

# *Annual Accountability Statement*





## 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 which we subscribe to in ensuring we achieve our vision for the benefit of our stakeholders.

The College strategy 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 agree 5 strategic priorities – what we want to achieve and the College values – how we intend to get there.

### Strategic Aims and Objectives

**Vision:** *To be the best college in the country.*

**Mission:** *To inspire, challenge and transform lives.*



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 and university-level courses, foundation degrees and degrees. 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 2021/22 the College recruited 45.6% of its intake from students living in Sefton, 37% from students living in Liverpool and 17.4% from students in other districts. The LCR Combined Authority has a £33bn economy, serving 1.6m people: of these, 979,500 are of working age (16-64 years). Currently there are 658,200 jobs and 71,500 self-employed people.

The College recruits from several of the most deprived areas in England. The latest Indices of Multiple Deprivation statistics (collated in 2019) [1] 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%. The factors within this ranking cover deprivation, inclusive health, protected characteristics, and school readiness at a young age.

Poor health and work-limiting illness and disability are common, with almost half of our neighbourhoods in the top 10% most deprived nationally, in terms of health deprivation and 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.

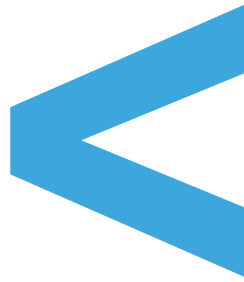




EDUCATED TO NVQ LEVEL 4  
OR HIGHER

LIVERPOOL CITY REGION

39.4%



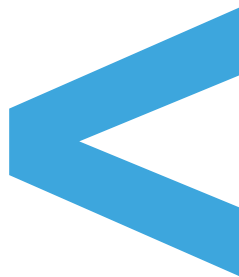
NATIONAL AVERAGE

43.6%

RESIDENTS WITH  
NO QUALIFICATIONS

LIVERPOOL CITY REGION

9%



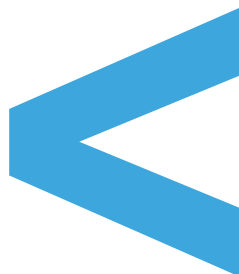
NATIONAL AVERAGE

6%

RESIDENTS WITH AT LEAST  
DEGREE LEVEL QUALIFICATIONS

LIVERPOOL CITY REGION

38%



NATIONAL AVERAGE

43%

## 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, (9% compared to 6% 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 at least degree level qualifications, 38% compared to 43% nationally. This all leads to a high proportion of young people not in employment, education or training (NEET). As of 2020, 6.1% of 16-17-year-olds in LCR were NEET compared to 5.5% 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 Region's economy has resulted in positive impacts on employment levels and incomes. The employment rate now stands at 73.6%, compared to an England rate of 74.9%, increasing by 4.4pp since 2017. Unemployment had fallen significantly from 6.2% in 2004, to a recent low 3.7% in 2019: however, the impact of the pandemic and associated economic downturn have caused recent instability.

As noted above, 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.



## Section 3 – Approach to developing the annual accountability statement

### Focus on skills

Key policies driving the College's strategic ambitions derive from the FE White paper 'Skills for Jobs', and more recently via the Skills and Post 16 Act. The introduction of new curriculum and quality roles within the senior leadership team in 2020 and the appointment of the CEO of Liverpool Chamber of Commerce to the College's Governing Body in 2021, has significantly strengthened the skills and experience at a senior level to drive the skills piece. The College has been actively engaging with employers and stakeholders to inform the curriculum it offers and the way it is delivered, hosting several stakeholder advisory boards and employer forums in the skills priorities sectors of Health, Health Science, Digital, Logistics, Construction, and emerging green technology practices across identified sector areas. The initiation of Local Skills Improvement Plans (LSIPs) will further support in taking this work forward and will ensure the College's strategic plan continues to meet needs longer term and serves to support and promote continued dialogue between the College and stakeholder/employer partners. The Liverpool City Region (LSIP) Emerging Priorities – March 2023 document highlights the key skills priority areas and identifies skills challenges and opportunities which are fully embedded into all strands of the College's strategic plan.

The following sector areas have been identified across the City Region and the document provides detail on the current and emerging opportunities and priorities within each sector along with data pertaining to replacement demand and recruitment challenges:

- ▶ Construction
- ▶ Manufacturing
- ▶ Logistics and Warehousing
- ▶ Professional Business Services
- ▶ Visitor Economy

In addition, the LSIP – Emerging Priorities report highlights recurring themes and suggests a set of recommendations for business sectors. These include a focus on the equity of gender imbalance and BME-heritage people in identified sectors and roles, a better clarity of Information, Advice and Guidance (IAG) for young people on roles and career opportunities in shortage skills areas and increased flexibility of workforce training packages including modularisation to ensure training is bespoke and fully meets employers' requirements. These themes are also fundamental to the College's strategic aim of delivering an employer led curriculum and will inform the nature of future partnership working and curriculum decision making.

## Key strategic partnerships and impact on skills

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. The partnerships highlighted below illustrate how strategic partnerships have informed and continue to inform curriculum intent, mode of delivery and key resourcing decision making as part of the College's annual curriculum and business planning cycle. The section also details examples of how this stakeholder partnership working directly impacts on the student experience to highlight how strategy is translated into tangible curriculum and provides real world learning experiences for young people and adults which fully reflect industry standard working practices and support progression.

Employer/Strategic partner	Nature of relationship
Civic	
<b>Liverpool Chamber of Commerce</b>	The College has been working in close partnership with the Liverpool Chamber of Commerce for the past 2 years. This has included a piece of work in advance of the LSIP which saw the implementation of employer stakeholder forums across sector areas identified as national skills priorities including Construction, Health and Science, Logistics, Engineering and Manufacturing with digital skills and emerging green technologies threaded throughout. Forums aimed to better understand current and future skills gaps within each sector, employer workforce training requirements, opportunities to industry update and potential for curriculum collaboration.
<b>Liverpool City Region Combined Authority</b>	The Liverpool City Region's initial Devolution Agreement in November 2015 secured an extra £900 million of funding over 30 years.  As part of devolution, the College's Adult Education Budget (AEB) was transferred to the Mayoral Combined Authority (MCA) in 2020-21, who now act as a Funding Agency for the College's Adult Skills Funding. The College utilises Local Market Intelligence (LMI) produced by the MCA and stakeholder partnership working to ensure that the AEB 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.



Employer/Strategic partner	Nature of relationship
<b>Civic</b>	
<b>Job Centre Plus (JCP)</b>	College representatives are based at JCP to offer advice and guidance on courses/job opportunities and support services, working with approximately 450 employers to identify apprenticeship and paid employment opportunities. In addition, the College delivers short training courses which provide learners with the specific skills and knowledge potential employers value with a guaranteed interview for employment or an apprenticeship on completion.
<b>Sefton Council</b>	The Council sees the College as a key strategic partner in ensuring that the regeneration of Bootle supports the needs of our learners, now and in the future. The Principal and CEO participates in 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. Central to this is strong collaboration with Career Connect to inform the development of programmes which support a seamless transition into education for those hardest to reach, such as the College's 'Hugh Choose' and 'Connect' programmes.
<b>Employers</b>	
<b>The Royal Liverpool University Foundation Trust</b>	The College has worked in partnership with the The Royal Liverpool University Hospital Foundation Trust for 5 years. The partnership was developed to support the Trust with progression, recruitment, and completion of the mandatory Care Certificate. The development of the partnership has supported the Trust to recruit new staff and provided progression and training opportunities for existing employees. The partnership has led to the development of adult training programmes (LUFT to Work Training) which have supported the unemployed into apprenticeships or healthcare roles. The College has delivered 367 healthcare apprenticeships from Levels 2-5 in partnership with the Trust over the last 5 years, along with 150 Functional Skills qualifications to support existing employees into higher posts (including progression to nursing). The Trust has provided work placement opportunities to T Level and FE learners across a wide range of roles and is currently working with the College to develop a supported apprenticeship programme. The College is in discussions with a Higher Education Institution (HEI) to offer learners the opportunity to progress to Nurse Associate Apprenticeship Programmes within the College. This will allow learners to begin their training at college without prior qualifications and progress to nursing training.

Employer/Strategic partner	Nature of relationship
Employers	
<b>Mersey Care &amp; The Life Rooms</b>	<p>Mersey Care is one of the largest Trusts providing physical health and mental health services in the Northwest, serving more than 1.4 million people across the region. The College works with the Trust to support the recruitment of new staff, the development of bespoke apprenticeship programmes in sector specific pathways and the progression of existing staff to more senior roles. Higher level training programmes include weekly classroom delivery from a trained nurse, employed by the Trust, to embed the values of the NHS and reflect the current working practices within the Health Service. The aim of all training is to support improvements in the quality of care provided by the Trust and to support their commitment to train the existing workforce and the workforce of the future.</p> <p>Additionally, the College has worked in collaboration with the Life Rooms to develop and implement programmes of work aimed at supporting the mental health and wellbeing of both staff and students. This has culminated in the delivery of community courses within the Life Rooms and increased numbers of students and their families accessing the services provided by Mersey Care.</p>
<b>Torus Foundation</b>	<p>Torus Foundation are working with the College to offer opportunities for the economically inactive and unemployed to retrain or begin their training in a range of trades, such as Carpentry and Joinery, Painting and Decorating and Plastering and roles within the Health and Care sector. The College has devised a programme of accelerated training via a 12-week period in collaboration with Torus that provides learners with the knowledge, skills and behaviours that will support them to progress to an apprenticeship training programme. Adult learners attend college for three days per week and attend a two-day placement with the employer. Whilst in placement learners are mentored to ensure that they continue to develop the knowledge, skills and behaviours that they have developed in their college training. All participants are offered a guaranteed interview for an apprenticeship with Torus on completion of their training. The College is also working with Torus Foundation on several other projects to support adults into employment with a focus on recruiting to residential healthcare.</p>



Employer/Strategic partner	Nature of relationship
Employers	
<b>Peel Ports &amp; Denholm Logistics</b>	<p>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. This has culminated in the development of Scholarship programmes with both organisations. across a range of logistic, engineering, business, and digital based disciplines. Scholars experience a programme of masterclasses with a focus on strong workplace behaviours, a mentor with experience in the role they aspire to and a substantive work placement.</p> <p>In addition, Denholm Logistics have supported with the delivery of the International Business unit for Level 3 Business students. Denholm Logistics developed a live brief and delivered it to the group and will support the students as they complete the project including summative assessment elements.</p> <p>The College has worked collaboratively with Peel Ports to devise bespoke workforce ICT based training to support their employees to progress to higher paid roles or improve their performance in their current employment. We are developing a bespoke coaching and mentoring programme to support individuals to thrive in their current and future leaderships roles, as well as developing a bespoke Gate Handling Customer Service apprenticeship programme.</p>
<b>The Johnson Group (Lexus, Skoda, Toyota, Volkswagen and Seat)</b>	<p>The College has supported the Johnson Group with the recruitment and training of apprentices across various dealerships such as Seat, Toyota and Skoda within their service and Trade Counter Departments.</p> <p>Additionally, Lexus has collaborated with the College to design and deliver curriculum for Automotive programmes in the shape of a problem based live brief. The project aims to equip learners with a full understanding of support roles including bodyshop, vehicle repair workshop, vehicle parts department, vehicle sales and office environments and requires learners to identify different communication methods suitable for different audiences.</p>

Employer/Strategic partner	Nature of relationship
Employers	
<b>Bellway Homes UK &amp; Persimmon Homes – Northwest</b>	<p>The College works in collaboration with Bellway to offer apprenticeship standards in Heating and Plumbing, Bricklaying, Carpentry and Joinery and Advanced Carpentry and Joinery. This supports the College to meet skills shortages within the Liverpool City Region whilst supporting the company to continue to offer high quality services and maintain the core values of the business.</p> <p>The College works with Persimmon Homes to develop a talent pipeline by supporting the recruitment and training of apprentices across a variety of construction trades. The company provides students with opportunities to visit their sites and recently provided an opportunity for students to practise their skills on a sectioned off working site, whilst mentored by skilled members of their workforce. Additionally, the company also offer apprenticeship progression opportunities for post 18 learners on completion of their training at college.</p>
<b>KT Electrical Services</b>	<p>KT Electrical Services are a Liverpool based company who have worked with the College for the last 3 years to invest in their existing workforce and to provide a talent pipeline for the future. They have supported the College with T Level and standard work placements and apprenticeships.</p>





Employer/Strategic partner	Nature of relationship
Education/ training providers	
<b>Career College/Cyber Hub</b>	<p>The College has partnered with the Career College and the Cyber Hub Trust to provide cyber security education and services to regional students and organisations. Sponsored by Amazon Web Services (AWS) this project was originally implemented in summer 2022 and provides significant benefits and opportunities for our learners, including:</p> <p><b>Access to an industry level Security Operations Centre (SOC)</b> – using this facility our students can take part in live and simulated security operations identifying and isolating perceived threats.</p> <p><b>Digital project</b> – students took part in the national Digital Skills Project competition sponsored by AWS. The final took place in AWS HQ in London and was attended by over 130 finalists. Despite tough competition, our students were successful in the “Best Solution” and “Student of Year” categories and received acknowledgement for their work in the remaining categories.</p> <p><b>Cyber Choices award</b> – students took part in the Cyber Choices programme which is a framework delivered by the Regional Organised Crime Unit to teach cyber students how to use their new skills in a legal way.</p> <p><b>Creative Challenge</b> – several of our Higher Education students worked with the Cyber Hub team to develop marketing resources to promote new and existing Cyber Hub venues and services as a part of the Creative Challenge competition. Judged by creative professionals, including a Hollywood filmmaker, our students were successful in winning the competition.</p>



Employer/Strategic partner	Nature of relationship
Education/ training providers	
<b>Association of Liverpool City Region Colleges (AoLCRC)</b>	<p>The College is a committed member of the Association of Liverpool City Region College group who work in collaboration to share best practice and seize opportunities for collaborative working. Most recently and in service of addressing national skills priorities, collaboration centred on the delivery of the Strategic Development Fund project (SDF). Capital and revenue funding has enabled the College to significantly develop its understanding and capacity to deliver emerging green technology curriculum across the automotive, construction and building services sectors. Revenue has been utilised to support collaboration with partner colleges and has enabled the College to develop its awareness of electrical charging point installation, modular housing, and green construction practices. Capital funding has allowed the College to purchase equipment and kit vital to ensure the learner experience is in line with industry standards and expectations, while the learning, development and resource capacity gained from this project will play a significant part in informing the curriculum offer for 23/24 and beyond.</p>
<b>University of Central Lancashire (UCLan) and Liverpool John Moore's University (LJMU)</b>	<p>The College has led on a number of Higher Technical Qualification (HTQ) submissions, with UCLan as its awarding partner, including Foundation Degree Mental Health and Wellbeing, Foundation Degree Computing (Digital) and Foundation Degree Health and Social Care for delivery in 23/24 and Foundation Degree Engineering (Advanced Manufacturing) and Foundation Degree Children, Young People and their Families for delivery in 24/25.</p> <p>The College has been working in collaboration with LJMU and Riverside College on the design and development of a Higher Technical Qualification (HTQ) in the form of an innovative HNC/D Engineering (Green Technologies) course. The course is planned for 24/25 delivery and will provide a valuable alternative to the traditional 3-year university degree to address the skills needs within the LCR.</p> <p>The College has appointed senior leaders from both universities onto its Governing Body to drive the higher skills agenda in line with local and national priorities.</p>
<b>North West Training Council (NWTC)</b>	<p>In October 2022, the College entered a strategic relationship with North West Training Council, a training provider and charity committed to the delivery of Advanced Engineering Manufacturing, by becoming the sole member of the Charity. This new partnership is expected to deliver mutual benefits to NWTC and the College with the ambition of seizing opportunities to address skills priorities. College learners will be able to access sector leading training facilities which the LCRCA has invested in with NWTC, and NWTC will be able to expand its reach through accessing new funding streams to provide services to employers and learners throughout the City Region. Of particular significance to the College is the expansion of its reach into the Engineering sector through this relationship and the impact on local/regional skills needs.</p>



Employer/Strategic partner	Nature of relationship
Community partnerships	
Community Partnerships	

The College works with community groups to engage with hard-to-reach members of the community such as individuals who have not accessed education for some time, individuals for which English is not their first language, the unemployed, individuals experiencing social isolation, domestic abuse, the economically inactive and individuals with specific support needs such as mental health challenges, resilience support needs or a variety of disabilities.

The College offers community courses to support targeted individuals to re-engage with learning, develop new skills, with the aim of progression on to further training or employment. The College receives referrals from GPs and healthcare practitioners for floristry community courses and has developed progression routes into further training that have proved to be highly successful.





## Section 4 – Contribution to national, regional and local priorities

Below details the objectives agreed for 23/24 relevant to how the College will contribute to local, regional, and national skills priorities.

College strategic Aims and Objectives	Action/SMART Target	Impact and or contribution to National, Regional and Local Skills Priorities
<b>Strategic Priority: We are a college driven by its people for its people</b>		
<b>Objective 1</b> Develop a workforce with the skills required to deliver high quality learning across identified skills priority areas.	<ol style="list-style-type: none"> <li>1. Recruit highly skilled teachers with skills and knowledge in shortage skill sector areas (Building Services, Construction, Engineering &amp; Manufacturing, Logistics, Health Science and Digital). Minimum vacancy target for delivery staff of 8%.</li> <li>2. Achieve a high retention rate of highly skilled, industry relevant teachers. Create a set of retention initiatives to maintain staffing levels and promote a five-year tenure.</li> <li>3. Deliver Industry Upskilling programmes across priority sector areas for current and new teachers, with a minimum 40% participation rate. Ensure successful implementation of the 'Off the tools' programme delivered as part of the Strategic Development Fund (SDF) for people entering FE teaching directly from industry.</li> <li>4. Develop a culture which promotes equality, diversity and inclusivity within the current workforce and enables the recruitment of a diverse future workforce which better reflects our community.</li> <li>5. Deliver the College's staff wellbeing programme for 23/24.</li> </ol>	A highly skilled, relevant and diverse workforce which possess the knowledge, skills and industrial currency to successfully address current and future workforce requirements.

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

### Objective 2

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

1. Timely and effective intervention ensuring students and apprentices know and can do significantly more at the end of their programme and achieve good outcomes on their qualifications. Improve achievement outcomes by a minimum of 2 percentage points in 23/24, including those students identified as belonging to disadvantaged groups.
2. Implement the new Teaching, Learning and Assessment framework to ensure consistently good teaching and learning across all provision – Quality assurance activity demonstrates a higher percentage of good or better teaching practice compared to 22/23. The College achieves minimum of OFSTED Grade 2 rating if inspected in 23/24.
3. All learners (and pupils from feeder schools) participate in a high-quality programme of strong careers advice around opportunities in academic and technical career pathways. Learners/apprentices experience a minimum of 4 meaningful career-based experiences per academic year linked to intended career role and sector aspirations. The College will consistently achieve all Gatsby Benchmarks.
4. A minimum of 90% of students will access positive destinations.
5. Deliver the College's student-focussed wellbeing and mental health programme for 23/24.

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



Strategic Priority: We deliver an employer driven curriculum		
<p><b>Objective 3</b></p> <p>Ensure curriculum intent is fully informed by stakeholder feedback.</p>	<ol style="list-style-type: none"> <li>1. Be a committed strategic partner in all LSIP activity pertaining to national skills priorities. Work collaboratively with the ERB, Combined Authority and Liverpool City Region to ensure the curriculum offer meets regional and national needs, refining LSIP data to ensure the College is meeting needs local to Sefton and Bootle where required.</li> <li>2. Embed Eduscrum (employer led project delivery model) across all technical skills delivery. Students studying on all technical programmes will undertake a project-based learning experience designed and delivered in collaboration with relevant sector-based employers/stakeholders.</li> <li>3. Develop the engineering and manufacturing offer in partnership with North West Training Council to ensure it goes further in meeting skills priorities. Develop clear pathways into, and the opportunity to grow, the 16-18 offer across engineering disciplines and fully develop and implement the adult offer to support access into engineering roles and support the upskilling of employer workforce development requirements. Develop the Level 4/5 curriculum in Engineering and Manufacturing in collaboration with Liverpool John Moore's University and Riverside College.</li> </ol>	<p>A curriculum which is fully aligned to national skills priorities across all provision types, and which exposes students to real world learning experiences relevant to industry practice.</p>
Strategic Priority: We are a beacon for our community		
<p><b>Objective 4</b></p> <p>Ensure the College continues to be instrumental as the Borough's anchor institution in enriching the local community for the benefit of its people.</p>	<ol style="list-style-type: none"> <li>1. Following the development of the community strategy 22/23 and the review of the Community Day feedback, analyse results and agree key actions for 23/24.</li> <li>2. Develop a 'Place Based' strategy which evidences the impact of the College within the community and makes recommendations for future action. Measure the direct and indirect socio/economic impact of the College's Skills Strategy on the local community and wider City Region.</li> </ol>	<p>This objective contributes to the College's strategic intent in ensuring that the community is fully served by its college as an anchor institution in the locality.</p>



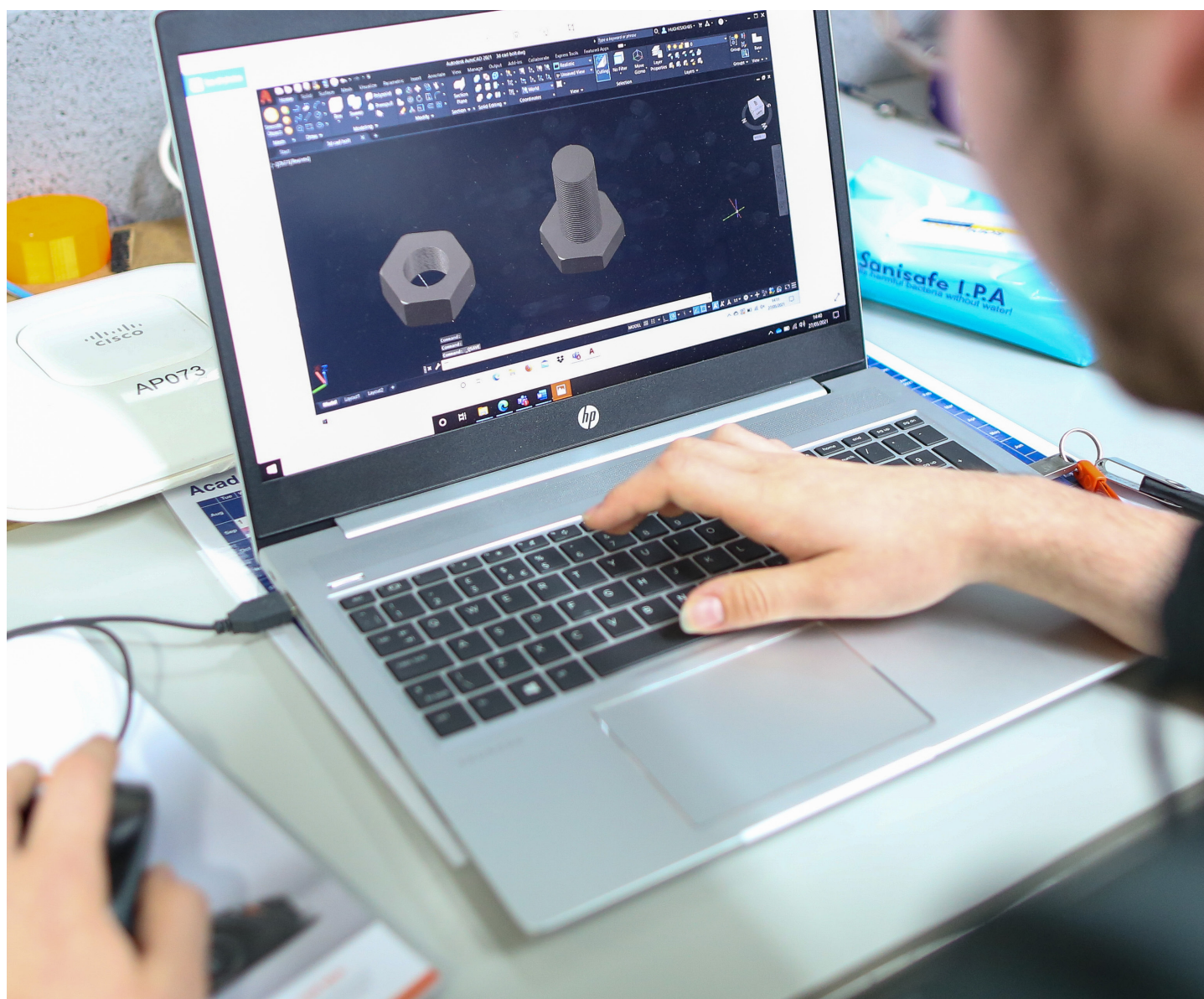
## Strategic Priority: We seize opportunities which benefit our people and place

### Objective 5

Ensure all opportunities are maximised in enhancing what we offer and the environment in which it is delivered.

1. Expand offer in line with LSIP priorities and localised labour market intelligence. Develop and implement new programmes and pathways in priority sector areas across both adult learning and apprenticeships standards. Deliver a 14-percentage point growth in apprenticeships in 23/24 and ensure the adult offer better reflects skills shortage areas and ensures clear pathways into employment and reengagement into learning and training utilising AEB/MCA flexibilities.
2. Maximise the investment in priority skills areas through accessing grant and capital funding to invest in high quality facilities. Engage with Sefton Council to ensure that the College's role as an anchor institution within the locality is reflected in the redevelopment of Bootle Town Centre.

Supports national, regional, and local priorities by working collaboratively with strategic stakeholders ensuring an offer and estate which fully supports our people and place.





# 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 24th May 2023.

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 6 – 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](#)

[Liverpool City Region Local Skills Improvement Plan \(LSIP\) Emerging Priorities - March 2023](#)

[Hugh Baird College Sector and Curriculum Analysis Packs 2023](#)

[Liverpool City Region Combined Authority – Skills Strategy 2018-23](#)

[LCR Freeport Bid – Key Messages Summary](#)

[Hugh Baird College OFSTED reports](#)

[\[1\] Sefton and surround area Indices of Multiple Deprivation 2019](#)

[An 'unprecedented' rise in infant mortality in England linked to poverty](#)