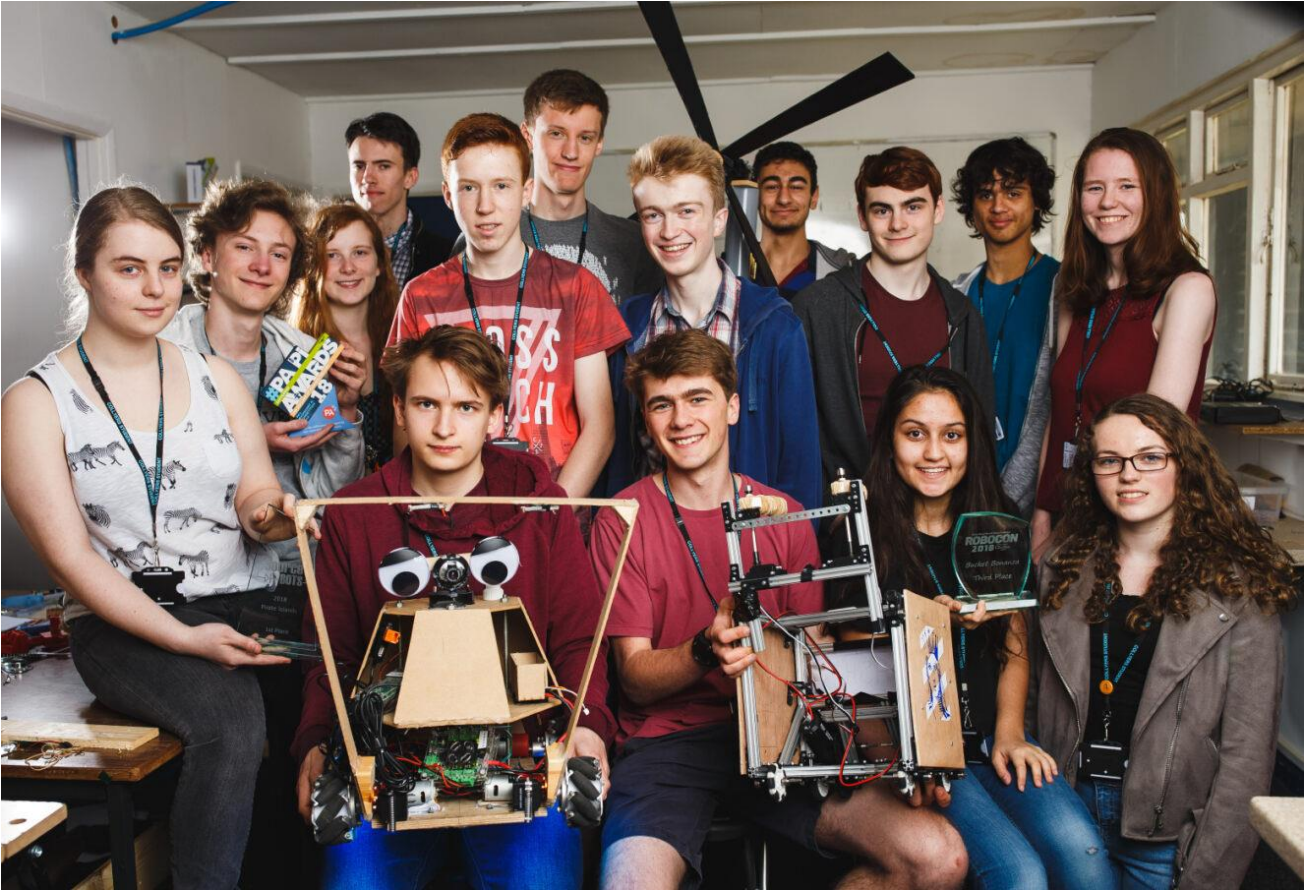




**COLLYER'S**  
Founded in 1532



**The College of Richard Collyer  
Accountability Statement & Local Needs Duty  
2024 - 2025**

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## Purpose

Collyer's was founded as a school nearly 500 years ago in the will of Richard Collyer, a successful London merchant and Mercer. In 1976 the school converted to become a sixth form college. Our heritage is important to us, and we have benefited enormously from being one of the now 16 Mercers' Associated Schools and Colleges during our existence. Now, proud of the past and ambitious for our future, we have a thoroughly modern curriculum and culture whilst continuing to respect and preserve our heritage. Our primary focus is the provision of high quality sixth form education; we offer a wide range of A-Levels, complemented by vocational and technical qualifications for young people aged 16-19. Alongside this we offer Adult Education provision comprising Entry Level through to Level 3 professional qualifications. Both our 16-19 and Adult Education curricula are directly informed by local, regional and national skills needs.

Our Mission, Vision and Values describe the main purpose of the college and demonstrate a clear commitment to our statutory duty to respond to the Local Skills Improvement Plan as well as regional and national employer needs.

### Mission

- Community
- Opportunity
- Achievement

### Vision

- Remain the top state provider of A-Levels in West Sussex
- Provide a relevant range of high quality vocational and technical courses
- Offer excellent progression guidance as a pathway to university, further education and work
- Develop skills for the future that meet local needs
- Embrace an innovative culture and pioneer new technologies
- Focus on sustainability and the wellbeing of all our community
- Invest in our estate to grow and further develop our safe, accessible and attractive campus
- Build strong relationships with partners and the local community

### Values

- Inclusivity – Collyer's welcomes all who will benefit from the outstanding education we provide, we celebrate diversity and encourage mutual respect, upholding fairness for all
- Aspiration – Our expert staff are ambitious for every student's future and focused on the breadth of opportunities for progression
- Care – We are a friendly and supportive community, looking after one another and protecting our environment, growing as kind and actively engaged members of society
- Individuality – Our college has a professional and innovative climate that challenges everyone to be creative, self-motivated and resilient

The college operates a three-year strategic cycle and our current [College Strategic Plan](#) covers 2023-2026.

Our **Curriculum Strategic Aim** (serving as our curriculum intent) is to provide:

*A contemporary, rounded education that meets the needs of students in a modern world, ensuring students achieve their very best.*

### Curriculum Strategic Objectives:

- Maintain our position as a top state provider of A-Levels in West Sussex and within the top three sixth form colleges nationally by value added
- Remain the A-Level specialists of West Sussex with the broadest choice of subjects delivered with expertise, alongside key vocational and technical qualifications
- Provide a contemporary education via a challenging and inspiring curriculum that motivates students and develops personal attributes for success in the modern world
- Attract and retain the most able professionals who exhibit energy, reflection and innovation
- Collaborate with local and regional employers to meet their skills needs, alongside provision for all students of excellent careers advice and high-quality work experience

Our **Pastoral Strategic Aim** (which includes personal and skills development) is to provide:

*Inclusive, holistic and responsive pastoral provision, which supports personal development for all, empowering students to realise their potential.*

**Pastoral Strategic Objectives:**

- Promote an inclusive culture in which diversity is celebrated, where inequality is addressed and where all members of our community are treated with respect.
- deliver a comprehensive and collaborative support provision, which prioritises safety whilst equipping students with resourcefulness to overcome barriers to learning and wellbeing.
- Provide relevant and responsive pastoral tutoring, ensuring intervention supports and challenges the development of effective studentship and self-management for all students.
- Inspire holistic personal development, building aspiration and community engagement through an extensive enrichment programme and exciting extra-curricular opportunities.
- Ensure expert careers education, information, advice and guidance including meaningful engagement with employers and higher education providers to support student progression goals.

We aim to equip students with the knowledge, qualifications and skills they need to make informed and aspirational choices about the future. Although the majority of our learners are focused on progression to higher education, we provide comprehensive careers education, information, advice and guidance (CEIAG) to enable all learners to progress into high quality, meaningful and sustainable employment, via whichever progression route they choose to pursue. Through our engagement with the Local Skills Improvement Plan (LSIP), Coast to Capital Careers Hub, H.E. providers, employers, and other education/training providers, we are committed to ensuring our curriculum and pastoral provision offers positive outcomes for learners, the local community and the national economy.

## Context and Place

### The College of Richard Collyer

- A Sixth Form College comprised of ~2400 16-19 students, ~400 adult learners and ~250 staff
- Collyer's is the only post-16 provider in the town of Horsham in West Sussex
- ~50% of our sixth form intake comes from Horsham schools, whilst the remainder come from schools across Surrey and Sussex, with a small number of International Students from overseas
- Known predominantly for A-Levels (~90:10 balance of A Level to Vocational) until 2017, our offer has since broadened in response to school liaison and student applications to a balance of ~70:30
- In 2019 we committed to launching T-Levels as one of ~50 'first wave providers'
- Our Sixth Form (daytime) provision now includes: 35 A-Level courses, 15 Level 3 Vocational courses, 2 T-Levels, a 9 subject Level 2 Foundation Programme and over 120 Enrichment Activities
- ~70% students follow A-Level courses, ~25% Level 3 vocational and technical or a mix of A-Level and vocational courses, 5% complete a Level 2 foundation year before proceeding to Level 3 study
- We are consistently amongst the highest achieving (by value added) providers of A-levels in West Sussex and nationally
- Up to 70% of our 16-19 learners progress to university each year, with the remaining 30% entering apprenticeships, further education and training, or direct employment
- Our Adult Education (evening) provision includes Entry Level to Level 3 qualifications, alongside skills short courses and recreational courses
- The college's annual income excluding capital funding is ~£11 million

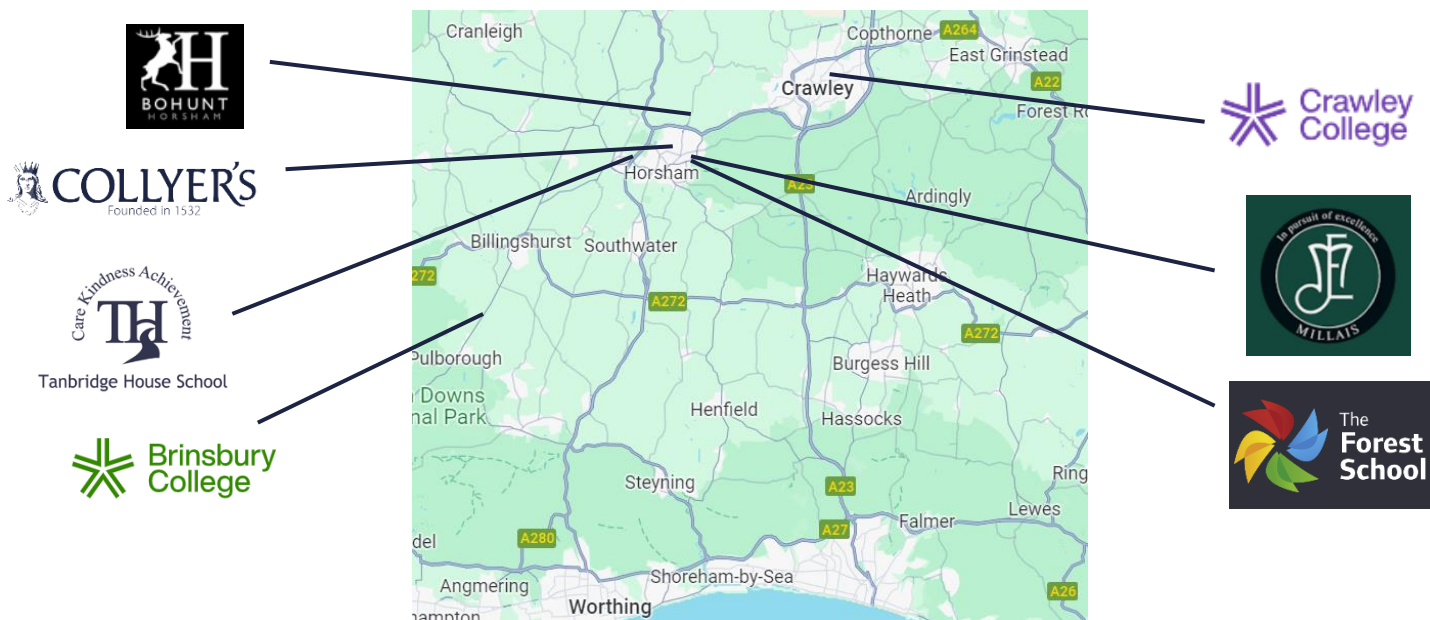
Given our size and position as the only post-16 provider in Horsham, we are committed to providing technical provision where we have suitable expertise and appropriate accommodation. Since 2020 we have offered two T-Levels: Education and Early Years, and Digital Production. For both T-Levels we have managed to secure high quality industry placements for all learners. Alongside our T-Level provision we took part in a national trial of the Transition to T-Level Programmes at Level 2. Our Foundation Programme offers provision for ~120 learners who have not quite met the entry requirements for direct entry to Level 3.

Although we have broadened our provision to include more vocational and technical courses, we remain principally an academic provider, focused on providing the highest quality education within the qualification types that we do best (see complete list of qualifications in Appendix 1). In 2019, the most recent year of publication of the DfE Level 3 Value Added metric, Collyer's students achieved A-Level results placing us as the 3<sup>rd</sup> best provider of A-Levels and 7<sup>th</sup> best provider of BTECs amongst sixth form colleges nationally.

Readying students for the world of higher education is a key focus for Collyer's, with ~70% of students applying to university annually. In doing so we make a very strong contribution to the national skills agenda key sectors as graduates enter the workforce with highly developed skills. We provide support for learner applications through the H.E. Progression Pathway and Collyer's 360 Enrichment Programme, with additional specialised content for specific routes e.g. Oxbridge, Medics/Vets/Dentists, Performing Arts Conservatoires, Visual Arts/Media. Higher Education Statistics Agency (HESA) [annual reports](#) show that former Collyer's students are retained in higher numbers than average by universities and achieve results which exceed the national averages for students from all other sectors, including school sixth forms and independent schools. This suggests that Collyer's provides exceptional preparation for students entering higher education, equipping learners with the skills, resilience and independence to succeed at university, and facilitating successful entry into the graduate job market. Students who are aiming to enter the workplace or go into further technical or vocational training after Collyer's, follow the Employment & Apprenticeships Progression Pathway and have access to a range of bespoke Collyer's 360 activities including Aspiring Apprentices and the Young Enterprise Scheme. All Level 3 students complete work experience (WEX) during Year 1. Our Level 2 Foundation Programme includes regular Work Readiness content and a summer WEX placement.

Our Adult Education offer in the evenings supports our local community and is at the core of our college vision, and this is one way in which we can use the power of education for social good and addressing skills needs outside of our traditional academic daytime provision. We actively seek to adapt our Adult Education to reflect local need. During 2022-2023 we delivered the SDF 2 funded Digital Skills course as part of our response to the LSIP to target skills gaps in the healthcare industry. Adult Education plays a key role in our response to the LSIP and Skills Agenda allowing us to deliver shorter courses that directly address gaps in the local labour market.

### Local Area



Almost 50% of our 16-19 students come from three of our Horsham-based partner schools; Millais, The Forest School and Tanbridge House School. Bohunt Horsham is a new 11-16 school, which opened in 2019 – we will welcome our first cohort of Bohunt students to Collyer's in September 2024. Demographic data from West Sussex County Council shows consistent growth in Year 12 cohorts for the next 5 years increasing at

a rate of around 4%. Year on year, our reach into West Sussex and Surrey increases, with a forecast 12% increase in student numbers for September 2024 compared to 2023.

Horsham is located just 8 miles from Crawley which benefits from having a highly successful General Further Education (GFE) College. Crawley College is part of the Chichester College Group (CCG) and offers a complementary curriculum to Collyer's, focused entirely on vocational and technical qualifications from Entry Level to Level 4 (they do not offer A-Levels). Collyer's academic offer therefore serves the needs of a significant proportion of students from the Crawley area, whilst some young people from Horsham progress to the broader range of vocational and technical qualifications at Crawley College to meet their needs. A small number of young people from Horsham begin courses at Crawley College aged 14-16 alongside their GCSE studies. Brinsbury College, another member of the CCG, is located approximately 10 miles south-west of Horsham and offers a range of vocational and technical provision including land-based courses. Travel to learn routes between Horsham and both local CCG colleges are straightforward with good rail and bus links.

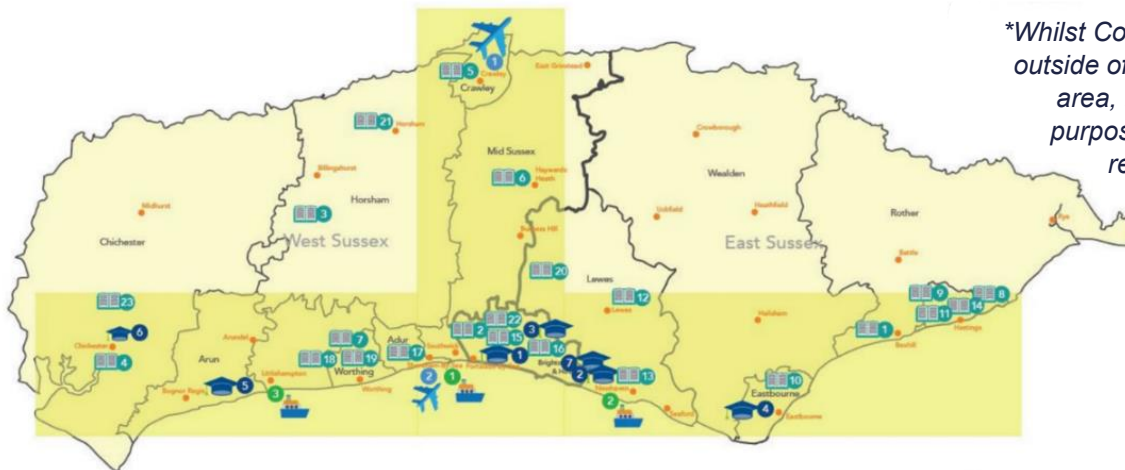
Part of our growth at Collyer's has come from further afield in terms of intake and this has seen the proportion of 'out of area' students increase to ~50%. Students are happy to travel to Collyer's from the south coast, especially Worthing, and across from Cranleigh in the west, and East Grinstead in the east. Our natural catchment diamond fortunately does not overlap with any of our relatively nearby, fellow S7 consortium sixth form colleges (Reigate, Godalming, Varndean and BHASVIC). We run a subsidised bus route from the south coast to facilitate travel to learn, given the limited public transport options between Worthing and Horsham.

As a non-selective, state funded provider, we are committed to remaining inclusive and accessible to 16- and 17-year-olds in Horsham and further afield. We deliberately have a more generous set of entrance requirements than most school sixth forms. We aim to offer as many young people as possible, locally and regionally, access to a truly top-class academic experience. We have a growing number of learners with Education and Health Care Plans (EHCPs) and/or High Needs, and a significant number of learners with Additional Learning Needs. These students achieve exceptionally well at Collyer's and our SEND provision and CEIAG for learners with additional needs helps to ensure that they also achieve their progression goals.

## Local Skills Improvement Plan

Collyer's is situated within Horsham District Council and more broadly West Sussex County Council. We are within the Coast to Capital LEP and the Future Skills Sussex Local Skills Improvement Plan (LSIP) overseen by the Sussex Chamber of Commerce as the Government's designated Employer Representative Body (ERB). The socio-economic characteristics of the area are well described by the Sussex LSIP report:

*'The Greater Sussex area runs from Gatwick Airport south to Brighton – the two areas of Sussex with the greatest concentration of skilled jobs – and along the entire Sussex coastal strip, described as an inverted T\*. This area presents a unique economic landscape within a compact space, with the more buoyant economies of the area around Gatwick and Brighton contrasting with the less economically or socially advantaged areas found in some of Sussex's coastal towns. This is a compact, functional economic area, with natural travel to work patterns to Gatwick Airport and Brighton. The area encompasses Sussex's larger settlements and contains the greatest concentration of employers and providers. The area outside the inverted T is mainly rural and dominated by the land-based sector, which is one of the LSIP sectors of focus to draw in needs from these rural communities. There are issues in accessing skills and education across rural communities and this has been recognised in the recommended Framework.*



*\*Whilst Collyer's lays just outside of the inverted T area, the intents and purposes of the LSIP remain relevant.*

The LSIP area comprises:

- 75,560 registered businesses, 79.7% of all Sussex businesses, producing over £40bn GVA
- 1,035,741 working age population
- Three Local Authorities, two County Councils and one Unitary Authority
- Two Local Enterprise Partnerships (LEPs)
- Eight Further Education (FE), three Higher Education (HE) and two Institutes of Technology (IoT)
- Sussex Council of Training Providers, representing 90 Independent Training Providers, FE and HE institutions

The 2023 Sussex Local Skills Improvement Plan (LSIP) identified seven priority sectors where skills are in substantial demand:

**Key sectors**

Through our research, we've identified key sectors that are crucial to the future economic success of the region and which Future Skills Sussex will concentrate on.

- CONSTRUCTION**
- CREATIVE & CULTURAL**
- DIGITAL**
- ENGINEERING & MANUFACTURING**
- HEALTH & CARE (INCLUDING BIO LIFE SCIENCES & PHARMACEUTICAL)**
- VISITOR & HOSPITALITY**
- LAND-BASED (INCLUDING HORTICULTURE & VITICULTURE)**

## Approach to developing the annual accountability statement

Our understanding of local, regional and national skills has been informed by active engagement with a range of networks and through consultation with stakeholders. The key priorities and targets outlined within this document have been considered thoroughly by our Skills Working Party of governors, senior leaders and managers, and are informed by:

- Our active engagement with the LSIP and FE Sussex
- Collaboration and consultation with other local providers through a range of networks and at all levels; including support teams, teachers, managers, leaders and governors
- Engagement with employers and other stakeholders

## LSIP and the Future Skills Improvement Framework

The Future Skills Sussex Improvement Framework allows Sussex partners to unite under a single banner, collaborating to address the challenges encountered by individuals and businesses within the region, as outlined in the Sussex LSIP Case for Change. The Improvement Framework aims to facilitate, enable and empower all partners to take forward the recommended actions and builds on the foci of the Priorities for Change outlined in the Strategic Development Fund Trailblazer. The FSSIF five themes are:

- Intelligence – to build a complete picture of the skills needs in Sussex
- Conversation – to engage in dialogue with local employers to identify specific skills needs

- Innovation – to create a platform for skills innovation and collaboration
- Offer – to work collaboratively with all skills providers in Sussex to address skills gaps
- Talent – to further understand employment and careers opportunities

Collyer's is committed to working within and contributing to the FSSIF by engaging with a wide range of organisations, both educational and employers.

## FE Sussex

In 2020 Collyer's rejoined FE Sussex as a member, partly to learn from the General Further Education colleges about engagement with the broader skills landscape. Sussex was nominated as a trailblazer area for the new LSIPs and when published, the new plan had a lot of similarities with the national priorities identified in the Skills for jobs: implementing a new further education funding and accountability system Government consultation – construction, manufacturing, digital and technology, health and social care, and haulage and logistics.

During 2021-22 Collyer's collaborated with fellow FE Sussex colleges on the SDF 1 funded Green Skills project. As part of the £7.2M multi-stream project, sixth form colleges delivered a new carbon literacy course led by BHASVIC. Then in 2022-23 we similarly took part in the SDF 2 funded Digital Skills project – this time a £2.9M single stream project. Here, sixth form colleges led by Bexhill College are delivering a new 'digital competency for the workforce' course.

During 2023-2024 our involvement with FE Sussex has strengthened further with a firm collaboration established between four Sussex sixth form colleges:

- Collyer's
- BHASVIC
- Varndean
- Bexhill

This collaboration centres on shared skills training planned for 2024-2025 as a result of the £4.2 million LSIF funding, a component of which is the installation of i-immersive VR / AR suites to allow for shared simultaneous skills development for our students across the four colleges. Separately Collyer's will be involved in the development of the Skills Sussex Mobile App currently in the initial stages of development.

## Engagement with other providers

We are informed in our strategic thinking and planning by membership of a range of local, regional and national networks with other providers; Horsham Locality Soft Federation, S7 Consortium of Sussex and Surrey Sixth Form Colleges, FE Sussex, the Sixth Form Colleges Association (SFCA), and the Association of Colleges (AoC).

Each year members of our SMT meet with counterparts from each of the Horsham schools in a curriculum summit to review Year 8 options in our partner schools, changes in provision and how best our curriculum offer can provide suitable progression routes. Regular meetings with members of S7 and FE Sussex help us to maintain awareness of post-16 provision in the region. This was particularly important when deciding on the breadth of our T Level offer for example. Chichester College Group have readily adopted each wave of new T Level courses as they are launched. In determining our offer, it was important that we ensured we didn't actively replicate a technical offer on our doorstep. With Crawley College and Brinsbury College positioned within travel to learn distance of Collyer's, we aim to work in synchronicity ensuring a complementary offer, with each college broadly focussing on the following specialisms:

- **Collyer's** – Broad Academic offer (A-Level, L3 Vocational, T-Level, L2 Foundation), Adult Education offer
- **Crawley College** – Broad Vocational offer (Entry Level to L 4, inc. T-Level)
- **Brinsbury College** – Land-based/Construction Vocational offer (Entry Level to L4, inc. T-Level)



Beyond our engagement with schools and colleges, we have strong links with HE institutions through our Progression Directorate and via subject level liaison. Our Adult Education and Skills Manager also attends regular meetings with the Sussex Council of Training Providers maintaining our understanding of the local ITP offer and informing our Tailored Learning plans.

### **Engagement with employers and other stakeholders**

Our existing Strategic Plan and [Careers Programme](#) were both designed through a process of multi-stakeholder consultation (learners, parents/carers, staff, governors, other providers, employers), and underpin the Action Plan in this document. Our Careers Programme provides an overview of CEIAG activities, events and employer engagement woven through the academic curriculum, our tutorial programme and enrichment offer. We review employer engagement and skills development as part of our annual quality cycle, at subject level and cross-faculty, which helps us to maintain focus on key Skills priorities. The Progression Directorate conduct a cross college Self-Assessment Review (SAR) to inform Quality Improvement Plan (QIP) targets for the year ahead, which inform the targets within this document.

Collyer's has long held strong links with employers through contributions to careers fairs, the provision of guest speakers, visit opportunities and work experience placements. The establishment of subject-based Employer Representative Boards (ERBs) has significantly extended our engagement with employers resulting in over 130 local and regional links. Each subject area ERB is comprised of at least three employers, with whom biannual conversations are held to inform our curriculum provision and delivery, enrichment opportunities and broader personal development programme. As part of the subject-based ERB meetings, employers are invited to:

- Discuss specific and broader skills needs in their industry
- Provide employer set projects for vocational qualifications
- Provide foci for emphasis in delivery of specification of academic subjects
- Provide opportunities during learning to be linked to employment and skills needs

Skills development now plays a considerable role in the academic, vocational and personal development of our students. We have therefore identified a focus on increasing parent/carer understanding of skills priorities and Labour Market Information (LMI). This will enhance their ability to support young people in their skills development and career planning, supporting informed progression and helping to ensure that local, regional and national skill gaps are met.

### **Contribution to national, regional and local skills priorities**

The following developments have taken place since publication of our first Accountability Statement:

- Skills Agenda Working Party established to provide strategic oversight and assess impact of college response to the skills agenda. Working party led by Link Governor for Progression & Skills. Membership includes 4 Governors, Director of Governance, Vice Principal (Pastoral), Vice Principal (Curriculum), Director of Progression (Careers & Employability) and Adult Education and Skills Manager.
- Vice Principal (Pastoral) appointed as Skills Nominee.
- 'Skills Development Mapping': assessment of existing provision against LSIP identified skills gaps.
- L2 and L3 curriculum offer reviewed to ensure sufficient range of technical and vocational options to maintain student progression opportunities, despite future defunding of some L3 BTEC courses.
- 'Substitute' course offer expanded. Students who are unable to progress to 2<sup>nd</sup> year with 3 full A Level equivalent courses can pick up a Substitute course to extend their academic and skills portfolio, increasing positive progression opportunities. Substitute course offer is deliberately focused on the development of literacy, numeracy and skills for work: AS English Language, L3 Core Maths, EPQ, L2 Work Skills, L2 Cabin Crew and Higher Sports Leaders Award.
- T Level outreach at local secondary schools. 2<sup>nd</sup> year of T Level Digital course launched successfully, increasing overall T Level enrolment numbers from 30 to 42. High-quality industry placements successfully secured for both T Level Digital and T Level Education & Early Years.

- Training and guidance provided to Heads of Subject (summer 2023) to support the development of Employer Representative Boards and to extend Higher Education links in all 16-19 subject areas.
- Links between Heads of Subject and Employers/H.E. providers focused on identifying skills for successful progression into careers/further study, to inform curriculum delivery and enrichment offer.
- Vocational subjects worked with local employers to design at least one assignment brief.
- Three members of the Science Faculty participated in [Teacher Encounters](#) with Wates, a construction, development and property services company. Following their experience they delivered CPD to all staff summer 2023, highlighting ways to embed skills development into curriculum design and delivery.
- [Careers Programme](#) revised and published following extensive research and collaboration with stakeholders including: staff, students, governors, employers and local Careers Hub.
- Our performance against the Gatsby Benchmarks, as measured by the Careers & Enterprise Company's Compass Evaluation tool, has improved. We were fully achieving 6 of the 8 benchmarks by summer 2023, up from 4 of 8 in 2022.
- 16-19 Enrichment offer significantly expanded with the launch of Collyer's 360 – 113 regular activities offered in 2022/23 with over 91% students participating, compared with 40 activities in 2021/22. Almost 50% of students surveyed cited 'skills development' as a positive outcome of their engagement with enrichment in 2022/23.
- Over 97% of our 16-19 learners had completed at least one Work Experience (WEX) placement of 3-5 days by the end of 2023, compared with less than 55% of learners in 2022 and less than 20% in 2021.
- Almost 90% of learners surveyed in 2023 said that they had an improved understanding of employer expectations following their WEX placement.
- Building on the success of skills/progression focused events such as Challenge of Management and the Festival of Science, the Festival of Arts was launched in June 2023 including over 30 workshop opportunities and a Careers Fair with HE Providers and Employers.
- Destination Intention surveys utilised to identify prioritised entitlement to 1:1 careers advice, ensuring students without a progression plan or in need of advice, are offered an appointment alongside existing priority groups (students with EHCPs, students on the Foundation Programme and 2A students completing L2 Work Skills).
- Careers Education Information Advice and Guidance (CEIAG) within the Tutorial programme has continued to improve, utilising video presentation to ensure specialist delivery. Progression Pathways pilot project launched Summer 2023 to highlight support and resources for non-H.E. progression routes, with additional online resources made available to Parents and Carers via our Parent Information Platform. Aspirational Apprentices enrichment activity added to Collyer's 360 Programme.
- Adult Education provision expanded to include short course: Digital Skills for Health Care, supported by LSIP Skills Develop Fund (Round 2). 16 adult learners allied to health care, completed the course.
- Half termly 'Tutorial' content introduced for all adult learners to increase opportunities to access Careers Education Information Advice and Guidance (CEIAG).
- Booking system for Adult Learners to access appointments with Collyer's Careers Adviser.

## Action Plan for 2024-25

	Intent	Implementation	Impact Measures	Timeline & Responsibility
1	<p><b>Curriculum Development: Adult Learning Provision</b></p> <p>Introduce a range of short courses for Adult Learners funded by ESFA Tailored Learning allocation and additional Level 2 and 3 courses. Courses selected to meet needs of local community and the regional priorities identified by the LSIP (Soft/ Transferable Skills, Net Zero &amp; Sustainability, Digital, Health &amp; Care).</p>	<p>New short courses:</p> <ul style="list-style-type: none"> <li>• Carbon Literacy</li> <li>• Understanding how children learn</li> <li>• English for Speakers of Other Languages (ESOL)</li> <li>• Maths – Fresh Start</li> </ul> <p>Additional Level 2 and 3 courses:</p> <ul style="list-style-type: none"> <li>• L2 Certificate in Digital Promotion for Businesses (Digital)</li> <li>• L2 Certificate in Health &amp; Social Care</li> <li>• L3 Access to Business and Law</li> </ul>	<p>Short courses meet the needs of local people and businesses, facilitating the development of core and priority skills for employees and enhancing progression opportunities within identified 'skills gap' sectors.</p> <p>Courses launched successfully with recruitment of sufficient learners to make courses viable to run.</p>	<p>September 2024 - Adult Education and Skills Manager &amp; Vice Principal (Curriculum)</p>
2	<p><b>Curriculum Development: 16-19 Provision</b></p> <p><b>Level 3:</b> Successfully navigate defunding of AGQ courses and introduction of AAQs whilst:</p> <ul style="list-style-type: none"> <li>- maintaining a broad L3 offer which continues to equip our students with the skills and qualifications required for successful progression into the labour market.</li> <li>- minimising impact on student numbers and limiting impact on staffing.</li> </ul> <p>• <b>Level 2:</b> Review provision for L2 learners to ensure sufficient breadth and skills development to support successful progression to L3 study and/or training/employment, ensuring the programme continues to satisfy DfE's T-Level Foundation Year framework (July 2023).</p>	<ul style="list-style-type: none"> <li>• Survey current vocational learners to gauge potential pattern of A Level preferences for future cohorts in light of predicted changes to AGQs (Sept 24).</li> <li>• Launch A Level Accounting (Sept 24).</li> <li>• Review and determine course options for 2025 onwards, following release of L3 vocational funding changes and approved AAQs expected in July 2024.</li> <li>• Review current Foundation Programme structure and content, considering options to increase number of qualifications completed and increase skills for progression within budgetary constraints.</li> <li>• Appoint Head of L2 to provide greater strategic focus and oversight.</li> <li>• Launch revised Foundation Programme.</li> </ul>	<p>Students enrolling in 2024 and 2025 onwards continue to have a broad and exciting offer which matches their interests and supports successful progression to higher education and/or training and employment.</p> <p>A Level Accounting recruits viable cohort for 2024.</p> <p>All Foundation learners have the opportunity to gain a minimum of 4 GCSE equivalents to support progression.</p> <p>Increased successful progression to L3.</p>	<p>Summer &amp; Autumn 2024 - Vice Principal (Curriculum)</p> <p>September 2024 - DoF Business</p> <p>Summer 2024 Vice Principal (Curriculum), DoF Business</p> <p>September 2024 - Vice Principals</p>

<p><b>3.</b></p>	<p><b>Skills Development Fund (SDF) Projects</b></p> <p>Collaborate with other providers in the region to extend the delivery of key employability skills through projects led by FE Sussex:</p> <ul style="list-style-type: none"> <li>• Piloting digital solutions to careers activity and continuing professional development (CPD).</li> <li>• Development of Skills Sussex mobile application.</li> </ul>	<p><b>VR &amp; AR Teaching and CPD</b></p> <p>Installation of an i-immersive classroom at Collyer's with shared activity across Sussex in:</p> <ul style="list-style-type: none"> <li>• Teacher CPD and employer-led masterclasses.</li> <li>• Careers activity to promote specific sectors, for example through virtual work experience.</li> <li>• Learner enrichment and revision activities where teachers in one college have particular insight, for example as examiner or assessor.</li> <li>• Sharing effective practice through lesson observations.</li> <li>• Development of an effective practice guide for teaching and learning using new technologies.</li> </ul> <p><b>Skills Sussex Mobile App</b></p> <p>Continue to contribute through regular attendance and engagement at project meetings. The app is intended to match jobseekers with vacancies, and offer opportunities to develop employability skills, practice for job interviews and gather pan-Sussex destination data.</p>	<p><b>VR &amp; AR Teaching and CPD</b></p> <ul style="list-style-type: none"> <li>• 10% teachers engage in employer-led VR CPD.</li> <li>• Entrants to the labour market have improved employability skills as a result of participating in experiential learning.</li> <li>• The college creates x3 opportunities to share VR resources and effective practice with other colleges.</li> </ul> <p>Colleges and employers in Sussex develop closer relationships, with better understanding of skills development needs. Learners and job seekers are better supported to develop the skills employers need to facilitate economic growth.</p>	<p>Installation of i-immersive classroom by Sept 2024 - Vice Principal (Curriculum)</p> <p>Development of projects to utilise new facility Education Committee</p> <p>Director of Progression (Careers &amp; Employability)</p>
<p><b>4.</b></p>	<p><b>Personal Development</b></p> <p>Continue to evaluate and develop our Careers Education, Information, Advice and Guidance (CEIAG) provision through the formation of a Personal Development Directorate.</p> <p>Extend Progression Pathways project to provide more tailored CEIAG for specific routes, to add to existing Apprenticeship/ Employment and HE Pathways.</p>	<p>Establish a staffing structure for the Personal Development Directorate for 2024-25:</p> <ul style="list-style-type: none"> <li>• Restructure line management to place responsibility for the Tutorial Programme, Enrichment Programme, Student Voice, EDI, Careers and Work Experience, under a Director of Personal Development.</li> <li>• Appoint additional Personal Development Tutors to create capacity for growth in enrolment numbers and to support expansion of Personal Development activities and events within our Collyer's 360 Programme.</li> </ul> <p>Create Progression Pathways SharePoint site:</p> <ul style="list-style-type: none"> <li>• Add pathways for Oxbridge, Conservatoires and Creative/Visual Arts.</li> <li>• Signpost large group lectures/events/Collyer's 360 activities aimed at specific pathways.</li> </ul>	<p>Increased leadership and administrative capacity for our Personal Development provision, ensures cross-college events, activities and priorities are effectively coordinated and well resourced. Expansion of Personal Development activity is achieved whilst maintaining sustainable workload levels.</p> <p>Students are well supported with progression applications and successfully progress to specialist destinations.</p>	<p>Summer 2024 Vice Principal (Pastoral)</p> <p>June 2024 Directors of Progression</p>

5.	<p><b>Employer Engagement</b></p> <p>Draw together existing employer engagement projects to develop a whole college Employer Engagement Strategy. Ensure links with employers are maintained and developed to increase opportunities for learners to develop core employability, soft and transferable skills, alongside a strong understanding of Labour Market Information (LMI) and employer expectations through:</p> <ul style="list-style-type: none"> <li>• Curriculum delivery</li> <li>• Encounters with employers and education/training providers</li> <li>• Work Experience (WEX)</li> </ul>	<p>Continue to develop engagement with College Level and Subject Employer Representative Boards (ERBs) and H.E. providers to ensure LMI informs classroom delivery and wider opportunities, supporting skills development and informed student progression choices:</p> <ul style="list-style-type: none"> <li>• Maintain at least annual meetings between Heads of Subject and ERBs/H.E. Providers.</li> <li>• Introduce of Skills Week in June - all subjects to provide presentations and/or set projects informed by liaison with Subject ERB.</li> <li>• Expand faculty-based careers festivals to cover all subject areas.</li> <li>• Purchase a CRM database to accurately record all employer engagement activity (whole college, Faculty and Subject).</li> <li>• Appoint Faculty Administrators to support Employer Engagement activities.</li> <li>• Continue to increase student participation with meaningful, challenging and in-person WEX.</li> </ul> <p>Utilise College Level ERB to develop Employer Engagement Strategy.</p>	<p>Skills gaps are addressed. All students engage with subject and faculty specific progression events and activities and learners are able to make educated links between employer/H.E. engagements and their own progression pathway plans.</p> <p>Participation in subject and faculty progression events and WEX enables students to make informed and aspirational career choices. Engagement with employers is recorded accurately to ensure the college has a clear picture of who our external partners are and the details of their collaboration with us.</p> <p>Employer Engagement Strategy provides clear overview of our work with employers and effectively steers future development.</p>	<p>Summer 2024 Vice Principal (Curriculum), Vice Principal (Pastoral), Education Committee</p> <p>Summer 2025 Vice Principal (Pastoral) &amp; Director of Personal Development</p>
6.	<p><b>Progression Information &amp; Resources Platform for parents:</b></p> <p>Redesign and update the portal to provide informative Progression, Skills, Careers &amp; WEX materials to help parents/carers support their students at home.</p>	<ul style="list-style-type: none"> <li>• Streamline and update current platform content.</li> <li>• Provide new links to highlight information related to skills development and LMI.</li> <li>• Re-design presentation/structure of Progression Platform - trial use and accessibility with staff parents.</li> </ul>	<p>All parents/carers have easy access to a wide range of Progression, Skills, Careers and WEX materials. Parents/carers feel better equipped to support learners at home when making decisions and taking action related to progression routes.</p>	<p>Directors of Progression October 2024</p>

## Local Needs Duty

Collyer's is committed to providing a complete education for our students to allow them to develop into accomplished individuals who can offer the skills required for successful local, regional and national economies. Our broad curriculum offer is informed by local and regional demand and skills needs and will continue to evolve in response. Collyer's continues to work alongside other local schools and colleges to offer a curriculum that compliments that which is available within a travel to learn distance. We recognise that skills development is not restricted to the curriculum but forms the bedrock of a high-quality personal development provision. Collyer's continues to develop strong links with local and regional employers to further develop our curriculum and personal development provision to meet skills needs.

This document alongside our Self-Assessment Reports and Quality Improvement plans outline the substantial year on year developments in providing our students with an education to meet skills needs.

We are proud of our Adult Education and Skills provision for local adult learners, and the successes that they enjoy. The nature of our Adult Education and Skills provision means we are able to readily provide short courses and qualification courses that address LSIP skills needs, and that are targeted towards local businesses.

## Governing Body Statement

Collyer's Skills Working Party (SWP) has reviewed Collyer's response to the Skills Act (2022), to determine how well our curriculum and wider provisions meet local skills needs and to identify key actions for ongoing development. The wider Governing Body has maintained oversight through regular updates from the SWP at Quality & Curriculum Committee and Governing Body meetings and through discussion and challenge with stakeholders and senior leaders.

The Governing Body have concluded that Collyer's makes a **reasonable contribution to local and national skills needs**.

Our Accountability Statement can be accessed via Collyer's website under: [\*\*Key Policies\*\*](#)

## Related Documentation

[Local Skills Improvement Plan \(LSIP\)](#)

[College Financial Statements](#)

[College Strategic Plan 2023-26](#)

[Ofsted Inspection Report](#)

[Statutory DfE Guidance](#)

College Self-Assessment Report & Quality Improvement Plan

Skills Development at Collyer's (*Mapping Exercise*)

## Glossary of terms

AGQ	Applied General Qualifications
ALS	Additional Learning Support
AR	Augmented Reality
CSP	College Strategic Plan
CEIAG	Careers Education, Information, Advice and Guidance
EDI	Equality, Diversity and Inclusion
EHCP	Education and Health Care Plan
ERB	Employer Representative Board
ESOL	English as a Second or Other Language
GFE	General Further Education
HE	Higher Education
LEP	Local Enterprise Partnership
LMI	Labour Market Information
LSIF	Local Skills Improvement Fund
LSIP	Local Skills Improvement Plan
ONS	Office for National Statistics
QIP	Quality Improvement Plan
SAR	Self-Assessment Report
SDF	Strategic Development Fund
SFC	Sixth Form College
VR	Virtual Reality
WEX	Work Experience

## Appendix 1

Our complete list of qualifications for 16-19 students:

Academic	
Subject	Qualification
*Accounting	A-Level
Biology	A-Level
Business	A-Level
Chemistry	A-Level
Computer Science	A-Level
Contemporary Fine Art	A-Level
Dance	A-Level
Design & Technology Product Design	A-Level
Drama	A-Level
Economics	A-Level
Electronics	A-Level
English Language and Literature	A-Level
English Literature	A-Level
Environmental Science	A-Level
Film Studies	A-Level
French	A-Level
Geography	A-Level
Geology	A-Level
German	A-Level
Graphic Communication	A-Level
History	A-Level
Law	A-Level
Mathematics	A-Level
Mathematics: Further	A-Level
Media Studies	A-Level
Music	A-Level
Philosophy	A-Level
Photography	A-Level
Physical Education	A-Level
Physics	A-Level
Politics	A-Level
Psychology	A-Level
Sociology	A-Level
Spanish	A-Level
Textile Design	A-Level

\*LSIP response, new for September 2024

Vocational – Level 3	
Subject	Qualification
Applied Science	BTEC National
Art and Design	BTEC National
Business	BTEC National
Creative Digital Media Production	BTEC National
Criminology	Advanced Dip.
Engineering	BTEC National
Health and Social Care	BTEC National
Information Technology	BTEC National
Music Practitioners	Extended Dip
Sport	BTEC National
Travel and Tourism	BTEC National

Technical	
Subject	Qualification
Digital Production, Design and Dev.	T-Level
Education and Childcare	T-Level

Foundation – Level 2	
Subject	Qualification
Art and Design	BTEC First
Business	BTEC First
Child Development and Care	Technical Award
English	GCSE
Health and Social Care	BTEC First
Information Technology	BTEC First
Mathematics	GCSE
Sport	BTEC First
Travel and Tourism	BTEC First



Our complete list of Adult Education qualifications and courses follows:

Area	Subject	Qualification
Finance / Business	Accounting	AAT Level 2 Certificate
	Accounting	AAT Level 3 Diploma
	Professional Accounting	AAT Level 4 Diploma
	Bookkeeping	AAT Level 3 Certificate
	*Access to Higher Education: Business and Law	Level 3 Diploma
Digital	Digital Functional Skills	Entry Level 3
	*Digital Promotion for Businesses	Level 2 Certificate
	Digital Photography – Beginners	Recreational
Key Skills	English Functional Skills (ESOL)	Entry Level 2
	English Functional Skills	Entry Level 3
	English Functional Skills	Level 1
	English Functional Skills	Level 2
	English Language	GCSE
	Maths Functional Skills	Entry Level 3
	Maths Functional Skills	Level 1
	Maths Functional Skills	Level 2
	Maths	GCSE
British Sign Language	Level 1 Award in BSL	
Early years	Early Years Workforce: Early Years Educator	Level 3 Diploma
Counselling	Counselling - Introduction	n/a
	Counselling	Level 2 Certificate
	Counselling	Level 3 Certificate
Healthcare / Science	Access to Higher Education: Healthcare Professionals	Level 3 Diploma
	*Health and Social Care	Level 2 Certificate
	Biology	GCSE
	*Understanding how Children Learn	n/a
	*Carbon Literacy	n/a
Languages	Spanish – Beginners	Recreational
	Italian – Beginners	Recreational
	Italian – Improvers	Recreational
	German – Improvers	Recreational
Creative	The Art Class	Recreational
	Creative Writing	Recreational

\*LSIP response, new for September 2024