

# Annual Accountability Statement

## Barking and Dagenham College – 2023/24

### Our Vision

A **Truly Great College**, delivering inspirational learning and excellence through career focused education.

### Our Mission

To unleash potential, creating better futures for our learners, businesses and communities.

### Our Values

- **Learner and customer focused** – ensuring they are at the heart of everything we do
- **Respectful** – by valuing and treating all fairly and as individuals
- **Passionate** – demonstrating energising, engaging and inspiring all to achieve their potential
- **Collaborative** – always working together to achieve excellence and growth
- **Innovative** – leading the way, seeking new ways to continually improve
- **Excellent** – in learning, teaching and assessment, the key to our success

### Strategic aims, objectives and priorities

#### 1. Creating an exceptional learning experience

We will implement a new vision for learning informed by pedagogical research, personalisation and technology leading to excellent outcomes to support progression

#### 2. Unlocking the ambitions of our communities

We will build a collaborative learning community within LBBD and beyond to develop career pathways and tailored career education for young people and adults [pipeline of talent]

#### 3. Enhancing economic prosperity

We will expand our partnerships to develop the skills to ensure key sectors get the talent they need

#### 4. Creating talented and valued people

We will attract and retain a high calibre, multi-skilled workforce able to deliver both incremental and transformational improvements in the quality of Learner and stakeholder experience

#### 5. Building a sustainable future

We will develop a new financially sustainable model to future proof and invest in our people, places and products

## **Strategic plan overview**

Barking and Dagenham College provides a comprehensive range of education and training programs that cater to a diverse range of learners, from entry-level to master's level, vocational, technical and professional programs, apprenticeships, and short, modular in-work training focused on upskilling and career mobility. Our curriculum is designed to be responsive to the needs of our learners, and we are committed to providing an aspirational learning environment that supports every learner in achieving their full potential.

We are focused on delivering successful outcomes and strengthening our innovative, entrepreneurial, and outward-facing approach, contributing positively to the growth of our local economy. The distinguishing feature of BDC is the integration of education, industry, and career development to cultivate high-quality talent. We believe that learners should receive 'more than a qualification' by developing 'transferable' skills that facilitate relevant work and industry experiences.

Our strong industry education integration is achieved through excellent collaborative partnerships with the fundamental aim of nurturing talent by continuously improving the quality of education and developing new practices. We are committed to driving the formation of alliances, where multiple organisations and sectors pool their expertise, resources, and efforts to meet shared goals.

Our learners benefit from extensive links to employers and wider stakeholders, providing a rich, diverse learning environment and a focus on progression that treats a learner's next step into employment or further study as a critical measure of our success.

In the current environment, with post-Covid recovery plans, BDC is set in an environment where cleaner, greener, and fairer places are needed, where more people are economically resilient with improved wellbeing and access to a strengthened healthcare system. The College continues to rise to these challenges by demonstrating incredible resilience, community spirit, creativity, and innovation in its approach to curriculum design, delivery and wider stakeholder engagement.

Over the past decade, we have executed a substantial capital investment program, utilising various funds such as the FE Capital Transformation Fund and T Level and HTQ Capital Funding. We have collaborated closely with our District and Borough Council partners to utilise these funds. This investment has played a crucial role in enhancing our college's infrastructure, enabling us to deliver a specialised curriculum that aligns with the specific needs of our local community.

Looking ahead to the next academic year, we have secured additional funding for T levels, specifically targeting the expansion of programs in engineering, manufacturing, and hospitality. This funding further aligns with the priorities and requirements of our local borough and Institute of Technology (IOT)

To achieve our goal of becoming a Truly Great College, we have reimagined our priorities and ambitions. Strategic Directions – Reimagined sets out our commitment to common goals, principles, and purpose to have a positive impact on our learners, our businesses, and communities. This is based on delivering inspirational learning

and excellence through career-focused education which aligns to the borough manifesto.

We recognise that we cannot stand still, and the need to do even more is imperative to achieve these ambitions. Throughout the lifetime of this plan, BDC will become more focused and will carve a clear path to seize opportunities with industry and community partners. Improving skills through the co-creation of an innovative offer is critical to developing future talent and delivering a step-change in vocational, technical, and professional education and training.

Our resolve relies on us thinking and working differently to ensure our learners' ambitions of becoming employable, being employed, having good employment, or enterprising to start a business are fully realised. Our learners' expectations are at the forefront of all that we do, and we are committed to providing them with an exceptional experience.

### **Context and place**

LBBD has been identified as the most deprived borough in London based on the Index of Multiple Deprivation 2019, and it ranks 21st in the IMD score across England. The borough also records one of the highest levels of income deprivation in the country and has the highest rate of employment deprivation in London. As a result, the College has a crucial role to play in addressing these pressing local issues.

Barking & Dagenham College is situated in a borough that is experiencing rapid changes in terms of growth and diversity. The LBBD is projected to have 275,000 residents by 2037, with a high birth rate and a large proportion of under 16-year-olds, which accounts for 27% of the borough's population.

The population is also becoming more diverse, with a significant increase in people of Black African, Black Caribbean, Bangladeshi, Indian and Pakistani heritage. However, the borough is also facing significant socio-economic challenges, due to high scores of income and employment deprivation.

Despite these challenges, Barking & Dagenham College is playing a crucial role in addressing these local issues by providing opportunities for the local community. The College is a key anchor partner in the community and focuses on academic and skill development that supports economic growth and job creation. The College is proud to be part of the local community, and it aims to increase social mobility by removing barriers, raising aspirations, and widening participation through various delivery models.

The College plans to have a positive impact on social progress and is playing a pivotal role in the regeneration and transformation of the local borough and beyond through the East London Institute of Technology (ELIoT) and other projects. The College's core strategic objective is to create an exceptional learner experience that supports learners' life chances and aspirations through mentoring, career, and personal development. The College embraces cooperation and collaboration to build a diverse community across its campuses and beyond, supporting the borough in achieving its good growth plans and Manifesto targets.

## **The communities we serve**

Our learners face significant barriers to economic inclusion and social mobility. Latest statistics demonstrate that the area is facing challenges in terms of unemployment and employment rates. The unemployment rate stands at 8.5%, which is higher than the previous year's rate of 6.1% and above the East London average of 6.7%. This is concerning, as it indicates that there is a higher number of people who are not able to find jobs in the area.

Furthermore, the employment rate in the area has decreased to 63.2%, which is lower than the previous year's rate of 71.1% and below the East London average of 72.9%. This implies that there are fewer job opportunities in the area, which could be a contributing factor to the high unemployment rate.

In terms of benefits, the percentage of Employment and Support Allowance (ESA) claimants has decreased to 4%, which is below the previous year's rate of 4.2%. However, it is higher than the East London average of 3.6%. The percentage of Universal Credit (UC) claimants who are also employed has increased to 8.7%, which is higher than the previous year's rate of 4.1% and above the East London average of 6.6%. Likewise, the percentage of Universal Credit claimants who are not employed has also increased to 15.4%, which is above the previous year's rate of 6.7% and above the East London average of 12.4%.

The area has also seen an increase in the percentage of new businesses surviving for five years, which now stands at 37%. While this is an improvement from the previous year's rate of 36.7%, it is still below the East London average of 39.7%. This indicates that more support may be needed for new businesses to thrive in the area.

The job density in the area has increased slightly to 0.50, which is above the previous year's rate of 0.49. However, it is still below the East London average of 0.69. The area has also seen an increase in job growth, with a rate of 1.5%, which is an improvement from the previous year's rate of 0% and above the East London average of 0.6%.

The median gross annual pay for full-time workers in the area is £33,200, which is higher than the previous year's rate of £29,500. However, it is still below the London average of £38,600. This suggests that while the area is making progress in terms of job growth and pay, more work needs to be done to align with the rest of London.

The percentage of individuals with level 1 qualifications in the area is 81.9%, which is above the previous year's figure of 76.6%. However, it is below the London average of 88.1%. Level 1 qualifications refer to basic certificates in skills such as numeracy and literacy, which are typically achieved by individuals early in their educational journey.

Similarly, the percentage of individuals with level 4 qualifications, which are equivalent to a degree, is 43.7%. This figure is an improvement from the previous year's 33.1%, but it still falls below the London average of 58.5%. The increase in level 4 qualifications indicates an improvement in the higher education attainment rates in the area.

The average attainment 8 score per pupil for GCSEs in the area is 49.7, which is an improvement from the previous year's figure of 46.4. However, it is below the London average of 53.1.

*The Attainment 8 score is an average score based on a student's performance in eight subjects, including English, maths, and a range of other subjects.*

These educational statistics demonstrate that while there have been some improvements in qualifications and attainment in the area, there is still some ground to cover to reach the London average. It is worth noting that educational attainment can be a key factor in determining an individual's future prospects and employability, so continued improvements in this area are vital for the area's long-term success.

### **Meeting national, regional and local needs**

Our goals are ambitious, but we understand that the true measure of our success will be reflected in our outcomes. We aim to exceed expectations set by our funders, regulatory bodies, and stakeholders, but most importantly, by our learners.

We strive to achieve our commitment to learners, staff, and stakeholders by conducting an annual impact assessment. This assessment will ensure that we maintain excellence in teaching, learning, and assessment with an inclusive approach that values diversity and promotes widening participation.

Our efforts will be reflected in higher levels of learner satisfaction, increased progression into employment and work leading to greater social mobility and repeat business from satisfied stakeholders. Our commitment to high-quality services will be demonstrated by our customer-focused approach, utilisation of the latest technology, automation, and innovative new approaches to delivery.

We aim to secure a greater share of the East London and London market in specialist areas, leading to increased recognition locally, regionally, and beyond. Our goal is to deepen and strengthen partnerships within the LBBB to implement their new ambitious Social Value policy and secure wider community benefits.

We will foster broader engagement to establish new strategic and advisory employer partnerships that expand in growing 21st-century industries. Our efforts will also provide new opportunities and support for existing businesses to improve productivity.

By exerting greater influence in shaping and facilitating an innovative curriculum offer, we will create clearer pathways into good jobs and career development for our learners. We will pursue a new business model to optimise and grow our income, leading to greater investment in our people and technology to provide inspirational learning and resources for our learners.

Finally, we aim to explore new business ventures and increase our income, including in-kind contributions. Through these efforts, we will achieve our goals and set a new standard for excellence in further education.

## **Key stakeholders**

Our strategic plan is based on objectives set out in the 2022 Skills Act and our commitment to enhancing the connection between further education provision and the needs of the local workforce. In order to achieve this, we will update our technical skills strategy document as part of our employer advisory group and curriculum planning process, which will establish a direct link between our selected courses and the local requirements.

This strategy will demonstrate how our course offerings are aligned with local employment opportunities, as well as our own performance, student progression and destination data. It will also take into account other providers in the local area. We will use this document as a starting point for discussions with local stakeholders and strategic partners, and we will record all feedback received.

This process will directly influence and continuously assess the aims and objectives of our Accountability Agreement to ensure that it remains in line with local demand. By regularly reviewing our curriculum in this way, we will be able to stay up to date with any changes in local employment needs and respond to them in a timely manner.

We understand that in order to further transform the college into a more valuable strategic and operational partner, we need to establish partnerships with schools, colleges, universities, and independent training providers in our local area. This will enable us to develop locally sourced solutions that address identified needs. This will require a significant change in our approach to engagement which will begin with the IOT.

Throughout the 2023/24 academic year, we will collaborate with key local partners who are present in the Local Borough of Barking and Dagenham (LBBD). Together, we will identify areas of economic grouping and conduct a thorough analysis of the skills offered across various institutions. Our shared goal is to achieve greater alignment of provision in the area and design seamless progression pathways for learners to attain vocational technical skills, which will contribute to improving productivity in the locality.

We are confident that this initiative will enable us to better understand the needs of the community, identify opportunities for growth, and work collaboratively to develop effective solutions that will benefit the local economy.

The four college priority sectors are:

- Construction
- Digital and Technology
- Health and Social Care
- Hospitality

The three crosscutting themes are:

- Digital skills
- Green skills
- Transferable skills

The colleges priority sectors and cross-cutting themes closely align to the priority sectors identified by the Mayor as part of the London Recovery Programme's Helping Londoners into Good Work mission and the LBBD priorities as part of the manifesto.

In developing these priorities, it is essential we addressed three key areas:

**Meeting the demand for skills:** We recognised that employers were experiencing a significant and increasing number of job vacancies, with many expressing challenges in finding individuals with the necessary skills. These skill gaps were hindering their ability to recover and grow.

**Addressing skills needs at Level 3 and below:** We identified that there was a specific need for skills development at Level 3 and below. To address this, we allocate resources from the Adult Education Budget to provide appropriate provision and support for individuals seeking to acquire these skills.

**Promoting diversity and representation:** We acknowledged that certain groups of individuals were disproportionately affected by the pandemic, poor health and wellbeing and faced pre-existing barriers to learning and employment. We saw an opportunity to improve diversity and representation by focusing on providing opportunities and support for these individuals, allowing them to overcome obstacles and access education and employment.

Whilst developing these priorities BDC has worked in a highly collaborative manner with its network of partners for the benefit of the wider community. This has remained a core strength of the college with the development and consolidation of strategic partnerships with many organisations from the wide range of sectors in areas. This is also supported by the Technical Skills Advisory Group within the ELIoT.

We will continue to work closely with a range of stakeholders to achieve our strategic objectives for the next academic year. These include: LBBD, local MPs, strategically important employers, business representative groups and networks and Chamber of Commerce

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

The "BDC Technical Skills Strategy" and work with partners allows for expansion of stakeholder engagement and supports ongoing work to improve London's labour market and skills landscape. This is supported by the London Local Skills Improvement Plan (LSIP).

The post-pandemic period has brought about increased labour and skills challenges in London, with a high demand for digital and transferable skills. Workers with higher-level qualifications remain in demand and are essential to sustaining London's high-skilled economy. However, access to these opportunities is not equal for all Londoners, particularly those from disadvantaged groups.

To address this issue, there is a need to support these individuals in accessing jobs and apprenticeships, as well as boosting career progression to address employment gaps. Unfortunately, employers are reducing their investment in employee skill development, making it more difficult for Londoners to acquire necessary job-related training.

Moreover, there are growing inequalities in access to apprenticeships and work-related training. As a result, it is critical to increase education provision in areas relevant to the green economy, which will require retraining and upskilling of those already employed.

Overall, these challenges require significant attention and investment to ensure that all Londoners have access to the skills and training they need to thrive in a post-pandemic world.

Fortunately, Barking and Dagenham College are the major partner in The East London Institute of Technology (ELIoT) which unites exceptional teaching, insights from employers and industries, along with cutting-edge facilities to equip learners with the essential skills necessary to succeed in their desired field.

ELIoT's areas of expertise specifically target significant skills gaps and sectors experiencing growth in both our region and the nation as a whole. We are working with independent training providers and equipment manufacturers to ensure that we are supporting individuals in accessing relevant apprenticeships and jobs.

These areas include:

- Construction & Green Skills
- Advanced Engineering & Robotics
- Creative Digital (such as Film, Animation & Games Design, 3D Design, Graphic Design, and Esports)
- IT & Digital Technologies

London is of vital importance to the national economy. With an estimated 8.8 million residents, London is home to almost 17% of England's population. It accounts for over a fifth of the jobs and registered enterprises in England (20% and 22% respectively), and an even higher share of its economic output (28%).

Evidence from different sources point to London as being one of the most productive regions in Europe, supported by a highly skilled workforce.

### **Strategic aims and objectives:**

Note: *targets are indicative*

Aims and objectives	Contribution towards national, regional and local priorities for learning and skills
<b>Aim 1:</b>  Further transform the college from its traditional vocational/technical curricular to a vital collaborator in enhancing local productivity by providing workforce-centric solutions.	We will update our curriculum strategy in accordance with the emerging Local Skills Improvement Plans (LSIPs) and Local Borough of Barking and Dagenham (LBBD) priorities. This will be done through active engagement with local stakeholders and oversight from the ELIoT board.



<p>Objective:</p> <ul style="list-style-type: none"> <li>By September 2023 the Technical Skills Strategy will be created and will highlight how the college meets the needs of the London LSIP and LBBD priorities</li> </ul>	<p>As a result, the college will also revise our local strategic plans, which will then be subject to approval by the BDC board. These efforts will enable the college to clearly demonstrate their alignment with National, Regional, and Local Priorities, well in advance of the comprehensive implementation of accountability plans in the upcoming 2023/24 academic year. This commitment is in alignment with the national priority outlined in the Skills for Jobs Act and the national agenda for levelling up.</p>
<p>Aim 2:</p> <p>Introduction of T-Levels across all possible curriculum areas.</p> <p>Objective:</p> <ul style="list-style-type: none"> <li>Track and monitor that all leaders have made progress in line with their T-Level action plans to be able to recruit and deliver the planned T-levels from September 2023. A total of 5 T Levels across the college will be in place.</li> </ul>	<p>Each department within the college will provide distinct pathways that ensure a clear progression route and offer opportunities for employment or access to Higher Technical Qualifications (HTQs). A comprehensive T Level delivery plan, led by the Executive Directors for curriculum, has been established at college level.</p> <p>We are collaborating with dedicated partners to achieve this objective in alignment with the plan. Additionally, a curriculum validation process will be implemented to oversee the approval and development of courses, ensuring the curriculum breadth and significance, as well as the inclusion of industry placements align to local and national needs.</p>
<p>Aim 3:</p> <p>Ensure timely and appropriate specialist support for students with SEND;</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Well-structured support plans for all</li> <li>Group and learner profiles in place</li> <li>Learner Profile – Skills acquisition proforma offers “at a glance” review of knowledge,</li> </ul>	<p>These measures address local and national needs by ensuring well-structured support plans for all learners are in place. The high needs department works with the local council to ensure plans equip learners with the necessary skills to support progression.</p> <p>These efforts cater to diverse learner needs while aligning with local and national priorities for inclusive education, personalised learning, and equipping individuals with the necessary skills for success in various areas.</p> <p>100% of all plans will be in place for September 2023 and will be quality</p>

<p>skills and behaviour development against each learner.</p> <ul style="list-style-type: none"> <li>Curriculum design for 2023-24 mainly focuses on 3 pathways: <ul style="list-style-type: none"> <li>Life Skills &amp; Independence</li> <li>Employment</li> <li>Further studies leading into mainstream or creative setting</li> </ul> </li> </ul>	<p>assured by the relevant departments and managers.</p>
<p>Aim 4:</p> <p>Implementation of robust quality systems to provide oversight of Quality of Education:</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Accurate identification of underperformance</li> <li>Addressing of inconsistency</li> <li>learners with high needs and SEND make strong progress</li> <li>Identification, challenge and support where poor quality in the planning of learning programmes for apprentices is present</li> <li>Consistency and quality in the tutorial programme</li> </ul>	<p>Our framework for monitoring and evaluating the effectiveness of teaching and learning practices, curriculum design, and student outcomes is in place and will assure that each department inputs into the monitoring and evaluation process.</p> <p>All curriculum and levels including apprenticeships will be included in this monitoring framework.</p> <p>Through this framework we can identify areas of improvement and make necessary adjustments to enhance the overall quality of education on a termly basis. This not only meets local expectations for providing a high-quality educational experience but also contributes to the development of a skilled workforce that meets the specific needs and demands of the local job market, thereby supporting local economic growth and prosperity.</p> <p>Curriculum leaders will have a minimum of six meetings per year as part of this monitoring process.</p> <p>Headline targets:</p> <p>Attendance (incl in tutorial sessions):</p> <ul style="list-style-type: none"> <li>87% (all)</li> </ul> <p>Punctuality:</p> <ul style="list-style-type: none"> <li>99% (all)</li> </ul> <p>Retention:</p> <ul style="list-style-type: none"> <li>91% (16-18)</li> <li>94% (adults)</li> </ul>

	<ul style="list-style-type: none"> <li>• 85% (apps)</li> </ul> <p>Pass rate:</p> <ul style="list-style-type: none"> <li>• 93% (16-18)</li> <li>• 92% (adults)</li> <li>• 90% (apps)</li> </ul> <ul style="list-style-type: none"> <li>• Learner voice and learning walks demonstrate that the quality of teaching and learning is improving</li> <li>• Improvements in staff profile against TLA Framework</li> </ul>
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### Corporation statement

On behalf of the Barking and Dagenham College Corporation, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 10<sup>th</sup> July 2023

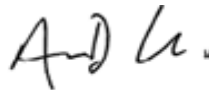
The plan will be published on the college's website within three months of the start of the new academic year and can be accessed from the following link:

[www.bdc.ac.uk/accountabilitystatement](http://www.bdc.ac.uk/accountabilitystatement)

**Chair of Governors: Andy Forbes**

Signature: 

**Principal/Chief Executive and Accounting Officer: Andy Cole**

Signature: 

**Date: 10 July 2023**

Related documents:

- LDDB Social Value Policy
- BDC Skills Strategy
- Curriculum Policy
- Teaching, Learning and Assessment policy

- BDC Strategic Directions reimagined
- Latest Ofsted report