

# **ANNUAL ACCOUNTABILITY AGREEMENT**

**2025/26**



# CONTENTS

<b>SECTION 1: PURPOSE</b>	<b>3</b>
<b>SECTION 2: CONTEXT AND PLACE</b>	<b>4</b>
<b>SECTION 3: MEETING LOCAL, REGIONAL AND NATIONAL SKILL NEEDS</b>	<b>8</b>
<b>SECTION 4: KEY STAKEHOLDERS</b>	<b>11</b>
<b>SECTION 5: CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES</b>	<b>12</b>
<b>SECTION 6: DUTY TO REVIEW PROVISION IN RELATION TO LOCAL NEEDS</b>	<b>17</b>
<b>SECTION 7: CORPORATION STATEMENT</b>	<b>18</b>
<b>SECTION 8: SUPPORTING DOCUMENTATION</b>	<b>19</b>

# SECTION 1: PURPOSE

Hugh Baird College's strategic plan sets out our vision of becoming the 'best college in the country', with the primary objective of successfully serving the economic and social requirements of Sefton and the wider Liverpool City Region (LCR) via excellence in teaching and training. The strategic plan is underpinned by the College's core values in ensuring we achieve our vision for our stakeholders' benefit.

The College strategy (2021-2026) was developed in collaboration with key stakeholders, its students, staff, local and regional employers, community partners and governors. The development process was an iterative one in which more than 500 stakeholders were asked what the College should look and feel like in 5 years' time. This process allowed the senior leadership team to build a rich picture of what our stakeholders want and need from their college and the information was utilised to shape 5 strategic priorities – 'what we want to achieve' and agree 5 college values – 'how we intend to get there'.

## STRATEGIC AIMS AND OBJECTIVES

OUR VISION:

***To be the best college in the country***

OUR MISSION:

***To inspire, challenge and transform lives***

Our strategy is founded on five priorities of equal importance. The priorities form the basis of everything we do at Hugh Baird College, supporting our overall strategy of demand-led growth and outstanding quality in all our provisions.

- 1** *We are a College driven by its people, for its people*
- 2** *We provide the highest quality of experience for our students*
- 3** *We deliver an employer driven curriculum*
- 4** *We serve as a beacon for our community*
- 5** *We seize opportunities that benefit our people and place*

# SECTION 2: CONTEXT AND PLACE

## THE COMMUNITIES WE SERVE

**Hugh Baird College is a large Further Education College in Merseyside, home to 5,000 students and 500 staff. We offer over 300 courses from Entry Level to Level 3, T-levels, A-levels, Apprenticeships, Foundation Degrees, Degrees and Degree Apprenticeships. We are a multi-campus college split across four sites, each serving a different part of our community.**

We are based in the Sefton Borough of the Liverpool City Region (LCR). In 2023/24, the College recruited 45% of its intake from students living in Sefton, 43% from students living in Liverpool and 12% from students in other districts. The LCR Combined Authority has a £33bn economy, serving 1.6m people: of these, 988,600 are of working age (16-64 years). As of December 2023, there were 717,400 people in employment, of which 68,300 of these were self-employed.

The College recruits from several of the most deprived areas in England. The latest Indices of Multiple Deprivation statistics (collated in 2019) show that five of the Super Output Areas (SOAs) adjacent to the College are within the 1% most deprived in the country with particularly acute levels of deprivation because of ill health and disability (within the 0.2% most deprived in England), family income affecting children (within the 0.3% most deprived in England) and access to employment (within the 0.5% most deprived in England).

Of particular concern in the region is the proportion of people who are economically inactive due to health conditions and have been so for more than 12 months. Local authorities in the City Region are amongst the worst in relation to Public Health England's 'Best Start in Life' ranking with the majority of LCR's authorities falling in the worst 10%. By December 2023, there were 234,300 individuals who were economically inactive, with the main factors contributing to this being poor health or work-limiting illness/disability. The high prevalence of illness clearly has a negative impact on LCR's residents' quality of life; they are expected to live two and a half years less than the national average. Recent research has also found a sustained rise in infant mortality more prevalent amongst the most deprived local authorities in England of which Sefton Borough is one.



## EDUCATION AND TRAINING

The educational performance of young people within the City Region has been an issue of concern for many years and overall attainment continues to underperform compared with national levels, and below that which is required to enable young people to thrive and contribute fully to an inclusive economy. The LCR remains behind both the national average for Key Stage 2 and significantly behind at Key Stage 4, at both regional and combined authority level. This exacerbates the ability of young people to secure better quality work and often means that they spend time catching up to GCSE level when they could be developing the technical skills required by employers.

The LCR has a high proportion of residents with no qualifications, 8.2% compared to 6.5% nationally. This is a longstanding challenge with 62% of LCR pupils achieving grades 4 or above in English and Maths GCSEs, compared to 65% of pupils nationally; and a low proportion of residents with a qualification at level 4 or above, 42.9% compared to 47.3% nationally.

This all leads to a high proportion of young people not in employment, education or training (NEET). As of 2022, 5.4% of 16–17-year-olds in LCR were NEET compared to 5.2% nationally. Those with low or no qualifications are more likely to be economically inactive, while the relative lack of highly qualified workers can lead to skills shortages.

## ECONOMIC AND SOCIAL CHARACTERISTICS OF AREA

Prosperity across the City Region is weakened by inequality. This contributes to performance gaps between the City Region and the highest performing places nationally and internationally. These gaps are most evident in the City Region's relatively low skills levels, high economic inactivity, poor health outcomes, and levels of poverty and deprivation.

One of LCR's key strengths is its higher education sector, with the region being home to three universities. In 2018, 57,000 potential skilled workers were studying at Liverpool's universities, and 39,000 of these were attracted from outside of the City Region. However, around 60% leave the City Region upon completion of their studies.

The growth in the City Region's economy has resulted in positive impacts on employment levels and incomes. The employment rate now stands at 72.0%, compared to 78.8% for the country. Unemployment had been falling over several years but has risen again by December 2023 to 4.9%, which is 1.2pp higher than the value for the UK.

Health outcomes in the City Region are particularly stark and among the poorest in the country. This inhibits the number of people able to work either directly or through caring responsibilities, and is a significant social, economic, and financial challenge. Health and economic inequalities are intrinsically linked. Poor health outcomes cause poor economic outcomes, and poor economic outcomes cause poor health outcomes. The College plays an essential role in readdressing the balance surrounding these inequalities through the curriculum it offers and the opportunities it provides to young people and adults to support both social and economic progression opportunities.



# THE LIVERPOOL CITY REGION (LCR) - SKILLS OVERVIEW

The Liverpool City Region is a combined authority region of England, incorporating Liverpool and the local authority boroughs of Halton, Knowsley, Sefton, St Helens, and Wirral. Since April 2014 the six local authorities in the area constituting the combined authority pool together powers over economic development, regeneration and transport policy. Over the coming decades, the city region plans to deliver some of the UK's largest and most ambitious development and infrastructure schemes, representing a development value more than £30bn.

***“An outstanding and effective skills system that meets the needs of employers, individuals of all ages and communities and drives high aspirations and attainment, to create a truly global and competitive City Region at the heart of the Northern Powerhouse”.***

The College is highly cognizant of the significant skills challenges facing the Liverpool City Region and utilises these as a starting point for its curriculum strategy. Feedback from the vast range of employers engaged with and intelligence from the Local Skills Improvement Plan (LSIP), May 2023, for the Liverpool City Region concluded there is a lack of specialist technical and practical skills in the city and region. It cites the following sectors as priority areas;



## Construction

Including traditional wet trades such as plastering and bricklaying to new trades such as off-site manufacturing, modular or system buildings, green technologies and digitally generated designs.



## Professional and Business Services

Identified as an employer priority and supports an estimated 93,000 jobs across 12,000 companies and generates more than £4.2 billion per annum in roles within accountancy, insurance, legal services, head office functions, and other professional occupations.



## Manufacturing

Cited as making a vital contribution to the local and national economy, providing over 47,000 jobs and over £4.3bn of GVA to the LCR economy. It includes a wide range of activities including chemicals and pharmaceuticals, automotive, metal products, electronics and manufactured fuels.



## Visitor Economy

A key priority for Sefton and Knowsley and worth more than £4.2bn worth of GVA a year providing 52,000 jobs. The hospitality sector and other areas of the Visitor Economy were significantly affected by the health pandemic, and recovery from this continues to be a key focus.



### Logistic and Warehousing

Priority areas cited by employers with 12,000 jobs created between 2010 and 2016, mainly in transport and warehousing.



### Health and Care

The health and care sector will continue to play a strong role in providing accessible jobs given that around 20% of city region jobs are in health and care.



### Low Carbon Technologies

There are a range of emergent green jobs and skills opportunities coming forward in the City Region, as set out in the Green Jobs and Skills Plan (2020), Liverpool City Region Combined Authority, including retrofitting, offshore wind energy, electric charging points, the move towards hydrogen and the potential for a tidal energy solution in the medium term.



### Early Years and Childcare

This will require further development and increases in Early Years and Childcare provision in the City Region. Budget 2023 confirmed an increase in funding and support available for parents of younger children, when existing providers were finding things challenging.



### Freeport

The Liverpool City Region Freeport was approved in January 2023 with the medium-term ambition of creating a further 10,000 jobs in the City Region. The first jobs are likely to be created in early 2024 and there is a need to ensure that employers can access the logistics job roles that are initially planned to be delivered, as well as the medium-term opportunity to create manufacturing roles.



### Life Sciences

With the potential for the Liverpool City Region to accelerate economic development across the pharmaceutical and medical services sectors.

# SECTION 3: MEETING LOCAL, REGIONAL AND NATIONAL SKILL NEEDS

**The College is at the forefront of key developments in ensuring a skills-centric curriculum aimed at meeting local, regional and national skills requirements.**

The Principal and CEO is a member of the LCR Business and Enterprise Board. This role enables the College to gain a greater understanding of the skills needs of business, allowing these to be addressed by the College through curriculum design and implementation. A key piece of work features working with Combined Authority colleagues and investment zone employers to ensure that local talent secures higher paid jobs within these organisations.

At a local level, the Principal chairs the Bootle Partnership Group to support anchor organisations in working collaboratively to gain a greater understanding of the role the College can play in supporting them to achieve their overarching strategic priorities. This is seen as crucial in adding value to the social and economic regeneration of Bootle and the local community.

In addition, the Principal sits as a member of the Sefton Association of Secondary Headteachers (SASH), which allows for a myriad of opportunities to support transition from school to post 16 education. A notable example of this work is the development of the Career Kickstart project in collaboration with Southport College. The Career Kickstart programme is a multi-sectoral pilot programme that creates a range of pathways supporting direct progression from education into employment. It offers a technical/vocational pathway in Health, Logistics and Construction for school pupils in year 10. The programme is designed to engage young people across participating secondary schools in Sefton in high quality technical education early on to showcase an alternative and high-quality post 16 technical route whilst developing strong relationships between young people and employers. Employers involved in the project include Sovini, Vinci, NHS Liverpool, Denholm Logistics and Peel Ports.

The College has representation on a range of sector specific forums which focus on skill requirements across the City Region. These include Construction Excellence, the NHS Foundation Trust, the Construction Industry Training Board (CITB) and the Growth Platform. The appointment to the newly created role of Vice Principal – Commercial and Growth will further support the College in taking forward its strategic priority to seize opportunity across the region to the benefit of the College, its people and the locality.

The College's curriculum planning cycle is driven by the skills landscape to ensure a relevant and future proof offer. The process relies on labour market intelligence accessed via Lightcast Analyst and RCU Vector in conjunction with intelligence cited in the Local Skills Improvement Plan, the LCR Mayoral Combined Authority's Plan for Prosperity and the Liverpool City Region's Combined Authority Skills Strategy.

The College has representation on the LCR LSIP Board Meeting and sector-based Industry Learning Partnerships (ILPs), led by the Chamber of Commerce in its function as the Employer Representative Board (ERB) for the region. Furthermore, the College actively engages with employers and stakeholders to inform the curriculum it offers and the way it is delivered, hosting regular stakeholder advisory boards and employer forums consisting of expert panels in the priority sectors of Health, Health Science, Digital, Early Years, Logistics, Construction, and emerging Green Technology practices across identified sector areas.

The Principal chairs the Association of Liverpool City Region Colleges (AoLCRC) with a key remit of ensuring a cohesive and relevant offer across the key college providers within the region. Participation in this group has been integral to the successful and cohesive delivery of curriculum development across priority skill sectors in the region. Two significant projects delivered by the AoLCRC include work completed as part of the Strategic Development Fund (SDF) and the Local Skills Improvement Fund (LSIF).

SDF funding was awarded to support the development of 'Green Skills', with City Region colleges developing curriculum and making capital alterations to premises to facilitate the delivery of new courses. This resulted in the development of curriculum which upskills people across a range low carbon practices including Low Carbon Heating and Solar Technologies, Modular Building technology and courses related to Electric/Hybrid Vehicles and electrical charging. Hugh Baird College has since embedded the delivery of Electrical automotive, modular build practices and low carbon heating with young and adult students into its mainstream curriculum. Longer term, the ambition is to offer this curriculum in collaboration with employers utilising the Adult Skills Fund (ASF) and via Bootcamps.

Additionally, LSIF revenue funding has resulted in the further development of curriculum aimed at meeting skills needs across identified LSIP sector areas. This has culminated in the development of curriculum specific to green technology practices including programmes in Electrical Energy Storage Systems, Low Carbon Awareness, Electrical for Plumbing and Plumbing for Electrical and modularised curriculum which focusses on skill development at Level 3 including, Renewable Battery Storage, Domestic Energy Assessor for the LCR, Principles and Maintenance for the Photovoltaic Solar Panels, Smart Housing Sensors and Hydrogen Fuel Cells and at Level 4 and 5 in Green Engineering Science and Renewable Energy and Sustainability (with carbon capture). The College has since embedded some of these courses into its mainstream offer.

Finally, LSIF funding supported the development of curriculum aligned to the sectors of Logistics, Port and Maritime, and Professional/Administrative Services. The project has successfully driven the development of a range of curriculum vital in supporting key skills requirements of the Freeport including content aimed at Supply Chain across Leadership and Management, Maritime and Port Operations, Financial and Project Management and Logistics. In addition, the project was instrumental in the establishment of the Freeport Academy Strategy which will coordinate training in service of current and emerging skills needs of Freeport businesses.

The adult learning offer is driven by current and emerging skills needs across the locality and wider region. For example, the College received feedback from several local employers relating to difficulties employing plasterers in the region. In response to this the College has established a Plastering Skills Academy based at the employer's premises in Knowsley which delivers plastering training via Apprenticeships and Skills Bootcamps. In healthcare, the College has developed bespoke pre apprenticeship training programmes in collaboration with The Royal Liverpool University Hospital Trust and Liverpool Heart and Chest NHS Foundation Trust which supports Trusts to fill vacancies in hard to recruit to areas such as Clinical, HR, Administration, Portering and Laboratory. The College is collaborating with Sefton Council to design and develop a pre-apprenticeship training model that will support the recruitment and retention of teaching assistant practitioners to support Sefton Council's targeted campaign to increase the number of teaching assistants within the region. Furthermore, discussions with construction employers identified a need to upskill experienced but unqualified workers via NVQ training. In response, NVQ qualifications have been incorporated into the adult skills offer in Carpentry and Joinery, Bricklaying, Plastering, and Painting and Decorating. The training enables learners to obtain skills and gold CSCS cards on completion of the course.

Test and Learn was utilised in 24/25 to further develop the College's offer in meeting the evolving renewable requirements within Building Services and Construction with the pilot delivery of two innovative projects. Funding has supported the development and pilot delivery of new curriculum in collaboration with JJ Smith Woodworking Machinery and Starship Group which stemmed from an identified skills need across several trade areas which complement modern methods of construction. A further project focused on skills requirements within Intelligent Building Control. In collaboration with Lightwave, learners will develop an understanding of how intelligent systems can be installed in the home to improve energy efficiency and comfort.

The College's adult offer further focusses on addressing basic skills challenges across the locality in its pursuit of positively impacting on social mobility and disadvantage. ESOL provision has grown exponentially for both young people and adults and the College has aligned its ESOL offer to focus on progression into shortage sector areas with the delivery of ESOL Health, Construction, Early Years and Hospitality courses to support movement into key roles in these areas. The College continues to ensure a high-quality offer for adults wishing to obtain higher qualifications in English, maths and digital. It has utilised Multiply funding to support social impact prevalent in an area with such high economic deprivation via the delivery of programmes focussed on money management and budgeting, and pre-GCSE maths bridging courses to scaffold people to Level 2. The College's Tailored Learning offer continues to recognise that not all adults are able to access accredited or formal learning immediately and as such provides first step education to support, upskill and prepare adult learners for transition into a range of progression routes in priority areas and otherwise.

The College has reviewed its higher skills offer to more closely align with LSIP priorities with an evolving delivery model which embeds the development of higher skills more firmly into what employers and local adults want and require. To complement the traditional offer of Foundation and Degree programmes, the College is working with a range of external partners and employers to develop and deliver modularised options in line with the move to the Lifelong Learning Entitlement (LLE) alongside the development of degree apprenticeships in areas such as Early Years Practitioner, Construction Management, Green Technologies, Nursing Associates and a range of professional courses in management, HR, Marketing and Finance.

The requirement for high quality employability skills is a golden thread running throughout the LSIP and feedback from employers. In response to this, the College has embedded a project-based approach to technical/vocational delivery utilising Eduscrum. Eduscrum is a framework for learning based on the agile approach which promotes autonomy and responsibility in students for their own learning. Project concepts are developed in collaboration with employer partners and require learners to work individually and in teams on real world industry briefs which involve finding innovative solutions to a problem or scenario. This delivery model exists in most technical subject areas across the College, with staff and students fully trained in agile practices to develop vital employability skills and behaviours including project management, accountability, collaboration, delegation, time management, customer centric, communication and active listening skills.

## **LOCAL AND REGIONAL DEVELOPMENT OF STRATEGIC SIGNIFICANCE**

The Liverpool City Region vision is to be the best place to grow up, grow a family, and grow a business - where no-one is left behind.

A key driver to make this a reality is inclusive growth across the whole of the region with skills and economic opportunities being integral to this.

The growth plan for LCR is focused on four key cluster growth areas:

### **Health and Life Sciences**

LCR is home to one of Europe's largest pharma manufacturing clusters and has high levels of expertise in infection control with this sector contributing significantly to total jobs across LCR. Employment within these industries paves the way to highly paid roles and so the productivity of the region.

### **Digital and Technologies**

With STFC Hartree Centre, home to some of the most advanced digital capabilities and experts in the UK focused on solving digital challenges, being based in the region, it is at the forefront of developments in AI and technology. The LCR is clear in its vision to support the government in the delivery of the AI opportunities action plan.

### **Creative Industries**

From game design to award winning film and TV, LCR is a powerhouse in the creative industries. This is highlighted by a 48% growth in the creative and tech sector compared to 19% nationally. The region is home to key business such as SONY, Hurricane Films and Lime Pictures to name a few. The prominence of the creative industries is set to grow with the development of the Littlewoods Film and TV Studios that looks to transform the former Littlewoods building into a state-of-the-art media hub.

### **Advanced Manufacturing**

The City region's advanced manufacturing sector contributes approximately £3 billion into the economy and employs 22,000 people across a range of industries such as car production, bio manufacturing and advanced material applications. The region's standing in this sector is supported by the Port of Liverpool, which is the country's leading transatlantic port.

### **Exploring current and future opportunities**

To ensure we are supporting our vision to be the best college in the country, it is essential that we are alive to all the exciting opportunities that are happening now and in the future across the city region. These include:

- Maghull Health Park. A £100m investment into mental health and health care services.
- £100m investment into the retro fitting of 10,000 homes.
- The Mersey Tidal Project. A proposed solution to low carbon energy by harnessing the power of tidal range technology.
- New Town Development, Liverpool North. This is the formal submission of a plan to develop a new town which will include 10,000 new homes.
- Liverpool Freeport. Focused on maximising the different economic regulations that are afforded to a freeport status and the benefits they can bring to our locality.

# HUGH BAIRD COLLEGE CONTRIBUTION TO SKILLS

✓ Currently available

\* In development

PRIORITY SECTOR	NATIONAL	REGIONAL	16-18	ADULT PROGRAMMES / BOOTCAMPS	APPRENTICESHIPS	HIGHER EDUCATION / DEGREE APPRENTICESHIPS
Construction	✓	✓	✓	✓	✓	
Manufacturing	✓	✓	✓	✓	✓	✓
Digital	✓	✓	✓	✓		✓
Freeport		✓	* Curriculum developed as part of LSIF project. Freeport Academy to guide delivery across LCR providers.			
Visitor Economy		✓	✓	✓	✓	
Health and Care	✓	✓	✓	✓	✓	✓
Life Sciences		✓	✓	✓		
Emerging Green Skills		✓	✓	✓	✓	*
Early Years		✓	✓	✓	✓	✓
Professional Business Services	✓	✓	✓	✓	✓	✓*
Basic Skills and ESOL	✓	✓	✓	✓		

# SECTION 4: KEY STAKEHOLDERS

The College works in partnership with a range of large and SME employer organisations and civic, educational and community based strategic partners to ensure the curriculum offer is fully aligned and meets the needs of the local and regional economy by addressing skills gaps.

Below are some key strategic partnerships which support the College in its ambition to meet the skills needs of the region.



The College works closely with the Liverpool Chamber of Commerce to ensure it has a firm grasp on current and emerging skills priorities and strong employer networks across a range of sectors to plan and future proof its curriculum.



The College works with both the University of Central Lancashire (UCLan) and Liverpool John Moores University (LJMU) on the development of new programmes aimed at meeting the shortfall of higher skilled employees across the region. It is currently collaborating with LJMU on a potential collaborative bid for Wave 3 funding in the development and growth of degree apprenticeships.



The College initiated collaboration with the IoE as part of the LSIF project. It will continue this partnership through the development of the Freeport Academy with a focus on a collaborative approach to skills development and training in service of the Freeport.



The College works in partnership with Liverpool City Council to provide tailored support and specialist education for young people with high needs. Through initiatives such as the Transitions Hub, the College offers a nurturing environment with dedicated staff, small class sizes, life skills development and workplace preparation for learners with Education, Health and Care Plans (EHCPs).



The College has worked in partnership with the Liverpool University Hospitals NHS Foundation Trust for 5 years, developing a variety of training programmes across clinical and non-clinical posts aimed at upskilling the existing workforce and supporting employment. To date the college has delivered 432 healthcare apprenticeships, 230 Functional Skills qualifications and 100 pre-apprenticeship training programmes. The Trust also provides a wide variety of work placement opportunities to College students.



The College is a key strategic partner to Sefton Council in ensuring that the regeneration of Bootle supports the needs of our learners, now and in the future. The Principal and CEO is a member of the Children Partnership Board in which leaders from across Sefton meet to consider key challenges across the borough. The College works closely with the Local Authority in reducing the number of young people who are NEET.



As the appointed Chair of the Association of Liverpool City Region, the Principal and CEO ensures the College's offer meets the skills needs of the locality in collaboration with partner colleges and HEIs. The College is a committed member of the Association of Liverpool City Region College group and is heavily involved in facilitating the cross coordination of key projects to share best practice and maximise opportunities.



The College collaborates with the University of Cumbria to develop new programmes, such as a Health Care Practitioner Degree Apprenticeship, designed to address the regional shortage of highly skilled professionals.



The College utilises Local Market Intelligence (LMI) produced by the MCA and stakeholder partnership working to ensure that the ASF is strategically planned and addresses the skills gaps that are identified in the Local Skills Report. The College also works with the MCA on several other educational initiatives, such as Test and Learn and Multiply from the National Skills Fund.



The partnerships with Peel Ports and Denholm Logistics are borne out of an ambition to ensure the College curriculum prepares young people and adults for a range of roles and opportunities within the port and logistics sector bearing in mind proximity to the port.



The College has formed a partnership with Sterling Plastering, a provider of plastering, dry lining, screeding and rendering services across the commercial, industrial and domestic sectors. Through this collaboration, the College has introduced a range of training opportunities, including a 16-18 study programme, apprenticeships, and adult courses, designed to develop the next generation of skilled plastering professionals.



The Principal and CEO is a member of the LCR Business and Enterprise Board. The key focus of this board is to gain a deeper understanding of the needs of business and challenges facing the city region. This enables key decision makers to be able to factor this into policies and processes to ultimately support growth in key sectors across LCR. In addition to this, the Principal and CEO is the Skills Lead for the Board.



A partnership with His Majesty's Revenue & Customs (HMRC) provides students with a unique opportunity to gain industry experience, tailored mentorship, and valuable insights into career pathways within HMRC.



The College has formed a strategic partnership with North West Training Council, a training provider and charity dedicated to Advanced Engineering Manufacturing. By becoming the sole member of the Charity, the College aims to collaborate on expanding the range of skills training within engineering, including apprenticeships, ASF and Bootcamps.

# SECTION 5: CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

Below details the objectives agreed for 25/26 relevant to how the College will ensure its contribution to local, regional, and national skills priorities in alignment with the College's strategic priorities.

COLLEGE STRATEGIC AIMS AND OBJECTIVES	ACTION/SMART TARGET	IMPACT AND OR CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL SKILLS PRIORITIES
---------------------------------------	---------------------	--

**Strategic Priority 1: We are a college driven by its people for its people**

Develop a workforce with the skills required to deliver high quality learning across identified skills priority areas

- Recruit highly skilled teachers with skills and knowledge in shortage skill sector areas to meet student growth target for 25/26:
  - Electrical Installation
  - Plumbing and Gas
  - Carpentry and Joinery
  - Brickwork
  - Early Years
  - Plastering
- All new teachers will successfully complete the 'Off the Tools' programme and receive ATP support and an Off the Tools mentor (if directly from industry).
- Achieve a high retention rate of highly skilled, industry relevant teachers – minimum tenure of two academic years.

A highly skilled, relevant and diverse workforce which possesses the knowledge, skills and industrial currency to successfully address strategic growth objectives.

**Strategic Priority 2: We provide the highest quality experience for our students**

Provide a high-quality experience for all learners and apprentices on all college programmes.

- Maintain high achievement outcomes for all provision types in 25/26, including those students identified as belonging to disadvantaged groups.
- Students on A-level and Technical/Vocational programmes will make better than expected progress in line with progress KPIs. Apprentices will achieve high grade profiles in line with agreed KPIs.
- Teaching and Learning student survey results will demonstrate high levels of satisfaction and outperform 24/25 responses.
- The Hugh Baird College Lesson Framework will be fully embedded via the Plus One CPD approach ensuring consistently good teaching and learning across all provision types.
- The College maintains an OFSTED Outstanding rating and strong contribution to skills if inspected. Quality assurance activity of teaching, learning and assessment demonstrates a higher percentage of good or better QA KPIs compared to the previous academic year.
- A minimum of 90% of students will access positive destinations with specific focus on sector areas:
  - Construction
  - Building Services
  - Health and Life Sciences
  - Early Years
  - Low Carbon Technologies
  - Visitor Economy

Students and apprentices leave Hugh Baird College with excellent qualifications and are fully prepared for their next steps in employment or further learning.

**Strategic Priority 3: We deliver an employer driven curriculum**

Deliver a high-quality skills-based career strategy which equips young people and adults with the key skills attributes required for skilled employment and further study.

- Further extend and enhance the utilisation of Eduscrum (employer led project delivery model) across all technical skills delivery. Students studying all technical programmes will undertake a project-based learning experience designed and delivered in collaboration with relevant sector-based employers/stakeholders.
- Plan and deliver a minimum of three employers/stakeholder informed high-quality learning experiences via a centralised and local departmental offer which develops personal and employability skills via a variety of career specific curriculum enhancement and enrichment activity.
- Embed year two of The Six promoting key attributes within the workplace via all elements of the study programme.
- A minimum of 90% of employers feedback that training positively impacts supporting talent pipeline and skills development.

A curriculum which exposes students to real world learning experiences relevant to industry practice and develops citizens with 21st century skills and behaviours.

**COLLEGE STRATEGIC AIMS AND OBJECTIVES**

**ACTION/SMART TARGET**

**IMPACT AND OR CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL SKILLS PRIORITIES**

**Strategic Priority 4: We are a beacon for our community**

Ensure the College continues to be instrumental as the Borough's anchor institution in enriching the local community for the benefit of its people.

- Develop and implement an annual calendar of events that enables the local community to feel supported and included by their local college.
- Measure the direct and indirect socio/economic impact of the College's Skills Strategy on the local community and wider City Region.

The community is fully served by its college as an anchor institution in the locality.

Below highlights new or planned growth which aims to meet skills shortage requirements across the LCR planned for 25/26 which is in addition to the College's established offer. This new offer will evolve and grow in line with further opportunities throughout the course of the academic year.

COLLEGE STRATEGIC AIMS AND OBJECTIVES	ACTION/SMART TARGET	IMPACT AND OR CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL SKILLS PRIORITIES
<b>Strategic Priority 5: We seize opportunities which benefit our people and place</b>		
To increase the number of skilled workers within the Construction/Building Services sector.	<ul style="list-style-type: none"> <li>• Growth in Electrical Installation – 30 additional starts.</li> <li>• Growth in Gas and Plumbing – 45 additional starts.</li> <li>• Growth in Carpentry and Joinery – 190 additional starts.</li> <li>• Plastering - Study Programme and Bootcamp- 60 starts.</li> <li>• T-level Construction in Planning and Design – 18 starts.</li> <li>• Bootcamp in Business Skills for Construction – 30 new starts.</li> <li>• Level 2 Property Maintenance Apprenticeship – 16 new starts.</li> <li>• Ensure capacity and appropriateness of college estate to meet targeted growth in Construction and Building Services through agreed investment.</li> </ul>	Supports national, regional, and local skills priorities.
To increase the number of workers with the skills required and aligned to the evolution of Green Technology practices.	<ul style="list-style-type: none"> <li>• Award in Installation of Heat Pump Systems – 15 new starts.</li> <li>• Intelligent Building Control – 45 new starts.</li> <li>• Award in the Design, Installation and Commissioning of Small Electrical Energy Storage Systems – 30 new starts.</li> <li>• Environmental Technology Systems (unit within Plumbing and Domestic Heating) – 45 starts.</li> <li>• Award in the Installation and Maintenance of Small Solar Photovoltaic Systems – 30 new starts.</li> </ul>	Supports national, regional, and local skills priorities.
To increase the number of skilled workers within the Health and Care sectors.	<ul style="list-style-type: none"> <li>• Health and Care – Pre Apprenticeship – 60 new starts.</li> <li>• Level 5 Assistant Practitioner Degree Apprenticeship – 24 new starts.</li> </ul>	Supports national, regional, and local skills priorities.
To increase the number of skilled workers within the Education and Early Years sector.	<ul style="list-style-type: none"> <li>• Teaching Assistant - Pre Apprenticeship – 30 new starts.</li> <li>• Level 2 Teaching Assistant Apprenticeship – 12 new starts.</li> </ul>	Supports national, regional, and local skills priorities.
To develop a Higher Skills curriculum which meets current and emerging roles within LSIP priority sector areas.	Agree and develop a portfolio of degree/degree apprenticeship and modularised courses at Level 4 and above aligned to LSIP priority sectors – delivery from September 2026.	Supports national, regional, and local skills priorities.

To implement the Freeport Academy to ensure a cohesive approach to Freeport training and development across the LCR.	Agree and develop a delivery plan for current and emerging skills needs of the Freeport in collaboration with the LCRCA and Liverpool City Region Combined Authority.	Supports national, regional, and local skills priorities.
To enhance digital skills competence for people across the Liverpool City Region.	Essential Digital Skills – 60 new starts.	Supports national, regional, and local skills priorities.
To ensure ESOL delivery meets demand for both young people and adults across the region.	Deliver growth in ESOL starts at 16-18 and 19+ to meet increasing demand.	Supports national, regional, and local skills priorities.
To meet the increasing requirement for provision for learners with high needs across the region.	<ul style="list-style-type: none"> <li>Investment into the development of the new Transition Hub estate and resources to meet increase in demand for learners with high needs.</li> <li>Increase in places for learners with high needs – 40 new starts.</li> </ul>	Supports national, regional, and local skills priorities.
To further enhance and expand the College offers in supporting people who are NEET back into education and training.	Participate in the Youth Trailblazer Guarantee to further support opportunities for those not in education, employment or Training (NEET).	Supports national, regional, and local skills priorities.
To raise awareness in local feeder schools of post 16 opportunities in highly skilled LSIP roles and provide a pipeline for employers of young talent.	Develop and deliver Career Kickstart programme in collaboration with school and anchor employers across LSIP priorities as an alternative offer to Year 10 and 11 pupils as a pathway into technical roles – 36 new starts.	Supports national, regional, and local skills priorities.
Develop college strategy – Focus on Skills 2026-2031	<ul style="list-style-type: none"> <li>Develop and implement the new college Skills Strategy for 2026-2031.</li> <li>Review Employer Engagement Strategy to fully support college skills strategy.</li> </ul>	Supports national, regional, and local skills priorities.

# SECTION 6: DUTY TO REVIEW PROVISION IN RELATION TO LOCAL NEEDS

**The College is committed to complying with its duty under section 52B of the Further and Higher Education Act 1992. Governance structures are in place to ensure college accountability is closely monitored, supported and challenged with respect to its impact on local skills needs.**

Governors have full oversight of and are actively involved in aspects of the Business Planning Cycle including a summary of the key changes agreed which include proposals and rationales for new curriculum specific to priority sector areas and skills. The annual strategic planning day attended by the Corporation Board and senior leaders focusses on elements of the College portfolio to ensure it aligns to skills requirements.

On a formative basis, the College's Governing Body conducts regular reviews of the College's curriculum through its oversight of key performance indicators focussed specifically on curriculum and skills via the Quality and Standards committee and Corporation Board ensuring regular and transparent dialogue on key changes and developments to curriculum and the stringent monitoring of progress against milestones and resulting impact. Furthermore, the Governing Body is presented with a curriculum development report twice per year at the Quality and Standards Committee.

Further scrutiny is enabled via the self-assessment process (SAR) where curriculum and skills development feature heavily both in terms of how we assess college performance and resulting actions featured in the Quality Improvement Plan (QIP). Members of the Governing Body contribute to SAR validations both at curriculum area and whole college level, sign off the QIP and review the impact periodically and at the end of the academic year.

The College has a strong Governing Body which places skills development as a priority. The CEO of Liverpool Chamber of Commerce has been a college governor for over 3 years, takes a lead role on skills and works closely with the Principal and Deputy Principal to ensure the College is at the forefront of regional developments and opportunities through the Chamber's role as the region's Employer Representative Body (ERB).

In its recent OFSTED inspection (January 2025) the College was deemed to be making a 'strong contribution' to skills.

## ANTICIPATED SOCIAL/ECONOMIC INDICATORS

The College is committed to ensuring that all actions related to skills positively impact the needs of Sefton and Bootle and aligns with the LCRCA vision to be globally competitive, environmentally responsible and socially inclusive. In considering this, the College will commission an external review of the impact of the College's curriculum offer on the local and wider communities that we serve. This will evidence the social and economic value that is currently being driven through the College as well as supporting the development of evidence-led strategies which will help to meet the vision of the LCRCA in the following areas:

Global competitiveness:

- Increase the number of people locally and regionally to gain higher qualifications in skills shortage areas.
- Increase positive destinations into roles within priority areas.
- Support upskilling of employees in priority roles in line with skills evolution.

Environmentally responsible:

- Utilise funding opportunities to develop green curriculum and firmly embed delivery into the College offer.
- Deliver the College sustainability strategy ensuring the College is a role model in sustainable practices and ethos.

Socially inclusive:

- Utilise funding streams to support the engagement of the unemployed and those hardest to reach in the community back into learning, skills development and jobs.
- Demonstrate the impact of the College on the development of social engagement, confidence and resilience in the population of Bootle and wider Sefton.
- Demonstrate the impact of the College on basic skills development including the support of refugees and asylum seekers.

# SECTION 7: CORPORATION STATEMENT

On behalf of Hugh Baird College, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose as approved by the Corporation at their meeting on 25 June 2025.

The plan will be published on the College's website within three months of the start of the new academic year and can be accessed from the following link: [www.hughbaird.ac.uk/publications](http://www.hughbaird.ac.uk/publications)

Chair of Governors



Geraldine Sloan

Principal and CEO



Rachael Hennigan

# SECTION 8: SUPPORTING DOCUMENTATION

- [Labour Market Profile - Liverpool City Region \(Nomis\)](#)
- [Liverpool City Region – Local Skills Report 2022-23](#)
- [Liverpool City Region – Plan for Prosperity – Evidence Base Summary 2022](#)
- [Liverpool City Region – Building Back Better 2020](#)
- [Hugh Baird College Sector and Curriculum Analysis Packs 2024](#)
- [Liverpool City Region Combined Authority – Skills Strategy 2018-23](#)
- [LCR Freeport Bid – Key Messages Summary](#)
- [Hugh Baird College OFSTED reports](#)
- [Sefton and surround area Indices of Multiple Deprivation 2019](#)
- [An ‘unprecedented’ rise in infant mortality in England linked to poverty](#)
- [Devolution Deal Monitoring and Evaluation Framework](#)
- [LCR Mayoral Combined Authority’s Plan for Prosperity](#)
- [Liverpool City Region’s Combined Authority Skills Strategy](#)
- [Liverpool City Region Local Skills Improvement Plan \(LSIP\) Emerging Priorities - March 2023](#)
- [Liverpool City Region Local Skills Improvement Plan \(LSIP\)](#)

Hugh Baird College

Balliol Road

Bootle

L20 7EW

[www.hughbaird.ac.uk](http://www.hughbaird.ac.uk)

0151 353 4444