

BHASVIC

Accountability Statement & Local Needs Duty 2025-26

Date: March 2025

BHASVIC: Accountability Statement and Local Needs Duty 2024-25

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1. Purpose:

Brighton, Hove and Sussex Sixth Form College (BHASVIC) was designated in 1975 having formerly been a Grammar school. Specialising in A levels, we are a large academic provider of 3,500 16-18 year olds meaning we are the sixth largest A level centre in the country, drawing students from a pan-Sussex wide area. The majority of our students progress into Higher Education pathways and from there into employment meeting local and national skills needs.

BHASVIC's Strategic Plan can be viewed [here](#).

BHASVIC is a Contemporary, Creative, Learning, Community

Contemporary	Creative	Learning	Community
To be a modern college prioritising: • Sustainability and Climate Change • Digital Transformation • The Learner Journey: from Applicant to Alumni • First-class Accommodation and Resources	To encourage creative, innovative and reflective approaches to our: • Curriculum Intent 'Subjects, Skills, Values, Breadth' • Culture • Leadership & Governance • Income Generation	To achieve outstanding levels of performance based on: • Curriculum Implementation • Support and Guidance • Staff Development • Impact and Outcomes	Where every individual feels part of a community and where we play an active role in our own community, focusing on: • Wellbeing • Equality, Diversity and Inclusion • Students as leaders and citizens • Partnerships & Stakeholder engagement

Our Curriculum Intent is to:

- Nurture creativity across our college by providing a broad and balanced all-round education that is built upon subjects, skills, values and breadth, preparing students to ultimately join the workforce

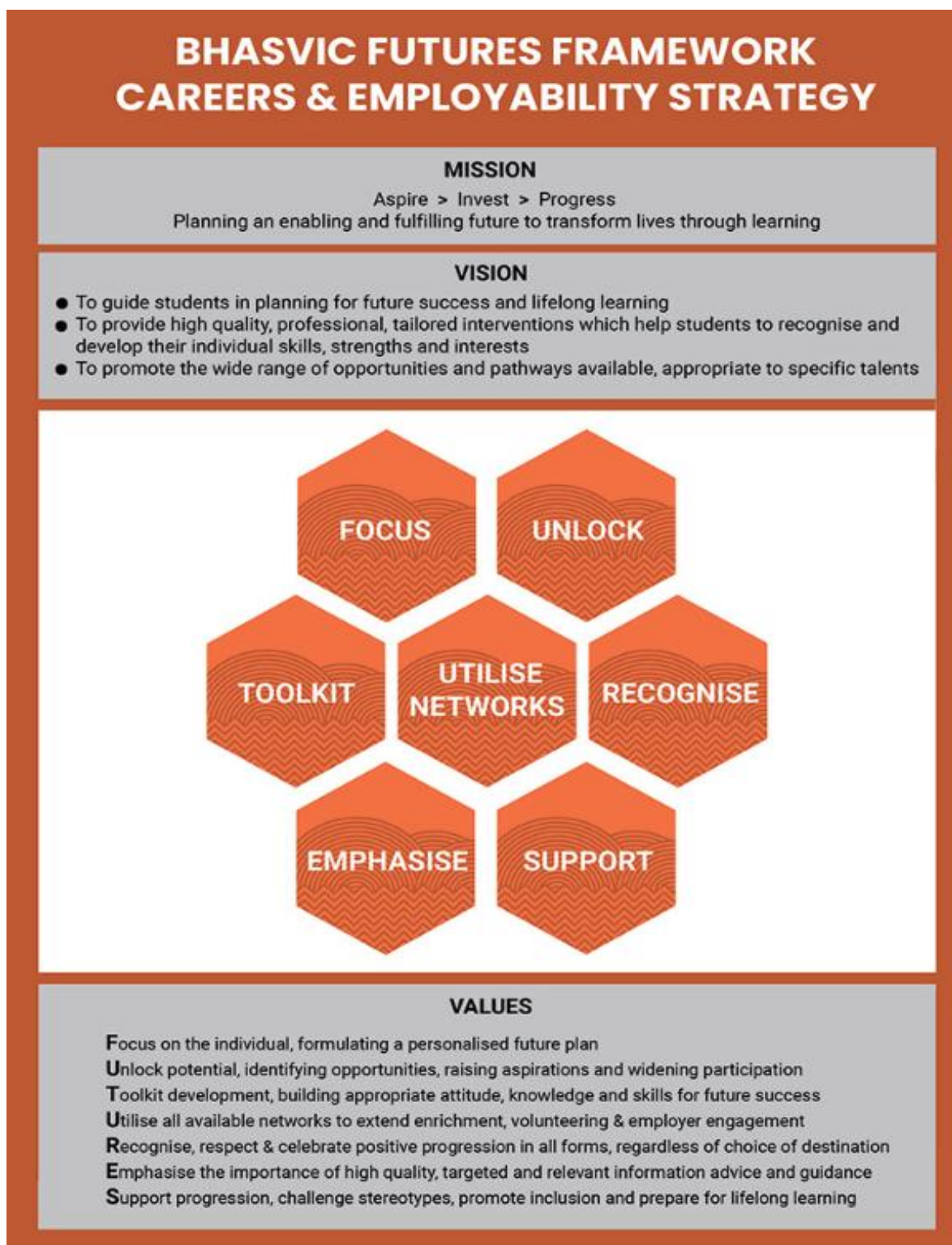
As a Sixth Form College with a core focus on Level 3 Academic Pathways, our contribution to local skills needs is manifestly different to that of a General Further Education college; it is arguably harder to quantify and track. This document and accompanying Action Plan feeds directly into our College Development Plan (CDP) which is reviewed termly at Corporation meetings. The targets within this in turn help to deliver our Strategic Plan.

We offer a curriculum that has positive outcomes for society and the economy. Brighton & Hove and the South East have a full range of progression and employment options. With use of up-to-date labour market and Higher Education information, we provide an academic curriculum that meets the needs of both learners and the local and national community.

Each course should enable the student to progress into high quality, meaningful and sustainable employment and/or continued specialist and/or higher-level education. Our Applied General Courses in particular, must also meet local employer and job market needs.

Our Futures Framework outlines our approach to delivering CEIAG and ensuring our students are aware of the destination options and ready for whatever option they may choose.

BHASVIC Futures Framework



Our Careers Education strategy is encapsulated in our [Futures Framework](#), which is embedded throughout tutorial and curriculum provision. We conduct a Skills Audit (focusing

on digital and green skills, employer engagement and EDI) annually for each curriculum department as part of our quality cycle, reinforcing the centrality of careers and employability to all our provision and enabling Leadership teams and the Student Experience team to monitor and develop the embedding of LSIP priorities, employer links and employability skills across the college and within curriculum. This work extends into softer transferable skills, digital skills for life and understanding sustainability. The Student Experience team also return a Compass Evaluation on a termly basis, in discussion with our regional Enterprise Co-ordinator and Skills Link Governor.

2. Context and Place

- We are a single site Sixth Form College that has c. 3,500 16-19-year-old students and c. 320 staff
- Students come from over 60 different schools with 50% of students coming from Brighton and Hove and 50% from the wider Sussex community
- We offer c. 50 subject courses at A Level and level 3 BTEC, Maths and English GCSE and a diverse range of portfolio and enrichment courses
- We offer a full-time programme for students with English as an additional language (ESOL) and a wide variety of Adult Evening Language courses
- Overall, annual college income from all sources excluding capital grant is c. £18 million
- Performance outcomes are strong: BHASVIC is in the top 1% of institutions for both exam results and Value Added.
- Up to 75% of Learners regularly go on to University within one year of leaving BHASVIC

As a non-selective, state funded provider, BHASVIC intends to be inclusive and accessible to local 16- and 17-year olds. Our subject entry requirements are set to be as low as possible whilst enabling student success and ensuring we are not setting students up to fail. We provide five main Study Programmes, four of which cover Level 3 academic pathways, one of which provides an entry, Level 1 or Level 2 educational pathway for students who have English as their Second or Other Language (ESOL). All funded Study Programmes are full-time. As of September 2023, just over 50% of our Level 3 students have an average GCSE point score of 6.4 or above; 37% fall within 5.5 – 6.4 with around 12% at <5.5; our average GCSE point score on intake is 6.4.

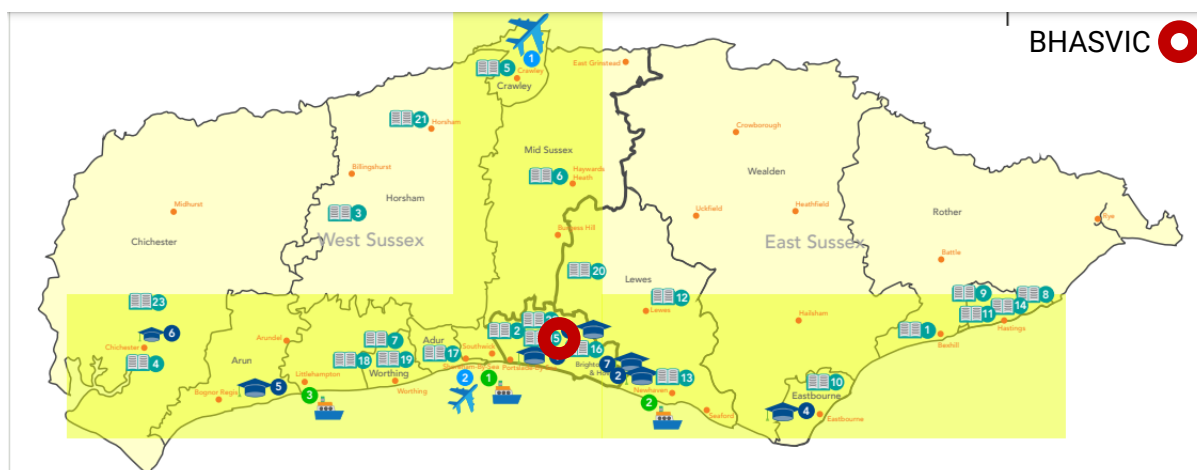
We have a small number of students with Education & Health Care Plans (EHCP) and/or High Needs, and a significant number of students with Exam Access Arrangements and/or Additional Learning Support. Our specialist team for these students works in collaboration with our curriculum, exams, pastoral and admissions teams. our local partner schools and the three local authorities to remove the academic disadvantage these students might otherwise experience, and enable them to achieve their full potential academically, in their progression and destinations and in their personal development.

In terms of place, the 'local area' is two distinct areas. Firstly, the city and unitary authority of Brighton and Hove and secondly, the wider East/West/Mid-Sussex regions. 50% of our learners come from the city, 50% from beyond. Here, the railway line that forms an inverted 'T' extending from Worthing in the West to Eastbourne in the East and up to Crawley in the North allows easy access to BHASVIC, reflecting our travel to learn patterns of learners and matching travel to work patterns (pre-Covid).

This area is covered by the Future Skills Sussex [Local Skills Improvement Plan](#) (LSIP) overseen by the Sussex Chamber of Commerce as the Employer Representative Body.

Specific economic and social characteristics of the area are as described by the LSIP report ([here](#)):

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.



The LSIP area comprises (figures from ONS 2022):

- 75,560 registered businesses, 79.7% of all Sussex businesses, producing over £40bn GVA
- 1,035,741 working age population
- Three Local Authorities (LAs), two County Councils and one Unitary Authority
- Two Local Enterprise Partnerships (LEPs)
- 8 FE, three HE and 2 IoTs
- Sussex Council of Training Providers, representing 90 Independent Training Providers (ITPs), FE and HE institution

Brighton and Hove City Council have an [Employment and Skills Recovery Plan 2021-23](#) which includes 9 objectives, including Digital Inclusion as a priority objective. This recovery plan responds to the emerging local priorities and aims to deliver regional projects through the Coast 2 Capital LEP 'Smarter, Greener, Stronger' and Skills 360 Strategy and Action Plan.

3. Approach to Developing the annual Accountability Statement

This Accountability Statement draws from our own curriculum design, stakeholder engagement along with collaborative work via The Accord, FE Sussex and the LSIP.

The May 2023 (LSIP) highlighted the priority sector of skills needs throughout Sussex as:



Brighton, Hove and Sussex: A collaborative approach to meeting skills needs

There are two other colleges in Brighton and Hove; Varndean College (another Sixth Form College) and Brighton Met (a General Further Education college, part of Chichester College Group). Collectively, the three colleges form 'The Accord'. Together, we co-plan our curriculum offer for the city and beyond to meet the needs of our students and reduce unnecessary overlap and competition.

As indicated above, the three colleges within Brighton and Hove co-plan our curriculums to meet the needs of learners across the city and beyond. Broadly, we focus on these areas:

- BHASVIC – Academic pathway
- Varndean – Academic and Applied General pathway (including the International Baccalaureate).
- Brighton Met – Technical and Vocational pathway

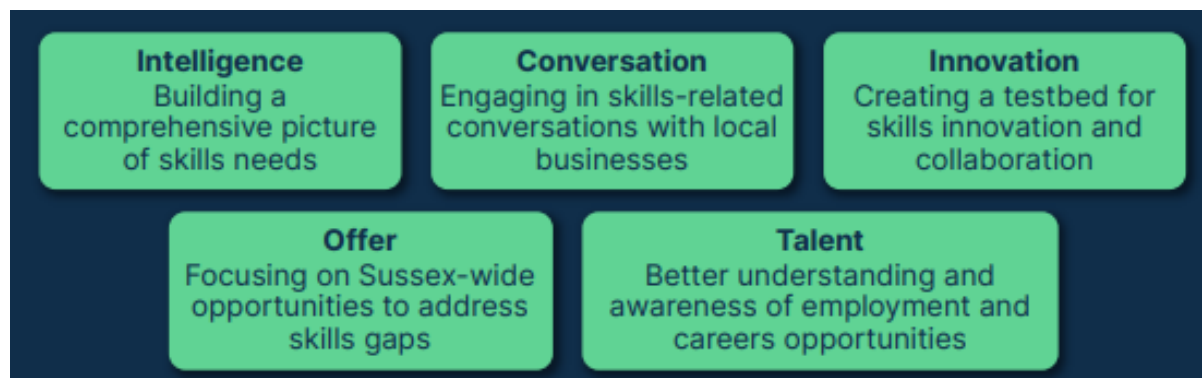
We work closely with the local authority to ensure every 16-year-old in the city has a college place should they chose one.

FE Sussex

Beyond the city, all the FE providers in Sussex work together under 'FE Sussex' consortium. This group have been influential in helping to shape the Sussex Local Skills Improvement Plan led by the Sussex Chambers of Commerce ERB. This partnership sees a genuine collaboration between the 4 sixth form colleges and 3 GFE colleges within Sussex and has secured a third round of LSIF funding having been a trailblazer with a focus on Green Skills in 2021, moving to a focus on Digital in 2022 with round two of the SDF, having now secured £4m in LSIF funding to help address some of the key priorities within the LSIP report.

The Future Skills Sussex Improvement Framework

[Future Skills Sussex Improvement Framework](#) is a collaboration of partners born out of the LSIP work to formulate a Sussex systems leadership approach to develop the skills provision that needs to be expanded, developed and innovated or adapted to better support the employer skills needs and ensure a more responsive local skills system that is able to address the challenges and barriers that have been identified. The framework has been developed by business and education providers, underpinned by five themes:



This work has confirmed that the Priorities for Change (see Figure below) that were set out in the Strategic Development Fund Trailblazer are still the right ones for the current economic and business landscape.



4. Contribution to National, Regional and Local Skills Priorities

In our first Accountability Statement we set out a series of targets to achieve in the previous academic year. As a result we have:

- Delivered 'Digital Skills to Support Transition into the Creative Sector' and 'Digital Skills to Support Transition into the Health & Social Care Sector' as part of the LSIP SDF2 project
- Implemented 'Skills Week' for A1 Learners where 1,343 students took part in a 3-5 day work experience placement comprising of a total of 29,671 hours.
- Created links with and sought feedback from 693 new employer contacts
- 7 staff participated in Teacher Encounters immersion visits with Gatwick Airport and delivered CPD to all staff in Skills Week, including how to embed learning into curriculum design and delivery
- Established [employers webpage](#), featuring 'link employers' and piloted two-way feedback on curriculum delivery and young people's skills in key areas (Sport, Health & Social Care, Tutorial)
- Improved our performance on Careers & Enterprise Company Compass evaluations in benchmark 3 (record-keeping: 100%), benchmark 5 (employer encounters:100%), benchmark 6 (experiences of the workplace: 100%), benchmark 7 (encounters with further & higher education, including apprenticeships: 100%)
- Revised and improved content of our tutorial programme so students have a better understanding of local labour market needs and employability skills
- Improved and individualised progression action plans for our ESOL and EHCP students
- Prioritised entitlement to 1:1 careers advice (Gatsby benchmark 8) to priority groups including widening participation students and those from lower income backgrounds
- Improved the destination data collected evidencing the impact we are having on helping to meet local, national and regional skills needs.
- Began to draft a more formal employer engagement strategy, to include a revised approach to engaging alumni skills and expertise.

As an 'Outstanding' college we aim to continually improve our performance. Below, we set out a number of aims and target outcomes for the year ahead in an Action Plan that reflects how we are responding to national, regional and local skills needs.

Highlighting in the Action Plan:

- Yellow highlighting = in progress
- Green highlighting = already achieved (March 2025)

Action Plan:

Summary	Actions	Outcomes
Delivery of LSIF targets In June 2023, FE Sussex submitted an Expression of Interest for Local Skills Improvement Fund (LSIF), on behalf of its members colleges. Responding to the recommendations made by the Sussex LSIP (in particular, the 'Offer', 'Innovation' and 'Talent' strands), the following was proposed: 1. Skills Sussex Mobile App: matching jobseekers with vacancies, and offering opportunities to develop employability skills, practice for job interviews and , gather pan-Sussex destination data. 2. Sussex Centre/s for Entrepreneurship and Business Leadership: providing leadership development, business advice and high level technical CPD for employers across the seven key Sussex sectors. 3. VR & AR Teaching: piloting digital solutions to careers activity and CPD. BHASVIC's specific input into the last two projects is detailed in the next column.	Business Leadership BHASVIC will respond to LSIP Innovation recommendations 4 & 5, with a leadership and management programme for the Visitor and Hospitality sectors. This programme will profile participants' skills needs to shape content and upskill new and inexperienced middle managers. It will also focus on Equality Diversity and Inclusion (EDI) training for SMEs. In doing so, the programme addresses the LSIP's Talent recommendation of embedding a Sussex-wide approach to EDI and a skills gap in Visitor & Hospitality leadership. VR & AR Teaching and CPD Installation of an immersive classroom at BHASVIC with shared activity across Sussex in: • Teacher CPD and employer-led subject masterclasses • Careers activity to promote specific sectors, for example through virtual work experience • Learner enrichment and revision activities where teachers in one college have particular insight, for example as an examiner or assessor • Sharing effective practice though lesson observations • Development of an effective practice guide for teaching and learning using new technologies (See also Digital Literacy target below).	Business Leadership • 12-16 employers are able to participate in the training and development that allows them to develop the skills they need to grow their businesses. • Sussex workforce is more highly skilled, facilitating economic growth in the LSIP area. • Colleges and employers in Sussex develop closer relationships, with better understanding of skills development needs VR & AR Teaching and CPD • 10% teachers engage in employer-led VR CPD • Entrants to the labour market have improved employability skills as a result of participating in experiential learning. • The college creates x3 opportunities to share VR resources and effective practice with other colleges.

Continued Professional Development for staff The LSIP identifies the need for teacher training, professional development and industry upskilling, as well as building profile and raising awareness of key sectors.	Teacher Encounters – Back to the Floor The Careers Hub has secured funding to deliver 35 teacher encounters across 10 schools and colleges in 2024-25 (3-5 teachers per institution). BHASVIC will build on success of 2023 project with Gatwick airport and send 3-5 staff, who will then cascade learning as part of CPD session during Skills Week (July 2024). Destination Leadership 4 experienced Heads of Department will mentor 3-4 business leaders from Visitor & Hospitality sector. BHASVIC staff will use their knowledge and understanding of working with young people, as well as experience of leadership and management to mentor new and aspiring managers. They will receive coaching and mentoring training from local CIC Always Possible. Skills Audit • Whole College INSET & Staff Meetings on Skills Agenda in 2023-24. • In summer 2023 all departments completed a Skills Audit (including digital, green skills, EDI and employer engagement) as part of the annual Self-Assessment Report & Action Plan. • Managers across college have built-in department and professional development targets linked to these audits for 23-24. These PDR & SARAP targets will be reviewed in July 2024.	Teacher Encounters – Back to the Floor • 3-5 teachers complete immersion visits with cornerstone employer within Sussex • Updated knowledge of workplace context cascaded to staff via INSET in July • Employer input into curriculum design as part of this project Destination Leadership • 12-16 employers in priority sector of Visitor & Hospitality receive professional development in targeted leadership & management skills • 5 BHASVIC staff (HoDs & VP) receive coaching & mentoring training from local business • Partnership and knowledge exchange between local business and educators are strengthened Skills Audit • 75-80% teachers engage in employer-led CPD • Improved cross-college staff awareness of LSIP priorities (above 80% measured in staff surveys) • Individualised targets on skills development will be in evidence linked to LSIP priorities (digital, employer contacts, EDI, green skills & sustainability) as part of the self-assessment and professional development cycles – 100% representation of at least one 'Skills' target in SARAPs. Above 50% in staff PDRs.
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Evaluate and Continually Improve our CEIAG The LSIP report now informs our ongoing CEIAG planning and evaluation. In addition to the priority sectors (Construction; Creative & Cultural; Digital; Engineering & Manufacturing; Health & Care – including Bio-Life Sciences & Pharmaceutical; Land-based – including Horticultural & Viticultural; Visitor & Hospitality) there is a focus on digital skills, net zero & climate change and employability & transferable skills (see also, action points below)	Labour Market Information • Use local skills needs data identified in the LSIP (ref pg10 here) to evaluate Skills Week 2023 and internal Skills audits (summer 2023) and help plan wider Skills & CEIAG delivery for 2024-25. Jobs Boards & Sector Information • Continue to refine and develop our ongoing careers padlets which advertise up-to-date vacancies, apprenticeships, volunteering and other opportunities. • Run 'spotlight' careers activities on priority sector industries Personal Development programme – understanding the workplace (rights & responsibilities) • Work with Citizens UK and Unite the Union to revise tutorial and personal development curriculum. • Participate in cross-city listening campaign on student experiences of the workplace. • Deliver A1 Personal Development Day focused on EDI (anti-racism) and employer/employee rights and responsibilities Project based work and live briefs • Develop & embed this aspect of provision for BTEC and Skills Week activities as part of Employer Engagement strategy. We welcome the support of businesses and not for profit organisations to create realistic work-related projects to help develop student's employability skills and gain insight into an industry.	Labour Market Information • +80% of students have a better understanding of the sectors and employers in Sussex, as well as the skills required to enter the labour market or progress to further study. • Better understanding of student intended and actual destinations, linked to priority sectors • Local skills priority sectors routinely inform data evaluations and curriculum planning (see charts at the end of this report) Jobs Boards & Sector Information • User surveys show positive impact: student awareness (above 75%) and value rating (above 3.5/5). Personal Development programme – understanding the workplace (rights & responsibilities) • Student attendance above 80% • Positive staff/student evaluations (above 3.5/5) • Citizens UK campaign outcomes – information and training for employers & students Project based work and live briefs • All BTEC courses have at least one employer-based project • Skills Week – Plan B offer has a minimum of 12 live briefs or projects (expanded from 2023) • Link employers model live briefs and cascade to others as part of the Employer Engagement strategy
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Delivering wider (soft) skills Preparing our students for employment and further study is not and should never be our only aim - we also provide opportunities for our students and staff to participate in democracy, social action and societal improvement and to grow personally through wellbeing, happiness and creativity. Most importantly, we strongly believe in the fundamental opportunities and development afforded by the joy of learning. The LSIP identified useful research on the top 10 'transferable skills' used in recent local job postings, including innovation, self-motivation, leadership, planning, detail, enthusiasm and communication. These will inform on-going discussions of wider skills delivery across the curriculum.	Skills Builder Framework We have been using of the Skills Builder framework in Employability & Enterprise tutorial to develop a common language of essential skills (Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership, Team Work). • All subjects will continue to use this framework and/or those identified by LSIP as a starting point to map curriculum delivery against employability skills during 2024-25. Employer Engagement Strategy • Finalise employer engagement strategy and involve link employers in discussion of transferable skills to help shape curriculum design (see fig. 5) • Plan and deliver employer & alumni events which invite and engage students in understanding needs of workplace (e.g. Business and industry seminars, forums and round-tables) • Work closely with Brighton & Sussex Chamber of Commerce to offer free hosting of these events at the College (e.g. Employer breakfasts/afternoon teas) • Offer sponsorship opportunities for local businesses to develop partnership working (e.g. Sport minibuses; IT equipment; MFL re-fit) – to link to LSIP priority areas	Transferable Skills • Skills Week and end of term surveys show positive impact: student & staff awareness (above 75%) and employer value ratings (above 3.5/5). • The majority (above 80%) of curriculum department schemes of work or equivalent show skills mapping Employer Engagement Strategy • From FE Sussex - Colleges and employers in Sussex develop closer relationships, with better understanding of skills development needs. • At BHASVIC - At least two meetings with link employers, Enterprise Adviser & Skills Link Governor to gain feedback on curriculum implementation and design in 24-25. • At least two employer engagement events, in collaboration with Chamber in 24-25. • At least one cross-college alumni event in 24-25. • Sponsorship opportunities explored.
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Delivering Digital Literacy inc. A.I. Review digital skills induction for staff and students which equips them for teaching and study at BHASVIC, with a focus on the key tools of Teams and Microsoft which are key to so many workplace environments. Implement an AI policy to support with academic activity, and workload reduction. Progress Immersive classroom project (see above)	• Update digital skills induction programme for students with greater focus on the day-to-day tools needed for effective learning at BHASVIC. • Integrate induction into Teams as well as tutorial programme. • Provide independent digital skills development unit for A2 students. Implement college wide Making the Most of Microsoft Training Programme. • Review SAR and PDR documentation to ensure that there are specific prompts and space to record digital targets. • Develop an AI policy for the college, create resources and training opportunities to embed AI into routine practice • Use immersive classroom to develop employability skills and give experiences of the workplace. We will ask for support from employers to develop this as part of the Employer Engagement strategy.	• Digital induction completion data. • Digital skills module completion data. • Student voice is positive. • All staff record completion of the required annual digital training. • SARs show how departments are planning for and integrating digital into their work.
Delivering Green Skills and Sustainability	Continue to embed sustainability into existing curriculum with naturally occurring opportunities to provide relevant examples to students for the courses they are studying. Offer the stand-alone Carbon Literacy qualification and aim for 300 students per year to complete. Green Careers Week (November 2024) Activities Continue to be part of the Greener Sussex Careers Project in upskilling our careers advisors to raise awareness of courses in Sussex that can equip learners to enter sustainable and net-zero careers across a range of sectors.	Increase % of departments Raise awareness and understanding of climate change both generic impact and specific course related impact Enable sustainable change across the local skills system.

5. Local Needs Duty Self-assessment:

We are meeting the needs of local learners and preparing them to become successful citizens who contribute to both the local and national economy - either directly after college or once degree and further training has been completed. Our curriculum is planned collaboratively alongside other providers to ensure breadth of opportunity, efficiency of delivery and fulfilment in meeting skills priorities across the city and beyond into Sussex.

We were inspected by Ofsted in December 2022 who agreed with our then self-assessed grade as making a reasonable contribution to meeting skills needs.

Since then, we have further involved employers in the effective design and implementation of the curriculum areas as evidenced through our Self-Assessment Reports and Action Plan processes, as well as improving the data around the impact we are making which can be seen below.

Wider Community Provision

We also offer evening language classes, aimed at adults over 19. These make an important contribution to local needs in terms of community-based provision which is focused on supporting the visitor economy, as well as hospitality and cultural industries.

Our ESOL (English as a Second or Other Language) programme makes a small but important contribution to local needs by offering essential skills development (including English, maths, digital literacy and employability) to migrant young people, including refugees and asylum seekers. This is a skills deficit area mentioned under Labour Market Supply in the [latest LSIP report](#) (pg 14)

The College offers its physical resources for external hire at discounted or free rates for community partners engaged in Skills delivery. These include a range of evening, weekend and holiday lets, for example, National Citizens Service delivering youth employability programmes, language courses to foreign students, Citizens UK local and national campaigns on employee/employer rights and responsibilities; local performing arts groups.

Corporation Sign Off – March 2025

In response to The Skills Act (2022), the Board of Governors have conducted a review of our approach, determining how well our curriculum meets local skills needs and prepares for those that will emerge in the future, through oversight, challenge, and discussion, with employers and leaders of the college.

The Board has also taken into account the relevant findings and recommendations from our recent Ofsted report and Self-assessment processes.

We conclude that we make a strong contribution to local and national skills needs and wish to continually improve this with priority actions as outlined above.

This document can be accessed via our website under 'Reports'

Related Documents

BHASVIC Strategic Plan
BHASVIC College Development Plan
BHASVIC Curriculum Review
BHASVIC Curriculum Intent
BHASVIC Stakeholder Engagement Strategy
BHASVIC Employer Engagement Strategy
BHASVIC Futures Framework & Compass Evaluations

6. Appendix:

Here we provide evidence of our contribution to local and national skills needs.

Fig 1: The number of leavers who went directly into employment by LSIP priority sector 2022, 2023, 2024:



Fig 2: Skills Week WEX placements by LSIP priority sector (2023, 2024):

Priority Area	2024 Number of WEX Placements	2024 Number of Employers	2024 Percentage of total Placements
Creative & Cultural	223	116	13%
Health & Care (inc. Bio Sciences)	141	88	10%
Visitor & Hospitality	51	80	9%
Digital	30	18	2%
Engineering & Manufacturing	42	28	3%
Construction	23	14	2%
Land Based	12	10	1%
Priority Area	2023 Number of WEX Placements	2023 Number of Employers	2023 Percentage of total Placements
Creative & Cultural	165	143	10%
Health & Care (inc. Bio Sciences)	165	124	10%
Visitor & Hospitality	106	95	6%
Digital	88	68	5%
Engineering & Manufacturing	52	52	3%
Construction	44	41	3%
Land Based	25	13	1%

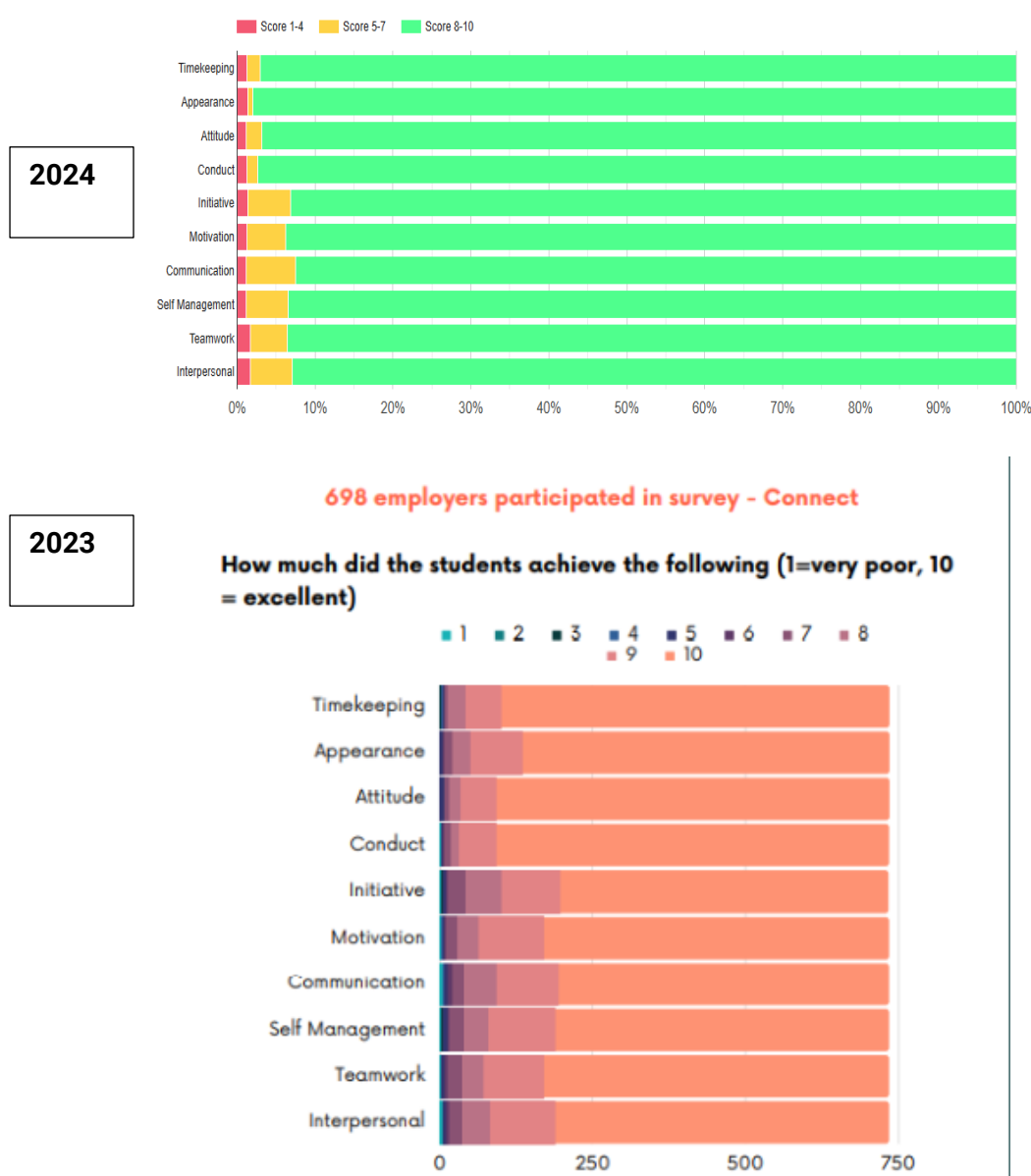
Fig 3: Skills Week WEX placements - % based on employer categories

As can be seen in the charts (fig 2), 40% of the Skills Week work experience placements in summer 2024 were linked to priority sectors within LSIP. This is broken down further to see the full range of WEX placements in Figure 3. This is up 2% from the summer of 2023.

Mirroring other Destination datasets, there is a strong trend towards **Creative & Cultural** in the top 25 % categories, including charity, art & design, marketing, leisure, media, journalism and performing arts.

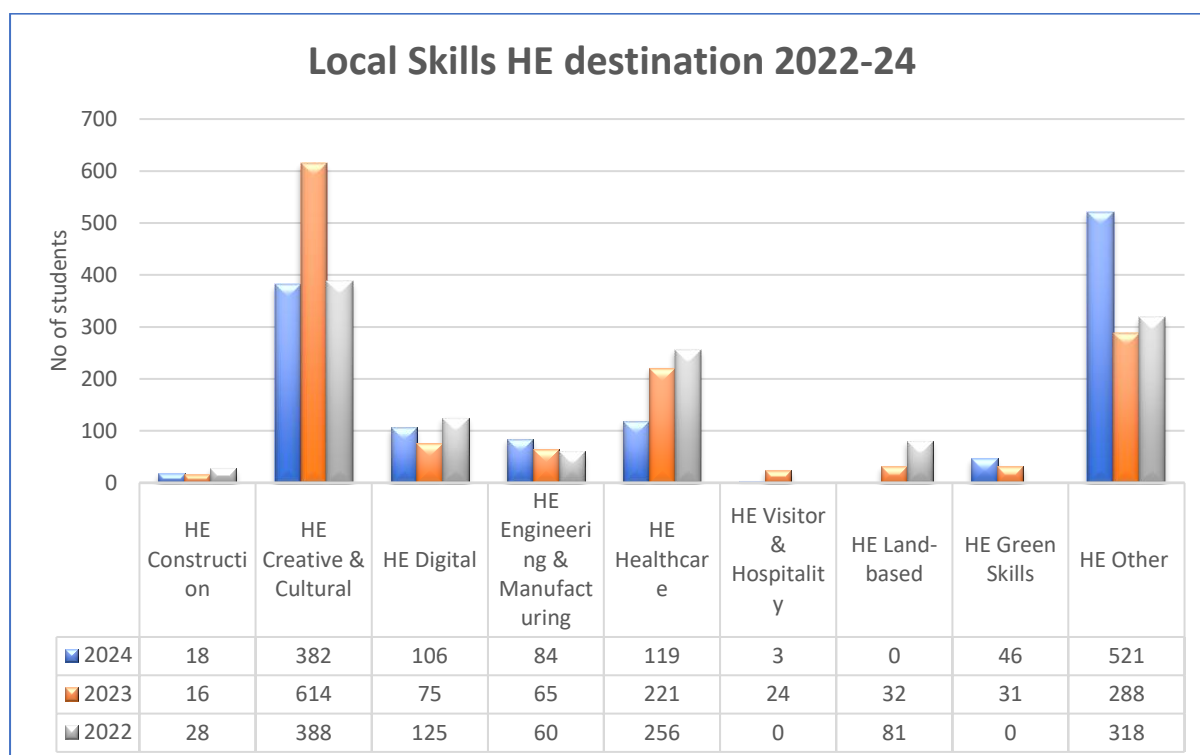
The next most significant sector represented was in **Health & Care** including medical, sport, health and childcare; with **Visitor & Hospitality** also making a strong % showing, including retail, food and hospitality services.

Fig 4: Transferable Skills Assessment (Skills Week) – Employers’ Feedback 2023 & 2024



As can be seen, employers overwhelmingly confirm that students have successfully used transferrable skills during their work experience placement.

Fig 5: Sector breakdown of students entering HE mapped against LSIP priority areas:



In 2023, 1,078 students entered degrees that support priority local skills needs, with the largest entering degrees in the creative and cultural fields (note cultural was reported under visitor and hospitality for 2022 data before becoming a priority area on its own).

In 2024, 758 students entered degrees that support priority local skills needs. There was a decline in Creative & Cultural degrees, with increases in Construction, Digital, Healthcare, and Land-based degrees.

Glossary

AGQ	Applied General Qualification (e.g. BTEC)
ALS	Additional Learning Support
AR	Augmented Reality
CDP	College Development Plan
CEIAG	Careers Education Information Advice and Guidance
EDI	Equality, Diversity and Inclusion
EHCP	Education & Health Care Plan
ERB	Employers Representative Body
ESOL	English as a Second or Other Language
GFE	General Further Education
HE	Higher Education
LEP	Local Enterprise Partnership
LSIF	Local Skills Improvement Fund
LSIP	Local Skills Improvement Plan
ONS	Office for National Statistics
SDF	Strategic Development Fund (now LSIF)
SFC	Sixth form college
VR	Virtual Reality
WEX	Work Experience