skills.</p> <p>Relevant national /regional/local priority addressed</p> <table><tr><th></th><th>National</th><th>Regional</th><th>Local</th></tr><tr><td>Construction including renewable technology</td><td></td><td></td><td></td></tr><tr><td>Advanced Manufacturing</td><td></td><td></td><td></td></tr><tr><td>Digital and Technology</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Health and Social Care and Life Sciences</td><td></td><td></td><td></td></tr><tr><td>Haulage and Logistics</td><td></td><td></td><td></td></tr><tr><td>Engineering</td><td></td><td></td><td></td></tr><tr><td>Science and Mathematics</td><td></td><td></td><td></td></tr><tr><td>Visitor Economy</td><td></td><td></td><td>✓</td></tr><tr><td>Health & Wellbeing</td><td></td><td></td><td>✓</td></tr></table>		National	Regional	Local	Construction including renewable technology				Advanced Manufacturing				Digital and Technology	✓	✓	✓	Health and Social Care and Life Sciences				Haulage and Logistics				Engineering				Science and Mathematics				Visitor Economy			✓	Health & Wellbeing			✓	<p>Actions</p> <p>1. Design the facilities in McIntyres in conjunction with industry experts, to ensure a close match between their needs and the offer by July 2023.</p> <p>2. Appoint a Centre Manager to communicate the vision of the centre and engage businesses and community groups in the steering group by October 2023.</p> <p>3. Deliver IT training to 100 adults in 2024/25</p> <p>4. Support 50 local people into employment by December 2025.</p> <p>5. Enable 3 business start-ups by December 2025</p>
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<p>Aim 4:</p> <p>Introduce high quality T level programmes in key employment sectors.</p> <p>Objectives:</p> <p>1. To embed T levels as a sustainable element of the College’s curriculum portfolio.</p> <p>2. To introduce a pre-T level pathway at level 2 in order that students have the best chance of succeeding when they progress to the T level programme.</p>	<p>Impact</p> <p>The College has elected to develop T levels in four areas it has a track record of success in offering vocational provision and strong links with employers. Created as an alternative to A levels for 16 to 19-year-olds, T Levels are a two-year qualification focused on developing the practical skills employers look for. Ideal for people who benefit from both academic and hands-on, experience-based learning, one T Level is equivalent to three A levels. This makes T Levels great for anyone who knows what subject or career they’d like to specialise in and can fast-track them to better skills and opportunities. T levels will be a valuable step in improving people's perception of vocational qualifications and result in them being viewed as an aspirational route aligned to priority technical careers.</p> <p>Relevant national /regional/local priority addressed</p> <table><tr><th></th><th>National</th><th>Regional</th><th>Local</th></tr><tr><td>Construction including renewable technology</td><td></td><td></td><td></td></tr><tr><td>Advanced Manufacturing</td><td></td><td></td><td></td></tr><tr><td>Digital and Technology</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Health and Social Care and Life Sciences</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Haulage and Logistics</td><td></td><td></td><td></td></tr><tr><td>Engineering</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Science and Mathematics</td><td></td><td></td><td></td></tr><tr><td>Visitor Economy</td><td></td><td></td><td></td></tr><tr><td>Health & Wellbeing</td><td></td><td></td><td></td></tr></table>		National	Regional	Local	Construction including renewable technology				Advanced Manufacturing				Digital and Technology	✓	✓	✓	Health and Social Care and Life Sciences	✓	✓	✓	Haulage and Logistics				Engineering	✓	✓	✓	Science and Mathematics				Visitor Economy				Health & Wellbeing				<p>Actions</p> <p>1. To successfully complete preparations for the introduction of T levels in health, engineering and early years from 2023/24 (target 30 places for September 2023 intake).</p> <p>2. Target completion of at least 50 T level students (in 2025).</p> <p>3. To secure the highest possible grade for all students completing a T level in childcare in 2025, in order to achieve top decile value added.</p> <p>4. We will introduce two further T level pathways in September 2024 in Health Science and Beauty.</p> <p>5. Secure commitment from a range of employers to provide high quality industrial placement opportunities by October 2023, to ensure students complete their programme with the full range of skills, knowledge and behaviours necessary to be successful in their next steps</p>
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<p>Aim 5:</p> <p>To maintain and update the vocational curriculum offer at levels 1, 2 and 3 beyond that available through T levels, to ensure we continue to develop skills to prepare students for employment at a range of levels.</p> <p>Objectives:</p> <p>1. Support the continued funding and accreditation of a broad range of vocationally relevant qualifications in priority sectors.</p> <p>2. Provide opportunities for students to choose the correct pathway for them.</p> <p>3. Programmes are planned to include additional qualifications / training that make students more employable. E.g. CSCS, first aid, fitness instructor.</p> <p>4. Include practical skills development in all programmes to ensure students leave the college job ready.</p> <p>5. Ensure all students leave college with the behavioural skills that employers need.</p>	<p>Impact</p> <p>We are committed to providing a route into subjects allied to priority sectors for students who would not thrive completing T level subjects and may plateau at level 2. This group of students are extremely capable of being economically productive and by continuing to provide vocationally relevant skills-based qualifications, underpinned by a solid foundation in maths English and IT, the College will support their future progress. Employers require staff at various levels including entry, technical and higher technical but a common theme is that employees need to have the digital and behavioural skills that will enable them to work effectively.</p> <p>Relevant national /regional/local priority addressed</p> <table><tr><th></th><th>National</th><th>Regional</th><th>Local</th></tr><tr><td>Construction including renewable technology</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Advanced Manufacturing</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Digital and Technology</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Health and Social Care and Life Sciences</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Haulage and Logistics</td><td>✓</td><td>✓</td><td></td></tr><tr><td>Engineering</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Science and Mathematics</td><td>✓</td><td></td><td></td></tr><tr><td>Visitor Economy</td><td></td><td></td><td>✓</td></tr><tr><td>Health & Wellbeing</td><td></td><td></td><td>✓</td></tr></table>		National	Regional	Local	Construction including renewable technology	✓	✓	✓	Advanced Manufacturing	✓	✓	✓	Digital and Technology	✓	✓	✓	Health and Social Care and Life Sciences	✓	✓	✓	Haulage and Logistics	✓	✓		Engineering	✓	✓	✓	Science and Mathematics	✓			Visitor Economy			✓	Health & Wellbeing			✓	<p>Actions</p> <p>1. Lobby relevant bodies to support the continuation of level 2 and 3 vocational qualifications; 2022/23.</p> <p>2. We will provide a CEIAG and brokerage service for all students and apprentices, with multiple touch points, to ensure they have the correct information to be able to make well informed choices about their future; 2022/23.</p> <p>3. We will introduce new retrofit qualifications into our curriculum from September 2024 for both young people and to upskill adults.</p> <p>4. We will introduce EV units within our motor vehicle qualifications from September 2023.</p> <p>5. We will timetable all students in health and early years for practical sessions in the newly updated practical nursing suite, virtual nursery and forest schools from September 2023.</p> <p>6. We will constantly sense check our curriculum with our Skills Advisors, to ensure the correct mix of qualifications and skills development are included in the curriculum 2023/24.</p>
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<p>Aim 6:</p> <p>To continue to provide an exceptional pathway to higher education aligned to local priorities.</p> <p>Objectives:</p> <p>1. Increase the number of students from POLAR 1 to 3 areas that access higher education.</p> <p>2. More students achieve good degree classifications (2.1 or first-class honours).</p> <p>3. More graduates progress to professional jobs</p>	<p>Impact</p> <p>The College sits in an area of high deprivation where engagement in higher education is low. The growing HE offer in the College provides an opportunity for local people to access qualifications at levels 4 to 7, without the financial demands of travelling further afield. The programmes have been developed to reflect local and regional and national priorities and structured to remove the financial barriers which students from low income households may face in accessing higher education. The College is fully committed to social inclusion.</p> <p>Relevant national /regional/local priority addressed</p> <table><tr><th></th><th>National</th><th>Regional</th><th>Local</th></tr><tr><td>Construction including renewable technology</td><td></td><td></td><td></td></tr><tr><td>Advanced Manufacturing</td><td></td><td></td><td></td></tr><tr><td>Digital and Technology</td><td></td><td></td><td></td></tr><tr><td>Health and Social Care and Life Sciences</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Haulage and Logistics</td><td></td><td></td><td></td></tr><tr><td>Engineering</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Science and Mathematics</td><td></td><td></td><td></td></tr><tr><td>Visitor Economy</td><td></td><td></td><td></td></tr><tr><td>Health & Wellbeing</td><td></td><td></td><td>✓</td></tr><tr><td>Education</td><td></td><td></td><td>✓</td></tr></table>		National	Regional	Local	Construction including renewable technology				Advanced Manufacturing				Digital and Technology				Health and Social Care and Life Sciences	✓	✓	✓	Haulage and Logistics				Engineering	✓	✓	✓	Science and Mathematics				Visitor Economy				Health & Wellbeing			✓	Education			✓	<p>Actions</p> <p>1. Validation of MA Psychotherapy Studies for teaching in September 2023. (target 12 students)</p> <p>2. Validation of Healthcare Studies for teaching in September 2023. (target 8 students)</p> <p>3. Write a teacher training programme for validation by OU for teaching in January 2024.</p> <p>4. Increase POLAR 1 to 3 recruitment by 10% in 2023/24.</p> <p>5. Good degree classification for HE graduates of 2.1 or First of 80% by 2023/24.</p> <p>6. Positive destinations to increase by 10% by March 2025.</p>
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<p>Aim 7:</p> <p>To ensure all students are equipped with core digital skills and have the digital literacy necessary to gain employment. This is alongside the necessary maths and English qualifications that underpin employability.</p> <p>Objectives:</p> <p>1. Evidence that core transferable skills have been delivered to students</p> <p>2. Embed the five core transferable skills (communication, people skills, digital and data, mental processes and application of knowledge) into our study programmes</p> <p>3. Deliver appropriate maths and English qualifications to students to enhance employability.</p>	<p>Impact</p> <p>While students are often believed to be ‘digital natives’, their understanding of basic software packages for work (Word, Excel and PowerPoint) is not always as advanced as their skills at navigating social and other media. This is a key employability strand. As well as being a national priority, the north east LSIP has identified ‘Digital’ as the biggest single priority in terms of improving the regional economy. The use of digital devices in even base level jobs is now the norm; digital skills at levels 1 and 2 are seen as ‘the price of entry into a job’. By embedding these skills into every vocational course, we will ensure our students are prepared for the world of work and can function within it.</p> <p>Relevant national /regional/local priority addressed</p> <table><tr><th></th><th>National</th><th>Regional</th><th>Local</th></tr><tr><td>Construction including renewable technology</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Advanced Manufacturing</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Digital and Technology</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Health and Social Care and Life Sciences</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Haulage and Logistics</td><td>✓</td><td>✓</td><td></td></tr><tr><td>Engineering</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Science and Mathematics</td><td>✓</td><td></td><td></td></tr><tr><td>Visitor Economy</td><td></td><td></td><td>✓</td></tr><tr><td>Health & Wellbeing</td><td></td><td></td><td>✓</td></tr></table>		National	Regional	Local	Construction including renewable technology	✓	✓	✓	Advanced Manufacturing	✓	✓	✓	Digital and Technology	✓	✓	✓	Health and Social Care and Life Sciences	✓	✓	✓	Haulage and Logistics	✓	✓		Engineering	✓	✓	✓	Science and Mathematics	✓			Visitor Economy			✓	Health & Wellbeing			✓	<p>Actions</p> <p>1. All 16-18 students to acquire excel and word skills at level 1 from the academic year 2023/24.</p> <p>2. 95% of students to confirm in the end of year survey that have developed skills that prepare them for working life.</p> <p>3. Deliver employer based digital training to 50 people in 2023/24.</p> <p>4. Improve maths and English outcomes for young students to 30% high grades in 2023/24.</p>
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<p>Aim 8:</p> <p>To invest in resources and drive capital investment to ensure facilities are representative of the latest developments in industry.</p> <p>Objectives:</p> <p>1. Focus capital investment in priority areas, underpinned by advice from industry experts.</p> <p>2. Make college facilities available to businesses in order to develop dual professionalism and mutual learning.</p> <p>3. Innovate to simulate workplace learning through the use of immersive technologies.</p>	<p>Impact</p> <p>The College was built in 2007 and at that point the facilities were of industry standard. In the intervening years technological advances and economic development have moved on, in addition to priority sectors changing. Investment in priority areas will ensure that students are work ready on completion of their programmes and will provide innovative opportunities for students to experience a wide variety of simulated work places to prepare them for employment.</p> <p>Relevant national /regional/local priority addressed</p> <table><tr><th></th><th>National</th><th>Regional</th><th>Local</th></tr><tr><td>Construction including renewable technology</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Advanced Manufacturing</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Digital and Technology</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Health and Social Care and Life Sciences</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Haulage and Logistics</td><td></td><td></td><td></td></tr><tr><td>Engineering</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Science and Mathematics</td><td></td><td></td><td></td></tr><tr><td>Visitor Economy</td><td></td><td></td><td>✓</td></tr><tr><td>Health & Wellbeing</td><td></td><td></td><td>✓</td></tr></table>		National	Regional	Local	Construction including renewable technology	✓	✓	✓	Advanced Manufacturing	✓	✓	✓	Digital and Technology	✓	✓	✓	Health and Social Care and Life Sciences	✓	✓	✓	Haulage and Logistics				Engineering	✓	✓	✓	Science and Mathematics				Visitor Economy			✓	Health & Wellbeing			✓	<p>Actions</p> <p>1. We will introduce new electric vehicle provision in 2023/24, including delivering a short course to a minimum of 20 adult learners, in preparation to deliver substantial qualifications in this area in 2024/25.</p> <p>2. We will invest in a nursing suite and independent living flat to ensure students have highly developed practical nursing skills from 2023/24 onwards.</p> <p>3.We will install an immersive suite accessible by all students to provide multiple opportunities for scenario-based learning from 2022/23.</p> <p>4. We will build a fitness suite and 3G rugby / football pitch with an inbuilt shock pad (unique within County Durham) to bring facilities up to standard and provide access to local community groups and clubs in 2023/24.</p> <p>5. We will increase the size of the stage and build a dance studio to help prepare students for work in the performing arts sector in partnership with The Auckland Project and Kynren in 2023/24.</p> <p>6. We will develop a programme of commercial training in priority areas specifically designed to upskill existing employees and to be delivered in partnership with industry experts. E.g. retrofit, EV, battery storage. 2023/24</p>
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Corporation statement

The Annual Accountability Statement 2023 – 2024 was reviewed and approved by the Bishop Auckland College Corporate Board at a special board meeting on 22 May 2023.

Confirmation of governance sign off.

Signed:

N Davison-Terranova

Natalie Davison-Terranova
Principal/Chief Executive

Date: 24/05/2023

Signed:

P Lonergan

Patrick Lonergan
Chair of Corporate Board

Date: 24/05/2023

BAC Website Link

<https://bacoll.ac.uk/Documents/2023/5/Annual-Accountability-Statement-.pdf>

Supporting documentation

Bishop Auckland College Strategic Plan 2021 - 2024

<https://bacoll.ac.uk/Documents/2022/9/Strategic-Plan-21to24.pdf>

Bishop Auckland College Financial Statements

<https://bacoll.ac.uk/Documents/2023/1/Financial-Statement---Ended-31-July-2022.pdf>

Bishop Auckland College Ofsted report – November 2021

<https://files.ofsted.gov.uk/v1/file/50175798>



Bishop Auckland College
Woodhouse Lane
Bishop Auckland
County Durham
DL14 6JZ

01388 443000

bacoll.ac.uk

start@bacoll.ac.uk

