

# Annual Accountability Statement and Local Needs Duty

## 2024/2025 Academic Year (June 2024)



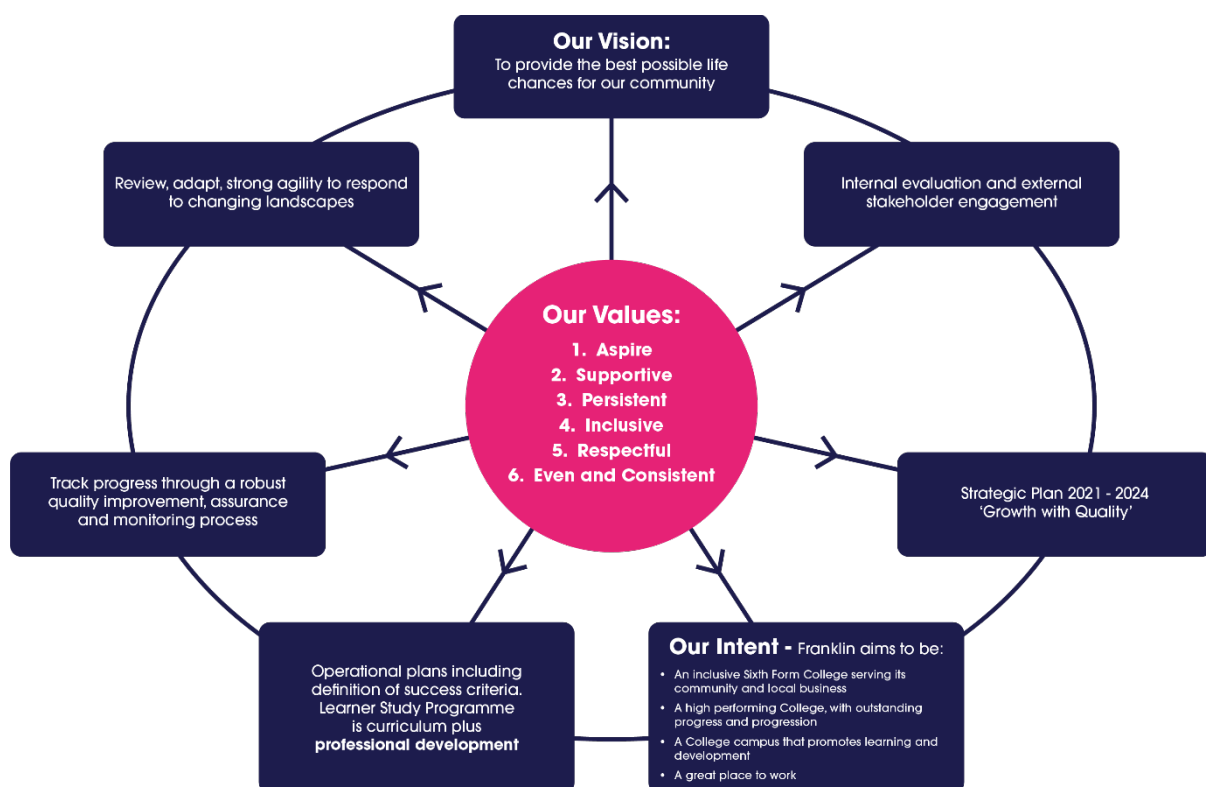
## 1. Purpose

Franklin Sixth Form College vision is to provide the best possible life chances for our community. We aim to achieve this by defining and upholding our core operating values which apply to governors, staff, students and all stakeholders who work alongside Franklin Sixth Form College.

Our intent is to be an inclusive sixth form college serving its community and local business. With that in mind, we recognise the significant skills challenges that are presented locally, regionally and nationally.

### 1.1 Our Strategic Aims and Objectives

The Vision, Intent and our Strategic Objectives have remained consistent through our Strategic Plan, which is reviewed and updated annually and contains our strategic aims for the following three years. Our current plan with the strapline 'Growth with Quality' covers the period 2021 - 2024.



## **1.2 Developments since our last Strategic Plan**

Since our last Strategic Plan, Franklin, is in a significantly different, stronger position than at the inception of the previous plan. In line with our vision 'to change lives', we have developed our ways of working. Our focus on changing lives underpins the culture of the College and has consequently shaped the way we form our discussions, and we increasingly refer to processes that are integrated to ease student (and staff) navigation of the experience of education.

We recognise the need to continuously review and evolve our curriculum to ensure that we meet the skills needed for the local, regional, and national economy. The College has subject specialist teachers who carefully sequence curriculum content, working with relevant stakeholders who co-design, so that all students make progress. The College's integrated approach enables all students, including those with higher needs to progress to high quality, meaningful and sustainable employment, or continue to specialist or higher education, evident with our positive destinations of more than 95%.

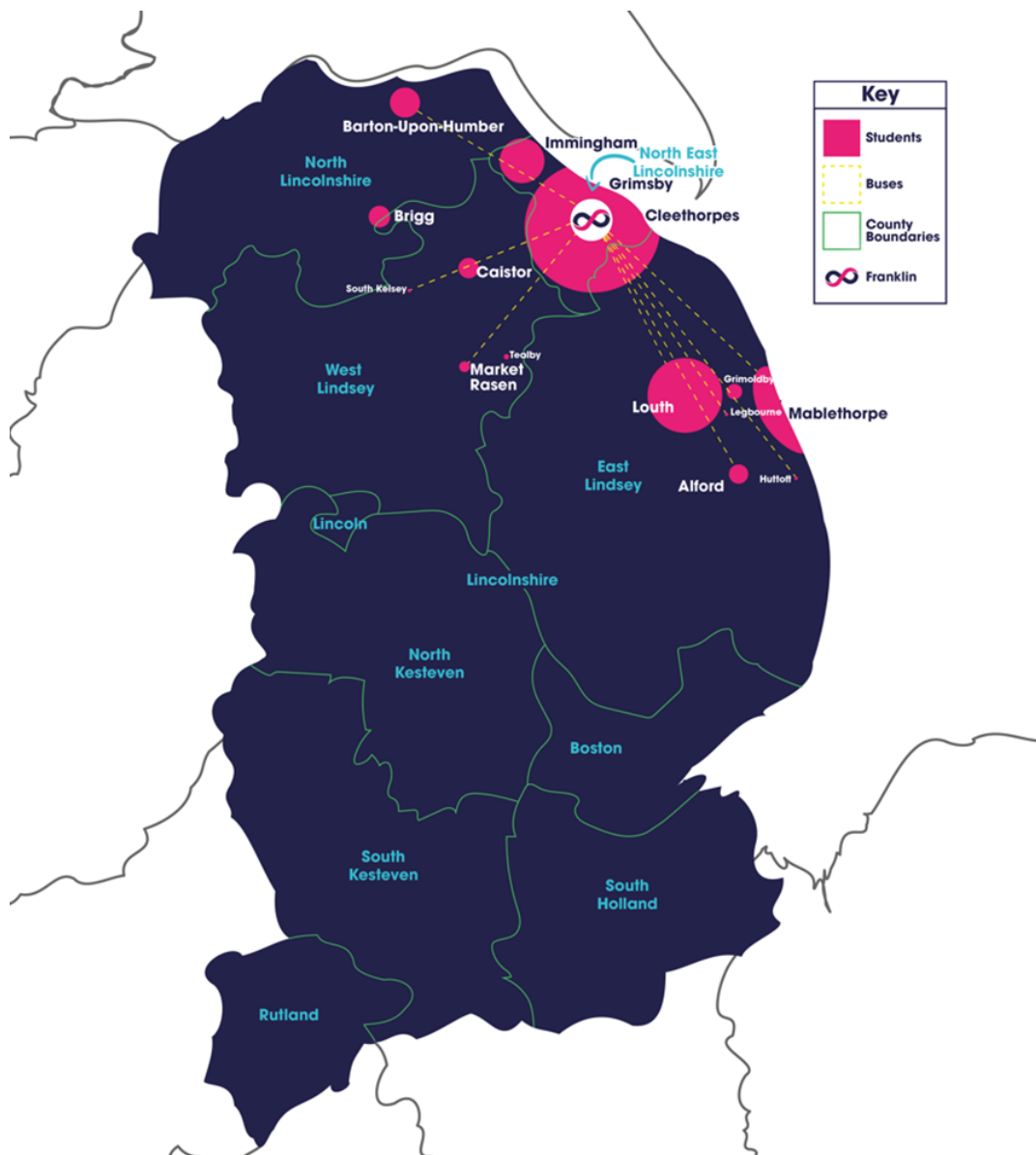
We continue to work in collaboration with other providers on the Local Skills Improvement Fund with our focus on developing our student's work readiness, digital skills and increasing our students understanding of decarbonisation and green skills. This is achieved through a targeted approach; curriculum, our Centre for Professional Development, Personal & Professional Development and the Aspire programme.

The Corporation complete regular reviews of our curriculum to ensure its relevance for future skills needs as detailed within this document. In response to local needs and to fulfil the local needs duty key sectors including digital, health, renewable energy and engineering have been prioritised in this year's annual objectives.

## 2. Context and Place

### 2.1 Geographical context

The map below illustrates the communities Franklin Sixth Form College serves which are located within Greater Lincolnshire and Rutland Local Enterprise Partnership (GLLEP). The GLLEP is made up of Lincolnshire, North Lincolnshire, North East Lincolnshire and Rutland. Franklin is located on one campus in Grimsby in North East Lincolnshire, the College draws students from a further two counties, North Lincolnshire and Lincolnshire as shown through the bus routes and student clusters shown on the map below.



## 2.2 Socio-Economic characteristics

Many of our students are from areas of high social disadvantage and from families with no prior experience of university. Our students, however, are well prepared to progress onto higher education, employment and apprenticeships with 95% positive destinations for 2021-22. DfE average for 2021 – 22 is 82.6% for state-funded mainstream schools and colleges. Students are given the best opportunities to learn powerful knowledge, develop and refine their skills, demonstrated in our strong higher education destination data and progress made from starting point to end point. National DfE figures 2020 - 21 state progression to higher education is 44.4%. Ours typically is around 65% annually.

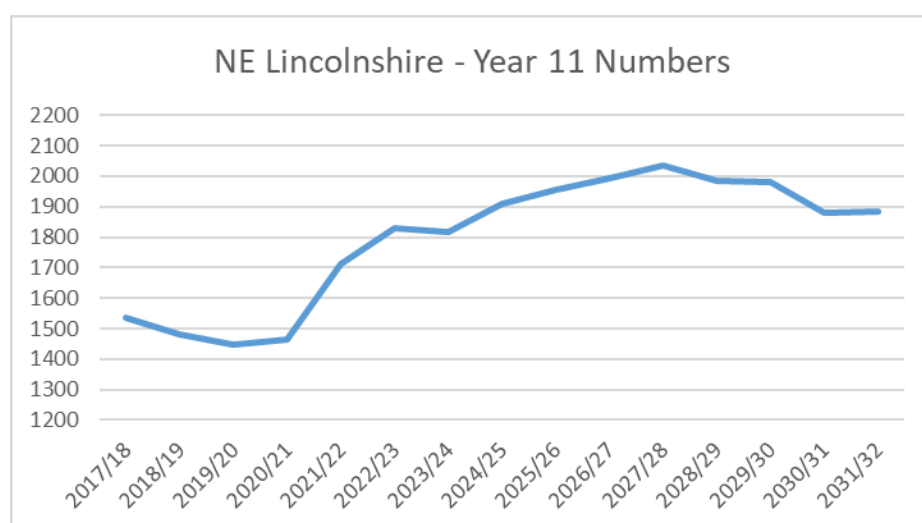
Within North East Lincolnshire unemployment rates are higher than national average and the percentage of people with qualifications is lower nationally, significantly so at Levels 2-4.

## 2.3 Contextual over-view of Franklin Sixth Form College

The College has grown significantly over previous years with 1772 fully funded students on roll. Forecast trajectory shows a demographic upturn, together with increasing popularity, suggests a 16-19 student body within the lifespan of our strategic plan would be in the region of 2,000. See table below.

The College remains inclusive in approach, retaining a curriculum which includes Level 2 and Level 3 provision and a range of academic and applied options as relevant and appropriate to our community and a small adult provision which is predominantly geared to supporting the development of adult numeracy and literacy locally. T Levels in Education and Childcare and Business Management commenced in September 2023 with a small cohort. Further plans to introduce Health in September 2024 and potentially digital and finance in September 2025.

Adult learners are taught both onsite and, in the community. In response to the lower than national average achievement rates the curriculum for adults is based on the ability to establish sound academic foundations to progress into work or higher levels of academic achievement. There are a range of courses available for our adult students including ESOL, Maths, English, Functional Skills, Health and Social Care, Early Years and a range of vocational Health & Childcare related distance learning courses to reflect local need.



## 2.4 Business and economic profile of enterprises by employment size band

The table below shows Greater Lincolnshire and Rutland (GLLEP) has a high proportion of micro and small businesses. This, together with the vast geographical size of the area presents many issues for students including travel to learn/work patterns, availability of businesses to provide meaningful work experience, more so with the increase in T level industry placements, or employer engagement opportunities. The high proportion of Micro/SME business makes it increasingly important for collaborative working to ensure that what the College offers meets employer needs. The College continues with extensive employer engagement which is highly effective and evidenced through our Centre for Professional Development and Franklin Professionals programme which is reviewed and updated to reflect local, regional and national skills needs.

LA: district/unitary (as at April 2021)	Total	Micro (0-9)	Small (10-49)	Medium (50-249)	Large (+250)
Boston	2,295	1,995	240	50	15
East Lindsey	5,490	4,865	545	70	10
Lincoln	2,630	2,245	310	50	20
North Kesteven	4,120	3,705	335	75	5
Rutland	2,200	1,990	165	40	5
South Holland	3,955	3,575	320	50	10
South Kesteven	5,990	5,395	490	90	10
West Lindsey	3,800	3,430	305	60	5
North East Lincolnshire	4,800	4,175	520	85	20
North Lincolnshire	5,625	4,995	500	115	20
<b>Total</b>	<b>40,905</b>	<b>36,370</b>	<b>3,730</b>	<b>685</b>	<b>120</b>

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### 3. Approach to developing the annual Accountability Statement

The College's Accountability Statement sets out how we engage with employers and respond to the LSIP and make a strong contribution to meeting the skills needs locally, regionally and nationally. The college is committed to working to this agenda which is reflected through our skills strategy and integrated approach.

The Greater Lincolnshire & Rutland LSIP was written by FSB (Federation of small Business). Throughout the primary research (of which, Franklin was involved in) there were five inter-connecting themes that consistently emerged as key needs from an employer's point of view. These were;



These themes were taken into consideration, alongside the already well-established local focus areas of the Greater Lincolnshire LEPs seven priority sectors [\[1\]](#)

The LSIP assessed which sectors and occupations would have the most significant impact on the seven priority areas and established cross-cutting themes of;

- Work readiness
- Essential skills
- Data & Digital skills
- Decarbonisation & green skills
- Leadership & management
- Construction & engineering

The College are also involved in working party groups established as part of Phase 2 (Delivery) of the Greater Lincolnshire and Rutland LSIP.

### **3.1 Employer and Stakeholder engagement**

Our Accountability Statement builds upon the work that has been a key driver within the College for a decade. The College have developed and maintained effective and long-standing relationships with key stakeholders who are integral to our integrated approach with stakeholder engagement and skills development embedded across all curriculum areas. Within our Centre for Professional Development sits our established Franklin Professionals Programme, where strategic partnerships with local employers and stakeholders allow us to plan and co-design programmes based on local skills needs so that our students progress positively after Franklin. These include our Allied Health Professionals Academy, Social Work and Mental Health Academy. These are all employer led, with the strategic intent to retain talent locally and address key priority sectors and to support students wanting to secure local employment. [Department Guides 2023-24 CFPD DOUBLE \(franklin.ac.uk\)](https://www.franklin.ac.uk/department-guides/2023-24/cfpd-double)

To respond to changes needed within the local area to make education more aligned to local labour market needs and the skills needed to support local economic growth, a 10-week initiative was developed with The Business Hive. This employer led work-readiness programme focuses on character, knowledge and skills that develop confidence, communication and enable our students to have the best start towards their employment journey.

A re-invigoration of our Local Employer Advisory Board has a wide variety of employers and stakeholders who meet bi-monthly to discuss, challenge and support our students to ensure that they are developing the skills that are needed and gaining work-related activities to enable them to positively progress and meet employer expectations. Enabling our curriculum to respond to new and emerging skills needs, and allows our students to develop the knowledge, skills and behaviours relevant to their career goals.

### **3.2 Industry Groups**

The College are members of several industry groups relevant to priority sectors including;

- Offshore Wind Cluster
- Health Care Partnerships
- Humber Freeport Skills

### **3.3 Engagement with other local providers in the area**

Franklin collaborates with our local large General Further Education College, TEC Partnership, located in Grimsby with c.15,000 learners and the Lincolnshire Gateway Academies Trust which is made up of seven schools and over 5,000 learners. Franklin is one of ten partner providers who are in receipt of the third round of Local Skills Improvement Fund, addressing priority areas as identified by the LSIP with our focus being;

- Work readiness
- Digital skills
- Decarbonisation & green skills.



The College previously worked closely with the TEC Partnership and wider partners including Wilberforce Sixth Form College in Hull and John Leggott Sixth Form College, Scunthorpe, to deliver two phases of the Strategic Development Fund (SDF) with projects focussed on raising employability skills and addressing the digital skills gap, which saw the installation and creation of content for a 360 immersive classroom, creation of an employability course increased and increased employer engagement, particularly in the green energy sector.

Collaboration is key to ensure that we work collectively and align our provision to meet the local needs and reduce duplication.

#### 4. Contribution to national, regional and local priorities

The College has a clear strategy and offers courses that support progression and the development of wider skills and behaviours that reflect the needs of the local, regional and national context. These are carefully planned, and reviewed annually, with a focus on considering any skills gaps and opportunities within the locality. This process is a key driver for developing our course and curriculum offer to reflect the needs of the local community, employers and demand from students. Consultation from a wide range of stakeholders take place to ensure that what we offer prepares our students for the present and future skills demands.

Our provision of education is broad, covering most priority areas as identified by the LSIP and GLLEP.

Priority Sector	GLLEP	National	Franklin Contribution
Visitor Economy & Tourism	✓		✓
Energy	✓		✓
Health and Social Care	✓	✓	✓
Ports and Logistics	✓	✓	✓
Defence and Security	✓		✓
Engineering and Manufacturing	✓	✓	✓
Agri-Food	✓		
Digital and Technology		✓	✓
Science and Maths		✓	✓
Construction		✓	

#### 4.1 College strategic aims and objectives for 2024-2025

Key Aims and Objectives	Contribution to local, regional and national priorities	Implementation, growth and timelines	College Strategic Objectives
<p>1. <b>Building Essential Skills - Work Readiness</b></p>	<p>LSIP Priority</p>	<p>Meet the Future – Employer led programme focused on work readiness – Year 2s (24/25) - Increase participants from 19 – 25</p> <p>Skills Development Audit – Year S/1/2s - Aspire - Increase participation from 564 responses (Feb 24) to 900 (24/25)</p>	<p>Strategic Objective 1/2</p>
<p>2. <b>Develop Data and Digital skills - Student and Staff</b></p>	<p>LSIP Priority National Priority</p>	<p>Improve digital literacy within college through independent learning using different platforms – Year S/1/2s (24/25) - skills audit response (2024) with 46% developing digital skills at college. Increase to 65%</p> <p>Digital days – online work experience using Springpod – Year S/1/2s - Increase participation from 1021 engagements to 1300 (24/25)</p> <p>Employability skills online using Bodyswaps – Year S/1/2s (24/25) - Over 1100 students accessed.</p>	<p>Strategic Objective 1</p>

		<p>Increase to all students completing during digital days.</p> <p>Use of AI</p> <p>Introduction of T Level in Digital (25/26)</p>	
<p>3. Develop awareness of Sustainability, Decarbonisation and Green Skills (students and staff)</p>	<p>LSIP Priority</p> <p>Regional GLEP Priority</p> <p>National Priority</p>	<p>NEW - Sustainability Academy in development (24/25)</p> <p>NEW - Working with Enquire Trust to grow vegetables within community and promote sustainability (24/25)</p> <p>NEW - Working in collaboration with University of Lincoln with decarbonisation workshops (24/25) through Aspire Programme.</p> <p>STEM conference – Maintain schools/numbers same as 2024 with headline sponsor – 15 schools/450 attendees</p>	<p>Strategic Objective 1</p>
<p>4. Continue to support numeracy and literacy</p>	<p>LSIP Priority</p> <p>National Priority</p>	<p>Central to skills development and employability. Ensure this is a key focus in every lesson and students are encouraged to improve reading, writing, speaking and listening. Increase stats from Skills Audit for Numeracy and Literacy from 31% (Feb 24) to 65% (24/25)</p> <p>Adult provision support for ESOL</p>	<p>Strategic Objective 2</p>
<p>5. Health and Social Care</p>	<p>Regional Priority</p> <p>National Priority</p> <p>Nationally and within Greater Lincolnshire HSC is a priority</p>	<p>Develop our provision with the T Level in Health, collaborating with employers and universities (Sept 24/25) for easy transition into employment</p> <p>Continue to develop relationships with HSC providers</p>	<p>Strategic Objective 1/2</p>

	sector. Around 60,000 people work regionally, worth £2bn to our economy.	Remain updated with changes within the sector including new apprenticeships available	
6. Review our curriculum offer to reflect the needs of our community	<p>LSIP Priority</p> <p>Regional GLEP Priority</p> <p>National Priority</p>	<p>Being the area's largest post-16 provider in NE Lincs, it is crucial to continue to deliver a high-quality provision.</p> <p>Employer Advisory Board to work closely with HODs to inform curriculum intent and implementation to ensure reflects the needs of local and regional context in preparing students for next steps. (24/25)</p> <p>Continue to gain stakeholder feedback for relevance to local area and skills shortage (24/25)</p> <p>Skills Governor &amp; Enterprise Advisor – termly meetings for strategic input (24/25)</p>	Strategic Objective 1/2
7. Maintain 95% of students go onto positive destinations	<p>LSIP Priority</p> <p>National Priority</p>	<p>Locally, 27.5% of people have a Level 4 qualification compared with 43.1% nationally, a significant gap of 15.6%.</p> <p>Raise student aspirations</p>	Strategic Objective 2
8. Continued Stakeholder Engagement to reflect employer skills need	<p>LSIP Priority</p> <p>National Priority</p>	<p>Addressing core skills shortages, nationally, locally and regionally.</p> <p>Maintain Employer Advisory Board meetings – bi-monthly (24/25)</p> <p>Further develop our Academies in response to local, national need (24/25)</p>	Strategic Objective 1

		<p>Continue developing Career Academies to support key priority sectors – HSC/STEM/Law/Business &amp; Logistics (24/25)</p>	
<p>9. <b>Maintain a substantial Level 2 programme</b></p>	<p>LSIP Priority</p>	<p>Student progression and raising aspirations vital to address skills deficit in local area.</p> <p>Progression rates from L2 – L3 programme increased from 86.1% in 21/22 to 96% in 22/23. Internal progression was 76% (2.2% higher than previous academic year)</p> <p>Head of Department working with stakeholders to raise aspirations and progression – (24/25)</p> <p>Increase work experience from 91% (22/23) to 93% (23/24)</p> <p>Structured transition programme in place working with community and stakeholders – HOD (24/25)</p>	<p>Strategic Objective 1/2</p>
<p>10. <b>Continue to develop our small Adult and Community provision</b></p>	<p>LSIP Priority</p>	<p>Continue to address core skills with Level 2 Bus Administration Pathway based on local need and skills shortage of health business administrators and Level 3 Access to HE Health Professionals course.</p> <p>Maintain relationships with local HSC employers to offer relevant pathways for the local area. (24/25)</p> <p>Increase enrolments on L2 Bus Admin pathway to support students to gain theoretical knowledge whilst they apply their skills/knowledge in HSC setting.</p>	<p>Strategic Objective 1</p>

		<p><b>Develop a Youth Work qualification in response to local need (Youth Alliance). Next few years locally there will be 100 youth work jobs available.</b></p>	
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## 5. Local Needs Duty

Franklin offers high value courses that support progression and the development of wider skills, knowledge and behaviours that reflect the needs of the local, regional and national context. These are carefully planned, and reviewed annually, with a focus on considering any skills gaps and opportunities within the locality. Consultation with employers and universities have informed curriculum intent and implementation and its sequencing to reflect the needs of the local and regional context and preparing students for their next steps.

To ensure that we continually meet the skills need, bi-monthly our Employer Advisory Board meet to discuss, challenge and support our students to ensure that they are developing the skills that are needed and gaining work-related activities to enable them to positively progress and meet employer expectations. This is in addition to the extensive employer engagement that takes place within our CfPD and Franklin Professionals Programme.

Collaboration with other local providers is an essential aspect to ensuring that we meet the skills needs of Greater Lincolnshire and Rutland. Joint statements have been developed to reflect how this works in practice, to benefit our learners and contribute to closing the skills gap, which includes the [Lincolnshire Collaborative Accountability Statement](#) and the [Hull and East Yorkshire Collaborative Accountability Statement](#)

### 5.1 Wider Community Provision

The curriculum for adults is based on the ability to establish sound academic foundations to progress into work or higher levels of academic achievement. There are a range of courses available for our adult students, that are co-designed with employers to reflect local need, and these are an important contribution in terms of community-based provision and offer essential skills development.

## **6. Governance sign off**

The governing body regularly reviews how Franklin are meeting, local, regional and national skills need through several mechanisms that enable both long-term strategic planning and operational oversight. These include Governer strategy days, annual review of the skills strategy and the three-year strategic plan. Together, these enable regular scrutiny of how the college serves its community by filling skills gaps and to ensure collaboration with local partners to avoid duplication.

On behalf of the Franklin Sixth Form Corporation, it is hereby confirmed that the Corporation conducts reviews in line with the local needs duty, as such resulting in this plan. The annual accountability statement sets out an agreed statement of purpose, aims and objectives as approved by the Corporation on 7<sup>th</sup> May 2024.

The plan will be published on the college's website by the 30th of June 2024

[Priority Sectors | Greater Lincolnshire LEP](#)