

# ANNUAL ACCOUNTABILITY STATEMENT - MAY 2024

## SECTION 1 - CONTEXT AND PLACE

### 1.1 Our Context

The College mainly serves the borough of Boston and the districts of South Holland and East Lindsey although its geographical reach is wider than this. The areas are characterised by a low skill, low wage economy and consequently a high level of deprivation and rural poverty. The Indices of Deprivation show that Lincolnshire's coastal wards stand out as being amongst the most deprived neighbourhoods nationally with Boston and East Lindsey included in the highest rankings. For example, 2.8% of Boston neighbourhoods are in the 10% most deprived nationally and in terms of income deprivation, Boston is ranked 91 out of 333 authorities (source MHCLG, IMD). The proportion of working aged residents claiming unemployment benefits rose to 4.6 in 2023 compared to 2.8 for the rest of the East Midlands. Those *in* work can also expect to earn significantly less (£5351 per annum) than those in the rest of the region and residents are more than twice as likely to have their home repossessed. This is unsurprising since adults in Boston rank second highest in the East Midlands for financial vulnerability (levels of over-indebtedness are 20%). For these people, applying for further credit to support training for example is not an option. The access to services is further compounded by the paucity of public transport in the region with some outlying villages served only by infrequent bus services which preclude the vast majority of people from flexible/evening travel outside work hours unless they have their own vehicle.

### 1.2 Education Levels

According to the latest census information, Boston has the second highest proportion of people reporting no qualifications in England at 27.6% compared to a national average of 18.2%. England has 33.9% of people who are educated to level 4 or above. Boston has the third lowest amount of people with a Level 4 or above qualifications (19 per cent). South Holland has the sixth least (20.1 per cent) and East Lindsey (21.5 per cent) has the seventh least. This is a stark difference to the highest levels in London of 46.7%. The compound effect of poorly

paid work and the inaccessibility of education around work has a particular impact on adult learners wishing to upskill or reskill to improve their earning potential. Whilst the pandemic did much to speed the adaptation to digital technology in many industries and in education, this pace of change was not seen in our region due to the largely manual and human-facing employment sectors. Additionally, there is a lack of basic infrastructure in our area to access a reliable broadband signal, poverty which leads to a lack of funds to afford connectivity and poor basic digital and literacy skills.

Boston College underwent an enhanced inspection by Ofsted in December 2023 and overall was considered to be a 'good' provider of education and skills. All sub-judgements other than SEND were also considered good including apprenticeships which was deemed as 'requires improvement' at the last inspection. The college's contribution to meeting skills was judged as 'reasonable'. The full report is available here: [10270866 - Boston College - 130761 Final PDF.pdf](#)

## **SECTION 2 - PURPOSE**

### **2.1 Our strategic intent:**

At Boston College, our strategic intent is to be a pioneering force for our local and regional economy, committed to delivering outstanding educational experiences that empower individuals, transform communities, and shape futures. We are the college for everyone, and we have a place for everyone. We focus on being the key partner to provide the skills and training needed for our diverse range of employers. We inspire our learners through their education and experiences to continually develop, adapt and grow themselves to meaningfully contribute to our changing world.

## 2.2 Our core values, vision and mission

### 1 OUR CORE VALUES

#### Bravery

We make the right decisions with learners at the heart

#### Respect

We ensure that all people feel valued

#### Inspiration

We are creative and innovative to maximise opportunities for all

#### Growth

We are a learning organisation

#### Hope

We raise aspirations

#### Truth

We are open, honest and have integrity at all times

#### Energy

We are passionate, purposeful and productive

#### Nurture

We are kind and care for each other

### OUR VISION

BRILLIANT today, BETTER tomorrow

### OUR MISSION

“To inspire lifelong learning, growing people to be their brilliant best, energising our communities and brightening all our futures.”



### 2 OUR CORE VALUES

#### OUR GREEN THREAD

We are committed and relentless in our whole college ambition to achieve Net Zero and a sustainable planet.



#### OUR GOLDEN THREAD

We are committed and relentless to ensure that employers, the community and our partners are key drivers in our intent, implementation and impact of our mission.



## 2.3 Our commitments

**Delivering Inspiring Learning Experiences:** We are dedicated to providing diverse, accessible, and high-quality learning experiences that foster intellectual growth, skill development, and personal transformation.

**Nurturing Inclusive and Inquisitive Communities:** We pledge to cultivate an inclusive and vibrant learning community that celebrates diversity, promotes collaboration, and encourages curiosity among students, staff, and partners.

**Driving Research and Innovation:** We are committed to advancing knowledge and fostering innovation through research, creativity, and partnerships that benefit our students, our region, and society as a whole.

**Energising Employability and Career Prospects:** We are dedicated to equip our leavers with the skills, resilience, and adaptability required for success in a rapidly changing world, forging strong curriculum connections with employers and industry leaders.

**Promoting Sustainability and Social Responsibility:** We pledge to integrate sustainability and ethical responsibility into our core operations and curricula, preparing our students to be responsible global citizens.



## 2.4 STRATEGIC PLAN – targets and objectives

### 5 OUR STRATEGIC OBJECTIVES THE 5 PILLARS

#### PERFORMANCE objectives

- ▶ Our curriculum is informed by our external partners and shaped to meet students' needs.
- ▶ Teaching and learning is Good or Outstanding in all sessions.
- ▶ All learners make exceptional progress from their starting points and progress to positive destinations.
- ▶ All study programme learners have meaningful experiences in preparation for work and life.
- ▶ 100% of awarding body external audits ensure compliance and assure quality.

#### PRODUCTIVITY objectives

- ▶ Introduce lean processes to increase efficiency, reducing waste and repetition.
- ▶ Continually seek new and maximise existing funding streams to support growth and investment.
- ▶ Design and implement a robust and ambitious yet adaptive estates strategy based on our key priorities.
- ▶ Invest in our IT infrastructure to ensure that staff and students have access to the latest technology and our systems are reliable and safe.
- ▶ With the use of business intelligence our key stakeholders have convenient and effective access to information and systems, and where we can work and collaborate in the most efficient of ways.



#### PEOPLE objectives

- ▶ Our curriculum is informed by our external partners and shaped to meet students' needs.
- ▶ Motivate, inspire and support staff to achieve our organisational vision, mission and values.
- ▶ All staff have and achieve an ambitious plan for their own continuous professional development.
- ▶ Continually invest in leadership to develop organisational capacity and capability to deliver transformational change.
- ▶ Value and recognise the contributions and achievements of all our people, celebrating diversity in our communities.
- ▶ Engage and work in partnership with our people to manage change and opportunities.
- ▶ Revise and simplify our approach to teaching resource to achieve fairness and affordability.

#### PARTNERSHIPS objectives

- ▶ Partner with key employers to address skills gaps and the barriers of our local low wage economy.
- ▶ Our community partners value our collaboration to tackle inequalities in our region.
- ▶ Work closely with other educational partners to provide clear pathways to encourage lifelong learning and social mobility.
- ▶ Maintain a close and cohesive relationship with our civic partners to maximise investment and growth opportunities for the area.

#### PERSONALITY objectives

- ▶ Define the key sectors that we support particularly Green Energy, Engineering and Automotive, Health and Care Industries, Transport and Logistics, Creative and Cultural industries.
- ▶ Develop the employability skills of all students to help prepare them for lifelong success and contribution to society.
- ▶ Learners co-collaborate in all aspects of college life.
- ▶ Governors make an active contribution to the success of the College.
- ▶ All decisions respond to our commitment to helping tackle the climate emergency.
- ▶ We support all learners to become the best versions of themselves.

## 2.5 Strategy for Skills

The Strategic Plan 23-25 is based on our '5 Pillars' – People, Performance, Productivity, Partnerships and Personality and incorporates the following objectives, defining our approach to skills.

- We will partner with key employers to address skills gaps and the barriers of our local low wage economy.
- Our community partners value our collaboration to tackle inequalities in our region.
- We will work closely with other educational partners to provide clear pathways to encourage lifelong learning and social mobility.
- We will maintain a close and collaborative relationship with our civic partners to maximise investment and growth opportunities for the area.
- We will support key sectors particularly Green Energy, Engineering and Automotive, Health and Care Industries, Transport and Logistics, Creative and Cultural industries.
- We will develop the employability skills of all students to help prepare them for lifelong success and contribution to society.

## 2.6 Joint Statement – Greater Lincolnshire Federation of Colleges

### Introduction

Providers in Greater Lincolnshire see collaborative working as an important and essential aspect of how they (as individual entities) and how we (as a region) meet the skills needs of Greater Lincolnshire's communities and stakeholders. This is evidenced by the many successes that have been achieved through joined-up bidding for essential capital and resource funding that has benefited our learners and further contributed to closing the skills gap.

### Place

Greater Lincolnshire has a population of approximately 1.13m people and is largely made up of hamlets, villages, and market towns, with just one city, Lincoln. Jobs density is 0.79 compared to the national average of 0.87 which does present challenges in linking labour supply to demand. The areas rural nature and spread, twinned with transport challenges, can make accessing education difficult in some areas. Despite this, the county boasts a strong and growing mixed economy with ambitions to add £3.2bn to GVA by 2030.

SOURCE: GL LSIP Report - FSB

## **Partners**

The colleges making up this region are:

- Lincoln College
- Bishop Burton College
- Grantham College
- TEC Partnership
- IEG Group
- Boston College
- John Leggott College
- Franklin College
- DN Colleges Group

## **Collaborative projects**

Examples of how providers in the region have worked together to address skills needs include the following examples.

### Institute of Technology (LloT)

Led by the University of Lincoln, this partnership has provided funding to deliver higher technical qualifications in automotive, computing, and electronics. Employers like Krypto Kloud, Halfords, and the NHS have supported the development of the LloT and Professional Skills Centre training.

### Lincolnshire Federation of FE Colleges

Led by Lincoln College, this group brings together seven colleges in the region to enhance and coordinate its approach to skills in Lincolnshire.

### Higher Technical Qualifications

Supported by successful consortia bids (SIF1 and SIF2) the region has developed a range of Higher Technical Qualifications which are underpinned by formal agreements with multiple Universities including the University of Lincoln, the University of Hull, the University of Derby, and Bishop Grosseteste. These agreements recognise the skills and expertise of respective members of the partnership and that alignment of activity is critically important in shaping the region's curriculum offer and supporting the IoT.

### T levels

As a Wave 1 adopters of T levels, Franklin College, TEC Partnership, IEG Group, and Grantham College were able to access CDF funding to expediate their ability to take T Levels to market. Other partners, whilst not accessing this funding, we are also early to market

with these priority qualifications, including DN Colleges Group.

#### Local Skills Improvement Fund

Led by TEC Partnership, the Local Skills Improvement Fund (LSIF) has been a key opportunity for collaborative activity between providers. Based on LSIP recommendations, the area has focused on three key priority areas to address through LSIF funding:

- Employability
- Digital
- Engineering
- Plumbing

#### SDF

Led by TEC Partnership and involving all college providers in the region, the Skills Development Fund was a key contributor to the region's skills development activities, focusing mainly on Low Carbon/Green Energy.

#### Lincolnshire Healthcare Pipeline Group

Led by Lincoln College, providers came together to articulate their collective offer for the NHS, in order to support progression choices and careers aspirations in the region. This also helped to identify gaps in curriculum and aided in shaping curriculum planning.

#### Humber Freeport Skills and Offshore Wind Cluster membership.

Providers including TEC Partnership, DN Colleges Group, John Leggott College, and Franklin College are members of many Humber-specific groups. This ensures that provision meets the needs of the current, emerging, and future activity expected in the jobs market, both north and south of the river and particularly in green energy.

#### LSIP

Led by the Federation for Small Businesses, partners are involved in phase two of LSIP activities that are focusing mainly on

We expect future collaborative work to include:

- Building on LSIF progress to make the most effective use of innovation and new technology to transform the curriculum.
- How networked technology could help Greater Lincolnshire with shared teaching and curriculum development in light of staffing challenges.
- Supporting the development of nuclear facilities within the region, the renewable energy sector, and bids for high quality equipment to support new provision through LIoT.



## SECTION 3 - CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES

### 3.1 LSIP Priorities

<b>Work Readiness and Essential Skills</b>			
Actions required to address employer concerns about the work readiness of new entrants and the skill-level of existing employees.			
<b>'ACTIONABLE PRIORITIES'</b>	<b>CONTRIBUTION TO DATE</b>	<b>IMPACT</b>	<b>FURTHER/PLANNED ACTIONS</b>
High quality CVs	Both the Local Labour Market Support Fund (Professional Driver Programme) and the HGV Skills Bootcamp were designed to address employer concerns regarding the work readiness of new entrants and the skill levels of existing employees. These projects are direct responses to identified needs within the transport and logistics sector, as highlighted in the Greater Lincolnshire and Rutland Local Skills Improvement Plan (LSIP). Their primary aim was to mitigate the	<p>Work Readiness of New Entrants: The programmes equipped new entrants with essential skills and qualifications required for professional driving roles. This included obtaining necessary licenses, understanding safety regulations, and mastering vehicle operation. As a result, new drivers were better prepared to meet the demands of the job from day one.</p> <p>Mitigating Driver Shortages:</p>	<p>Develop a closer working relationship with representatives from the Transport and Logistics Sector.</p> <p>Undertake collaborative business development activities with representatives of the Road Haulage Association and The Worshipful Company of Car Men.</p> <p>Quarterly meetings with Regional DWP manager to review offer meets Local</p>

	<p>shortage of HGV drivers, a pressing issue affecting the local labour market. By enhancing the skills of new and existing workers, these initiatives ensure a more competent and prepared workforce, directly addressing employer concerns.</p>	<p>By training more drivers and improving the skills of the existing workforce, these programmes help mitigate the severe shortage of HGV drivers. This is crucial for maintaining supply chains and supporting the local economy.</p> <p>Employer Confidence: Employers gain confidence in their workforce's capabilities, knowing that employees have received high-quality training tailored to industry needs. This reduces recruitment challenges and operational disruptions caused by skills gaps.</p> <p>Economic Stability: A well-trained and readily available workforce supports the stability and growth of the transport and logistics sector, which is vital for the broader economic health of the region.</p>	<p>Claimant requirements.</p> <p>Enhanced presence at Jobcentre to support Job matching of claimants to employer vacancies.</p> <p>Development of CV writing skills threaded through all employability offer as well as a priority for skills-building for younger learners – curriculum plan 2024-25</p>
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<p>Focus on Essential Skills</p> <p>Communications, numeracy, resilience, timekeeping, teamwork, professionalism</p>	<p>Multiply, awarded by Lincolnshire County Council has successfully enhanced individuals' mathematical proficiency through strategic interventions. The programme has provided targeted support to adults, helping them develop essential numeracy skills essential for everyday applications.</p> <p>Formal Qualifications: Through Multiply, participants have been supported in attaining formal qualifications, marking a significant milestone in their educational journey. These qualifications validate their numeracy skills and signify their readiness for employment or further educational pursuits.</p>	<p>Improved Employability: The enhanced numeracy skills acquired through Multiply have directly contributed to participants' increased employability. By equipping them with fundamental skills for problem-solving, data analysis, and financial management, the programme has enabled individuals to access a wider range of job opportunities.</p> <p>Empowerment for Everyday Life: Beyond employment, Multiply has empowered individuals to navigate various aspects of everyday life more effectively. From managing personal finances to making informed decisions, participants have applied their newfound numeracy skills in diverse contexts, thereby enhancing their overall quality of life.</p>	<p>Award of Multiply 24/25 funding.</p> <p>Programme Enhancement and Expansion:</p> <p>Build upon the successes of the current Multiply programme by enhancing existing components and introducing new elements to further support mathematical proficiency development.</p> <p>Expansion of programme's reach to target communities that may benefit from numeracy skill development.</p> <p>Collaboration and Partnership Development:</p> <p>Forge new partnerships with businesses, educational institutions, and community organisations to continually review the curriculum.</p> <p>Ensure programmes meet specific industry needs and ensure that participants are</p>
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			equipped with skills relevant to the local job market.
<p>Preparation for work including professional workplace behaviours and skills.</p>	<p>LEAP an ESF funded project awarded by the DWP (completed 31st of Dec 2023) brought together Boston College, TEC Partnership, Grantham College, Bishop Burton College, and Lincoln College in a collaborative effort to address unemployment and economic inactivity.</p> <p>Focused Approach: The project was strategically designed to assist unemployed and economically inactive individuals who faced multifaceted and complex barriers to employment.</p> <p>Comprehensive Support: LEAP aimed to address underlying issues hindering participants' engagement with education, vocational training, and employment pathways.</p>	<p>LEAP Key Impacts:</p> <p>Enhanced Employability:</p> <p>Skill Development: LEAP provided participants with essential skills through educational opportunities and vocational training, improving their employability.</p> <p>Qualification Attainment: Participants were able to gain qualifications that increased their job prospects and aligned with market needs.</p> <p>Holistic Support: The project offered comprehensive support addressing multifaceted issues such as lack of education, skills gaps, and personal challenges.</p> <p>Tailored Interventions: Individualised support plans helped participants overcome specific barriers, ensuring</p>	<p>The transition from ESF to UKSPF funded projects represents an opportunity to build on the foundation laid by previous initiatives and amplify their impact. By leveraging lessons learned, expanding outreach, fostering partnerships, and embracing innovation, UKSPF-funded projects can continue to empower individuals, strengthen communities, and drive inclusive economic growth across the region.</p> <p>UKSPF Restart, Reskill, Upskill Project and the Career Advance Project: Awarded by SELCP: these projects have been awarded by SELCP, and are strategically oriented towards addressing unemployment challenges through a targeted focus on skill development and employment opportunities.</p>

		<p>more effective outcomes.</p> <p><b>Educational Opportunities:</b> LEAP encouraged engagement with educational institutions, promoting lifelong learning and personal development.</p> <p><b>Vocational Training:</b> Practical training programmes provided hands-on experience, preparing participants for specific industries and job roles.</p> <p><b>Job Readiness:</b> The project focused on making participants job-ready by equipping them with necessary skills and confidence.</p> <p><b>Employment Connections:</b> Partnerships with local employers facilitated job placements and apprenticeships, directly linking participants to the workforce.</p> <p><b>Reduced Unemployment:</b> By</p>	<p>Aligned with the People and Skills Strand of the Greater Lincolnshire and Rutland Local Skills Improvement Plan (LSIP), these projects actively contribute to the overarching objectives of levelling up and specific themes outlined within the UKSPF framework. The anticipated outcomes include the enhancement of work-readiness, provision of guaranteed interviews, and facilitation of career progression within the workplace. The implementation of these projects necessitates close collaboration with a diverse array of stakeholders, including Employers, JCP+, NBV, and Grants4Growth.</p>
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		<p>supporting unemployed and economically inactive individuals, LEAP contributed to lowering local unemployment rates.</p> <p>Economic Activity: Increased employment and engagement in vocational training stimulated economic activity within the community.</p> <p>Community Integration: The project promoted social inclusion by helping individuals reintegrate into the workforce and the community.</p> <p>Support Networks: Collaboration between multiple colleges and support services created a strong network for participants, fostering a sense of belonging and support.</p> <p>Institutional Collaboration: The joint effort of Boston College, TEC Partnership, Grantham College, Bishop</p>	
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		<p>Burton College, and Lincoln College demonstrated the power of collaboration in addressing regional unemployment challenges.</p> <p>Resource Sharing: The project enabled resource sharing and best practices among participating institutions, enhancing the overall effectiveness of the initiative.</p>	
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## Digitisation and Smarter Working

Actions required to address employer concerns with the lack of digital skills within the workforce ranging from basic levels of competency to the availability of higher technical digital 'smarter working' skills including the effective use of applications for strategic planning, finance, social media, Ai and automation, programming and software development

<b>'ACTIONABLE PRIORITIES'</b>	<b>CONTRIBUTION TO DATE</b>	<b>IMPACT</b>	<b>FURTHER/PLANNED ACTIONS</b>
Upskilling of workforce in general digital skills	<p>The LSIF-funded Renewables Centre development project has made significant contributions to upskilling the workforce in general digital skills, leading to tangible impacts:</p> <p>Contribution to Date:</p>	Enhanced Digital Skills: The project has equipped individuals with essential digital skills through immersive learning experiences and practical training, contributing to a more digitally literate	Enhancing the digital skills and proficiency of both staff and students to effectively incorporate new technologies into teaching and learning practices.

	<p>The project has introduced an advanced digital learning platform, fostering online learning and collaboration. It has also integrated cutting-edge technologies like HoloPatient, HoloHuman, and VR applications, enhancing digital skills training.</p> <p>Capital investment in VR technology for call centre training and the establishment of a digital skills hub have provided practical learning environments for individuals to develop and enhance their digital competencies.</p> <p>Implementation of Lightcast software has facilitated career guidance and employer skill analysis, ensuring that training programmes align with industry needs.</p>	<p>workforce.</p> <p>Improved Employability: By aligning training programs with industry demands, the project has enhanced participants' employability, empowering them to pursue career opportunities in sectors requiring digital expertise.</p> <p>Economic Growth: The project's focus on innovation and addressing skill gaps has contributed to regional economic growth by ensuring that the workforce is equipped to meet the evolving demands of the digital economy.</p> <p>Increased Collaboration: The digital learning platform has facilitated collaboration among learners, educators, and industry professionals, creating opportunities for knowledge sharing and skills development.</p>	
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<p>Digital Skills within post-16 programmes</p>	<p>All adult courses incorporate essential digital skills into the programme of study providing foundation digital skills, communication digital skills, problem solving skills and handling information and content.</p>		<p>Community learning courses for introduction to digital skills to provide the first steps into gaining essential digital skills.</p>
<p>Database skills for businesses</p>			<p>New Data Analyst apprenticeship that will specify skills around how data can be used to problem solve, providing database skills for businesses.</p>
<p>Social media skills for business</p>	<p>Social media for business growth workshop held for local businesses through The Centre for Food and Fresh Produce Logistics (CFFPL) project.</p> <p>Distance learning Digital marketing course offer includes social media skills.</p>	<p>Through the social media for business growth course attendees were able to take away skills and knowledge around social media and promotion to use within their businesses.</p>	<p>Continued offer of social media for business growth workshops through the UK Shared Prosperity projects.</p> <p>The Boston School of Leadership and Management and Leadership and Management bootcamps will provide bespoke workshops covering social media.</p>

Skills in AI and automation	AI, Automation, VR and AR facilities with VISR have been developed using a range of funding sources	The majority of curriculum areas are now using VR and AR technologies to enhance student learning	Continued application of virtual learning in curriculum areas.  Use of AR to support language acquisition for ESOL learners
Digital solutions for productivity and smarter working	<p>The Centre for Food and Fresh Produce Logistics (CFFPL) was established under the Boston Town Deal by the Department for Levelling Up Housing and Communities, showcasing a significant investment in the region's economic development.</p> <p>CFFPL represents a collaborative endeavour between Boston College and the University of Lincoln's National Centre for Food Manufacturing (NCFM), leveraging the expertise and resources of both institutions to support businesses in various sectors.</p>	<p>Through the implementation of innovative practices, digital technologies, and scientific research, CFFPL has stimulated growth within supported sectors, driving economic development and job creation in the region.</p> <p>Businesses supported by CFFPL have improved their competitiveness by adopting cutting-edge technologies, optimizing processes, and accessing tailored training and advisory services.</p> <p>The workforce training and development programs offered by CFFPL have enhanced the skills and</p>	<p>Establishment of the 'Future Factory' funded by OfS/Higher technical qualifications capital.</p> <p>Planned projects with medium-sized employers to utilise robot technologies.</p>

	<p>CFFPL provides support to businesses across diverse sectors, including agri-food technologies, ports and logistics, manufacturing, engineering, packaging, equipment and technical services, and the food service industry.</p> <p>The project focuses on implementing innovative practices and digital technologies to enhance productivity, efficiency, and competitiveness across supported sectors.</p> <p>CFFPL conducts scientific research and development activities aimed at improving product quality, process efficiency, and sustainability within the food and fresh produce logistics industry.</p> <p>The initiative offers comprehensive workforce training and development programs to upskill</p>	<p>capabilities of employees, making them more adaptable, productive, and valuable assets to their employers.</p> <p>Scientific research and development activities conducted by CFFPL have led to advancements in product quality, process efficiency, and sustainability, benefiting both businesses and consumers.</p> <p>The objectives of CFFPL closely align with the overarching goals of the Local Skills Improvement Plan (LSIP), contributing to the development of a skilled workforce, promotion of innovation, and support for economic growth within the region.</p>	
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	<p>employees and enhance their capabilities to meet the evolving demands of the industry.</p> <p>CFFPL provides businesses with comprehensive advisory services, offering guidance on best practices, regulatory compliance, market trends, and strategic planning to support their growth and success.</p>		
<p>Computer skills such as programming, software development and analytics</p>	<p>Development of HTQs in video and special effects – working with international sector specialists + Arts Council England + Boston Borough Council</p> <p>The Boston Brilliance project: Co-funded by the Arts Council with investment from local stakeholders, demonstrating collaborative support for its vision.</p> <p>Visionary Initiative: Spearheaded by Boston College and the local</p>	<p>Catalyst for Creative and Digital Expansion: The Boston Brilliance project, scheduled for February 2025, serves as a catalyst for creative and digital expansion in the surrounding area, inspiring a wave of artistic and technological innovation.</p>	<p>Delivery of HTQs in digital and computer technologies – Sept 24 onwards.</p> <p>Development of centre of excellence in creative and digital technologies – Haven Wharf. Commencing Spring 2025</p>



	<p>authority, The Boston Brilliance project aims to transform the urban landscape of Boston through innovative light installations, marking a significant step towards cultural revitalisation.</p> <p>Utilisation of Light as Artistic Medium: By utilising light as a medium for artistic expression and cultural enrichment, the project represents a creative approach to urban development, blending art and technology to reimagine public spaces.</p>	<p>Inspiration for Local Artists and Entrepreneurs: By showcasing the potential of digital technologies in artistic endeavors, the project inspires local artists, entrepreneurs, and businesses to explore new avenues for expression and innovation, fostering a culture of creativity and entrepreneurship.</p> <p>Opportunities for Economic Growth: The project's emphasis on creativity and technological advancement creates opportunities for economic growth and development, attracting investment and talent to the area and positioning Boston as a hub for innovation and cultural vibrancy.</p>	
<p><b>Construction</b></p>			

Actions required to fill occupational shortages in the construction workforce, build management and leadership capability, address the imbalance of gender in the workforce and to improve work-readiness in the sector.

<b>'ACTIONABLE PRIORITIES'</b>	<b>CONTRIBUTION TO DATE</b>	<b>IMPACT</b>	<b>FURTHER/PLANNED ACTIONS</b>
Developing leadership capacity	Launch of the Boston School of Applied Leadership and Management (BSALM)	n/a	<p>Targeted short courses in L and M for construction industry.</p> <p>Development of the current construction employer forum to address specific needs in L and M including effective succession planning for businesses,</p>
Strong employer-provider relationships to determine skills needs	<p>BRE Academy partnership</p> <p>Boston College Gas Centre supported by Aaron Services</p> <p>Aarron Services, a local employer, has provided support to our Gas Centre, contributing to the equipment maintenance, and facility upgrades.</p> <p>the new Gas Training Centre and ACS Centre offers qualified plumbing and</p>	<p>With dedicated facilities shaped specifically for industry professionals, the centre enables the opportunity for focused, comprehensive training for the following qualifications: CCN1 Core Safety Assessment, CENWAT Domestic Gas Central Heating Boilers and Water Heaters, CKR1 Domestic Gas Cooking Appliances, HTR1 Gas Fire and Wall</p>	<p>Further development of Employer forum.</p> <p>Deeper involvement of employers in curriculum planning and delivery from September 2024</p>

	heating engineers the opportunity to renew the gas, water and heating qualifications that are essential to their work.	Heaters, MET1 Gas Meter Safety, CPA1 Combustion Performance Analysis, and Water Regs and Unvented Hot Water Systems.	
Work-readiness for the sector	<p>Establishing strong partnerships with local construction companies has provided students with invaluable hands-on work placement and projects. By inviting industry professionals as guest lecturers and mentors, students gain real-world insights and guidance, bridging the gap between academic learning and industry expectations.</p> <p>Developing our on-site training facilities that replicate real-world construction environments allows our students to practice and hone their skills. Ensuring access to the latest tools, equipment, and technologies, prepares students for the demands of modern construction projects.</p>	<p>With the implementation of comprehensive strategies, students are now graduating with a robust mix of practical skills, industry knowledge, and professional certifications. This thorough preparation has made them highly attractive to employers, fully equipped to meet the demands of the construction sector.</p> <p>Thanks to strong industry partnerships and hands-on projects, students have gained invaluable practical experience and a deep understanding of current technologies and sustainable practices. This exposure has facilitated a seamless transition from academic learning to professional</p>	<p>Introducing global study placements is another planned initiative. These placements will give students the opportunity to visit and study significant construction projects around the world, broadening their understanding and providing inspiration from different construction cultures and practices.</p> <p>To maintain the relevance and quality of the curriculum, the department plans to implement a more rigorous and continuous feedback mechanism. This will involve regular consultations with industry experts, alumni, and current students to adapt and refine the educational programmes in real-time.</p>

	<p>Offering accredited courses recognised by industry bodies like the CITB or NVQs ensures that students meet industry standards. Providing essential safety certifications, such as health and safety, first aid, and CSCS cards, equips students with necessary qualifications for the workplace.</p> <p>Incorporating units focused on communication, teamwork, and leadership skills into the curriculum has helped develop well-rounded professionals. Encouraging critical thinking and problem-solving through project-based learning and real-world scenarios that have enhanced students' adaptability and decision-making abilities.</p> <p>Providing career counseling services helped students explore various career paths within the construction</p>	<p>employment.</p> <p>Regular feedback from industry partners and students has kept the curriculum relevant and aligned with current industry needs. This continuous improvement cycle ensures that the educational programme evolves with changing industry standards, maintaining its effectiveness and value.</p> <p>The inclusion of community projects and a strong focus on sustainability have created positive impacts beyond the college. Students have contributed to meaningful projects while learning, and the industry now benefits from a workforce trained in environmentally responsible practices.</p>	<p>Recognising the demanding nature of the construction industry, the college plans to bolster its mental health and wellbeing support services. This will include workshops, counselling services, and resilience training to help students manage stress and maintain a healthy work-life balance.</p>
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	<p>industry and set realistic goals. Organising job fairs and networking events allowed students to connect with potential employers and learn about job opportunities, facilitating a smoother transitions into the workforce.</p> <p>Teaching students about sustainable building practices and technologies prepares them for the growing emphasis on sustainability in the construction industry. Allowing them to understand the changes that are happening now and in the future allowing them to stay up to date professionally.</p>		
<p>Address diversity in workforce</p>	<p>The Construction department has successfully adopted inclusive recruitment practices, significantly promoting diversity within the workforce. Through targeted outreach at job fairs, community events, and partnerships with</p>	<p>The impact of these initiatives has been profound, resulting in a significantly more diverse and inclusive environment within the Construction department. Students from a variety of backgrounds now feel welcomed and supported,</p>	<p>Partnering with community organisations and schools in underrepresented areas to raise awareness about career opportunities in construction.</p> <p>Collaborating with construction companies to form diversity committees that focus on creating inclusive</p>

	<p>organisations supporting diversity, the college has reached a broader range of candidates. Bias-free recruitment processes and diverse hiring panels have ensured that candidates are evaluated solely on their skills and qualifications, reducing unconscious bias.</p> <p>An inclusive environment has been cultivated through comprehensive education and awareness initiatives. Regular diversity and inclusion training for staff and students has fostered a deep understanding and appreciation of different cultures, backgrounds, and perspectives. Workshops and sessions on the importance of diversity in the construction industry have highlighted the benefits and shared best practices, embedding a culture of inclusivity.</p> <p>Role models and success stories have been</p>	<p>leading to increased enrolment from underrepresented groups.</p> <p>the college's commitment to diversity and inclusion has enhanced its reputation within the industry and the community. Graduates are well-prepared to enter a diverse workforce, bringing with them a deep understanding of cultural competency and inclusive practices. This has made them highly attractive to employers who value a diverse workforce, leading to better job placements and career advancements.</p>	<p>workplace policies and practices.</p>
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	<p>prominently highlighted, inspiring others and demonstrating the college's commitment to diversity. Successful alumni from diverse backgrounds have been showcased through events, marketing materials, and social media, providing visible role models. Diverse industry leaders have been invited to speak and engage with students, showcasing the possibilities within the construction industry.</p>		
<b>Engineering</b>			
<p>Actions required to promote engineering careers to support the recruitment of diverse local talent for engineering businesses.</p>			
<b>'ACTIONABLE PRIORITIES'</b>	<b>CONTRIBUTION TO DATE</b>	<b>IMPACT</b>	<b>FURTHER/PLANNED ACTIONS</b>
<p>Collaboration to promote engineering careers</p>	<p>The Engineering department at Boston College, has successfully established partnerships with local schools, particularly in underrepresented areas, providing early exposure to</p>	<p>The comprehensive initiatives implemented by the Engineering department have led to a significant increase in diversity within the engineering cohorts. By providing early exposure to</p>	<p>Implementing peer mentorship programmes where upper-year students mentor first-year students, helping them navigate college life and academics.</p>

	<p>engineering careers through workshops, career days, and STEM clubs. These initiatives have actively engaged students and sparked their interest in engineering from a young age. Additionally, participation in community events with informational booths, demonstrations, and interactive activities has allowed the department to engage local youth and their families effectively.</p> <p>The department has organised workshops and seminars focused on career development, CV building, and interview skills tailored for students and young professionals from diverse backgrounds. Networking events have been hosted, connecting students with diverse professionals in the engineering field and providing opportunities for mentorship and career advice. Industry panels have</p>	<p>engineering careers and supporting students from diverse backgrounds throughout their educational journey, the department has successfully attracted and retained a more varied student body. This has resulted in a more inclusive and representative pool of graduates entering the engineering field, bringing a wide range of perspectives and ideas to the industry.</p> <p>The establishment of robust partnerships with engineering businesses has not only created valuable project and apprenticeship opportunities but also strengthened the relationship between the college and the industry. These partnerships have ensured that the curriculum remains relevant to current industry needs and that students are well-prepared for the workforce.</p>	<p>Incorporating more real-world projects and challenges into the curriculum that address current industry issues, encouraging creative and diverse problem-solving approaches.</p>
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	<p>featured diverse engineering leaders discussing career paths, challenges, and opportunities, offering inspiration and practical advice to aspiring engineers. These initiatives have significantly enhanced the professional development and networking opportunities for students.</p>		
<p>Bespoke training for employers for existing workforce.</p>	<p>The Engineering department at Boston College, FE, has developed and delivered bespoke training programmes tailored to the needs of employers' existing workforces. These programmes are designed to enhance the skills and knowledge of employees, ensuring they remain competitive and capable of meeting the evolving demands of the industry.</p>	<p>We have successfully collaborated with leading employers, including Aarons Services, Guttridge, The National Grid, and Parkinsons, to name a few. These partnerships have enabled us to create targeted training solutions that address specific organisational needs and industry requirements.</p>	<p>Continue to grow our network of employer partners to offer bespoke training solutions to a broader range of organisations.</p> <p>Create new training modules that address emerging trends and technologies in the engineering industry, ensuring our programmes remain cutting-edge.</p>
<p>Gain employer insights into course/training</p>	<p>Development of Anglian Water partnership</p>		

relevance through employer-provider relationships			
Work readiness and essential skills for the sector	<p>HTE Skills Injection Fund: Boston College has strategically utilised this funding to invest in marketing and continuous professional development (CPD) within the engineering/construction team, with a specific focus on delivering higher-level qualifications and utilising advanced equipment and machinery. Through this project, staff members are equipped with the knowledge and skills necessary to deliver cutting-edge curriculum and training methodologies.</p>	<p>Enhanced Curriculum and Training Methodologies</p> <ol style="list-style-type: none"> <li>1. Incorporation of latest industry practices</li> <li>2. Improved quality of education and training</li> </ol> <p>Skilled Workforce</p> <ol style="list-style-type: none"> <li>1. Competent staff members capable of delivering high-quality education</li> <li>2. Increased employability of students</li> </ol> <p>Industry Collaboration and Recognition</p> <ol style="list-style-type: none"> <li>1. Partnerships with industry leaders due to advanced equipment and skills</li> <li>2. Acknowledgment of Boston College as a hub for</li> </ol>	<p>Sustained Growth and Development</p> <ol style="list-style-type: none"> <li>1. Continued investment in marketing and CPD</li> <li>2. Expansion of facilities and equipment</li> </ol>

		<p>skilled professionals</p> <p>IV. Future Prospects</p> <p>B. Innovation and Research</p> <p>1. Encouragement of research initiatives within the engineering/construction field</p> <p>2. Development of new curriculum and methodologies</p> <p>Community Engagement</p> <p>1. Outreach programmes to involve the local community</p> <p>2. Sharing knowledge and resources for societal benefit</p>	
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## De-carbonisation and Green Skills

Actions required to meet the current and future demand for low carbon and green energy workforce.

'ACTIONABLE PRIORITIES'	CONTRIBUTION TO DATE	IMPACT	FURTHER/PLANNED ACTIONS
Provide basic carbon-literacy training	Development of online course for basic carbon literacy	n/a	Launch and promotion of CL courses.

<p>Provide industry-specific carbon-literacy training for sectors</p>	<p>Development of green technologies – working with local employers to design facilities + LEP to deliver Skills Bootcamps</p> <p>The LSIF-funded Renewables Centre development project</p> <p>Investment in Renewable Technologies: The project has strategically invested in renewable technologies to bolster the college's role in supporting Green Lincolnshire, demonstrating a commitment to sustainability and environmental responsibility.</p> <p>Capacity Expansion: Through the development of the Renewables Centre, the college has expanded its capacity to offer training and education in green energy technology, providing students and professionals with opportunities to gain</p>	<p>Meeting Local Employer Demands: By aligning with local employer demands, the Renewables Centre addresses the need for skilled professionals in the renewable energy sector, bridging the gap between education and industry requirements.</p> <p>Fulfilling Council Expectations: The project aligns with the expectations of the South East Lincolnshire Council by advancing hydrogen investment and supporting initiatives that contribute to the region's sustainability goals.</p> <p>Addressing Knowledge Gaps and Skill Shortages: The Renewables Centre plays a crucial role in addressing knowledge gaps and skill shortages in green energy technology, equipping individuals with the expertise</p>	<p>Refurbishment and continued investment of teaching space to facilitate delivery of green skills.</p>
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	expertise in this rapidly growing field.	needed to drive innovation and growth in the renewable energy sector.	
Specific industrial decarbonisation training provision for engineering and construction	<p>Zero Carbon Mastery Skills Bootcamp:</p> <p>Targeted Approach: The bootcamp targets both employed and unemployed individuals aspiring to join the environmental management profession, addressing the region's need for skilled professionals in sustainable practices.</p> <p>Alignment with Local Objectives: Commencing with an introductory session on sustainability fundamentals, the program emphasises the importance of sustainability for businesses, aligning with the key focus area of the Local Skills Improvement Plan (LSIP).</p> <p>Focus on Innovation and Adaptability: Participants explore concepts of</p>	<p>Practical Skill Development: Through hands-on experience with real-world challenges, participants develop practical solutions that enhance value and contribute to organizational progress. This practical approach aligns with the LSIP's objective of promoting economic growth through skills development.</p> <p>Timely Skill Development: Scheduled for completion by November 25th, with learner progression achieved by September 30th, 2025, the bootcamp supports timely skill development and progression outcomes as outlined in the LSIP. This ensures that participants acquire relevant skills within a specified timeframe, enhancing their employability</p>	Develop staff skills to gain accreditation and enable delivery of IEMA environmental qualifications within Built Environment curriculum.

	innovation, measurement, and evaluation in achieving sustainability objectives, in line with the LSIP's goal of fostering innovation and adaptability within the local workforce.	and contributing to the region's workforce needs.	
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## Local Socio-Economic Conditions

Actions required to address the challenges of local socio-economic diversity of challenges and opportunities.

'ACTIONABLE PRIORITIES'	CONTRIBUTION TO DATE	IMPACT	FURTHER/PLANNED ACTIONS
Provide accessible courses to support employment of non-working groups.	<p>Expansion of ESOL delivery</p> <p>Boston College has developed and delivered ESOL (English for Speakers of Other Languages) courses tailored to the needs of non-working groups, providing accessible language training to individuals with limited English proficiency.</p> <p>The college has implemented flexible delivery methods, including evening sessions, unitised delivery and community-based</p>	<p>Boston College's ESOL delivery has contributed to the improved language proficiency of non-working individuals, empowering them to communicate effectively in English and enhancing their employability.</p> <p>By equipping non-working groups with English language skills, ESOL courses have expanded their employment opportunities, enabling them to access a wider range of</p>	Employability team to co-ordinate weekly drop in sessions with JCP+ to further advise and support claimants to gain skills for work.



	<p>programmes, to accommodate the schedules and preferences of non-working groups.</p> <p>Festival of Adult Learning June 2024: supports development and expansion of the PCDL provision, allowing for the creation of new courses, workshops, and learning opportunities tailored to the needs and interests of adult learners in the community.</p>	<p>job prospects and career pathways.</p> <p>Participation in ESOL courses has boosted the confidence and self-esteem of non-working individuals, facilitating their integration into the local community and broader society.</p> <p>Boston College's commitment to providing accessible ESOL courses has had a positive social impact by promoting inclusivity, diversity, and social cohesion within the community.</p> <p>The Festival of Adult Learning has facilitated increased access to learning opportunities for adults in Lincolnshire, breaking down barriers to education and empowering individuals to develop new skills and knowledge.</p> <p>The PCDL provision,</p>	
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		<p>supported by the festival, offers a diverse range of courses and workshops catering to various interests and needs, allowing learners to explore new subjects and pursue personal and professional development goals.</p> <p>Participation in PCDL programmes offered through the festival has led to skill development, increased confidence, and empowerment among adult learners, enabling them to actively engage in lifelong learning and personal growth.</p> <p>The festival's emphasis on adult learning contributes to community cohesion and well-being by fostering connections, promoting social inclusion, and enhancing the overall quality of life for residents in Lincolnshire.</p>	
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	<p>Employability, Targeted Over 50's provision in partnership with JCP+.</p> <p>Boston College's targeted over 50's employability programme, in partnership with JCP+, has developed and offered courses specifically designed to meet the needs of individuals over the age of 50 who are not currently employed.</p> <p>The programme has ensured accessibility by offering courses at convenient locations and times.</p> <p>Partnering with JCP+ has facilitated access to a wider pool of potential participants, leveraging the resources and networks of both organisations to reach non-working groups effectively.</p> <p>The programme has provided additional support services such as career counseling, job search assistance, and</p>	<p>By offering accessible courses tailored to the needs of individuals over 50, the programme has equipped participants with relevant skills and knowledge, thereby increasing their employability and enhancing their prospects for re-entering the workforce.</p> <p>Participation in the programme has empowered individuals over 50 to take proactive steps towards securing employment, fostering a sense of agency and confidence in their ability to navigate the job market effectively.</p> <p>Boston College's targeted over 50's employability programme has contributed to community engagement by addressing the needs of non-working groups, promoting social inclusion, and supporting economic participation among older</p>	
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	<p>CV writing workshops to enhance participants' employability skills and confidence.</p>	<p>individuals.</p> <p>The collaboration between Boston College and JCP+ has demonstrated the effectiveness of public-private partnerships in addressing unemployment and supporting workforce development initiatives tailored to specific demographic groups.</p>	
<p>Provision for NEET students.</p>	<p>Apprenticeship Offer Expansion:</p> <p>Through a robust Curriculum Planning process we have expanded the Apprenticeship offer increasing access to vocational training and employment opportunities.</p> <p>The college has developed Apprenticeships tailored to local employer needs and the interests of NEET individuals, providing pathways to acquire valuable skills and qualifications in various industries.</p>	<p>By empowering NEET young people to access education, training, and employment opportunities, Boston College's initiatives contribute to positive social outcomes, including increased social inclusion, self-confidence, and community cohesion.</p>	<p>Boston College to pro-actively engage with local communities, schools, and youth organisations to identify and reach out to potential NEET young people, raising awareness of the apprenticeship opportunities available.</p>

	<p>The college offers comprehensive support services to NEET students, including mentorship, counseling, and career guidance, to ensure their successful transition into apprenticeships and sustained participation in education and training.</p>		
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**Leadership and Management**

Actions required to address the deficit in supervisory, management and strategic leadership skills to increase the productivity of businesses.

<b>‘ACTIONABLE PRIORITIES’</b>	<b>CONTRIBUTION TO DATE</b>	<b>IMPACT</b>	<b>FURTHER/PLANNED ACTIONS</b>
<p>Provide accessible leadership and management training for all sectors. Focus on construction and engineering.</p>	<p>Development of Boston School of Applied Leadership and Management (BSALM)</p> <p>The Emerging Leaders Skills Bootcamp, will be jointly delivered by Boston College and Lincoln College in Sep 2025 and represents a collaborative effort to address</p>	<p>n/a</p> <p>Enhanced Leadership Skills: The bootcamp equips participants with essential leadership skills, empowering them to effectively lead teams and drive</p>	<p>Expansion of Apprenticeship offer in 24/25 to include delivery of L5 Operational Management</p> <p>UKSPF Career Advance Project 23/24 &amp; 24/25 to</p>

	<p>leadership skill gaps within the local workforce.</p> <p>The bootcamp offers customised training programmes designed to enhance participants' leadership capabilities. This tailored approach ensures that the content aligns with the specific needs and challenges faced by emerging leaders in the region.</p> <p>By focusing on leadership development, the bootcamp directly supports the objectives outlined in the Local Skills Improvement Plan (LSIP). It contributes to the LSIP's overarching goal of fostering leadership and management capabilities within the local workforce.</p>	<p>organisational success. Participants gain valuable insights and practical tools to navigate complex leadership challenges.</p> <p><b>Skilled Workforce Cohort:</b> Through comprehensive training and support, the bootcamp cultivates a skilled cohort of emerging leaders. These individuals are better prepared to take on leadership roles within their respective organisations, contributing to improved productivity and performance.</p> <p><b>Addressing Skill Shortages:</b> The project addresses skill shortages in key sectors identified in the LSIP by offering targeted leadership training. By enhancing leadership capabilities within these sectors, the bootcamp helps bridge critical skill gaps and support economic growth.</p>	<p>provide funded L3 ILM training to support entry into first line management roles and progression in the workplace.</p> <p>Continued development of the BSALM offer to meet employer needs.</p>
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		<p>Combined Expertise: By leveraging the combined leadership expertise of Boston College and Lincoln College, the bootcamp provides participants with access to a diverse range of perspectives and experiences. This enriches the learning experience and ensures that participants receive high-quality training.</p>	
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## Local Skills System

Action required to improve the effectiveness and efficiency of the local skills offer through greater collaboration between providers and with employers.

<b>'ACTIONABLE PRIORITIES'</b>	<b>CONTRIBUTION TO DATE</b>	<b>IMPACT</b>	<b>FURTHER/PLANNED ACTIONS</b>
<p>Opportunities for collaborative approach to investment in skills including with 6<sup>th</sup> forms.</p>	<p>See Joint AAS</p> <p>Early discussions with Lincoln and Grantham College to discuss strategic approach to skills delivery.</p> <p>Early discussions with ITP to maximise skills and employability delivery.</p>	<p>Opportunities for capital and revenue funding secured to support the LSIP delivery</p>	<p>Continued focus on seeking collaborative opportunities with other providers.</p>

Support demystification of skills system for employers.	Business Breakfast sessions delivered to support employer understanding of skills system and funding		Planned support for employers
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### 3.2 Annual Objectives 2024-25 – specific actions relating to 5 Pillars

#### Action 1

Implementation of a strategy for Level 1 learners to mitigate the risk of NEET and maximise success.

##### Relationship to Skills

To develop employability skills for those most at risk of preparation for work.

This action will support pillars 1 and 4

#### Action 2

All curriculum areas will have an employer strategy which sets out how they will utilise strong employer links to provide work-readiness skills including within tutorials for study programme students, apprentices and adults. This will include a plan for readiness for T-Level delivery, work experience and employability for adults.

##### Relationship to Skills

Curriculum offer will be clearly aligned to skills priorities and demonstrate collaboration and design with employers.

This action will support Pillars 1 and 4



### **Action 3**

The implementation of new people systems, policies and procedures will support the effective and efficient recruitment, onboarding, support and retention of a high quality workforce

#### **Relationships to Skills**

We will be able to attract and retain a highly-skilled workforce to ensure that we can deliver excellence in teaching and learning in key priority areas such as engineering and construction.

This action will support Pillars 3 and 5

### **Action 4**

To define and deliver on our estates and resources strategy to ensure that we can provide excellent environments for teaching and learning.

#### **Relationships to Skills**

To provide a bespoke adult and higher technical teaching environments (including Mayflower, electrical/green energy workshop) that support people back into work and to increase the skills level of existing workforces in priority areas.

This action will support Pillars 1 and 2

### **Action 5**

To focus on the delivery of an innovative and employer responsive employability and adult curriculum including through the use of project funding and collaboration with key partners

#### **Relationships to Skills**

To ensure that we have a robust plan to support adults both outside and within employment to increase skill level and address higher

level skills shortfalls in the workforce.

This action will support Pillars 1 and 4

## **Action 6**

To use our resources in AI and VR to support the workforce of priority areas such as healthcare, logistics and construction to support employers to maximise productivity and introduce or improve automation.

### **Relationships to Skills**

To support the productivity of businesses by enhancing the skills and capabilities of the workforce in emergent technology.

This action will support Pillars 4 and 5

## **Action 7**

To grow provision in apprenticeships and HTQs aligned with key priorities such as engineering and construction. Growth in apprenticeship will increase by 20% from 2025.

### **Relationships to Skills**

To ensure that employers can navigate the apprenticeship system, secure high-quality apprentices and plan for succession.

This action will support Pillars 2 and 4

## **SECTION 4 - LOCAL NEEDS DUTY**

### **4.1.**

The college leadership team and managers have developed positive relationships with a range of stakeholders and employers. This includes large and small businesses, community organisations, and local council groups. The college is represented on a wide range of external bodies, such as the Greater Lincolnshire Local Enterprise Partnership, the Towns Board and the Federation of Greater Lincolnshire Colleges. The college is well connected with the local community and has a strong grasp of the region's current and emerging skills needs and both existing provision and new curriculum offer responds accordingly. Employers and stakeholders are involved in the design and implementation of the majority of curriculum areas and again, this has supported the identification and fulfilment of current need. For example, when local employers identified a shortage of logistics drivers, college leaders invested in the relevant technology and worked closely with employers to teach the relevant skills needed for this industry. However, this is not yet consistent across all curriculum areas. In a few cases, such as the access to HE curriculum, leaders are yet to seek the views of stakeholders and employers to inform curriculum content. Curriculum managers and teachers work with employers and community groups to help understand and develop the skills that their learners need. They develop positive links with employers so that many learners, including those with high needs, benefit from work experience placements or work-related learning and live brief.

### **4.2 Examples of impactful project working:**

SDF2 – In collaboration with Boston Borough Council, the college purchased an electric vehicle supporting small businesses to gain confidence in the transition to renewable fuels. The college has also been enabled to invest in hydrogen and air source heat pump technologies with resources and training for staff. Our 'Low Carbon Lincolnshire Event' attracted business, community partners and over 1000 local primary and secondary students to engage with developments in the green energy sector in our area.

Centre for Food Fresh Produce Logistics (CfFFPL) – This joint project with the University of Lincoln has resulted in positive impacts on food sector businesses in Boston by providing training for hard-to-reach learners e.g. asylum seekers, shared practice opportunities such as the Sustainable Futures Conference (Nov 23) and promoting food businesses through the planned Food Festival in August 2024.

Labour Market Supply Fund (LMSF) – Working closely with GLLEP, DWP partners and employers, this initiative has been designed to train and upskill individuals to work in the transport industry. To date 16 individuals have found sustained employment as HGV/PSV drivers, filling the skills gaps of local employers and importantly transforming lives through skilled occupations.

## **SECTION 5 APPROACH TO DEVELOPING THE AAS**

Our strategic plan has recently been completed and signed off by the Corporation in May 2024. This statement includes content from the strategic plan and also our action plan to address remaining priorities noted within the Greater Lincolnshire LSIP. The document also refers to the ongoing collaborative work undertaken with the Greater Lincolnshire Federation of Colleges as a joint statement.

Worked with the ERB directly including engagement with our Board at a strategy day held in November 2023 which included workshops to consider how we are and will respond to the priorities outlined in LSIP.

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## **SECTION 6 – CORPORATION STATEMENT**

On behalf of the Boston College Corporation, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 3<sup>rd</sup> July 2024.



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DAVID EARNSHAW: CHAIR OF GOVERNORS

**SECTION 7 - [www.boston.ac.uk](http://www.boston.ac.uk)**