

Franklin Sixth Form College Skills Strategy

Strategic Intent

The LSIPs are a key part in achieving the aim set out initially in the Skills for Jobs White paper, which puts employers at the heart of the skills system. They are an agreed set of actionable priorities to ensure that business and people have the skills needed to progress and thrive and are aligned to local labour market needs. Franklin's Accountability Agreement sets out how we engage with employers and respond to the LSIP and make a strong contribution to meeting the skills needs locally, regionally and nationally. The college is committed to working to this agenda which is reflected through this skills strategy.

Context

Many of our students are from areas of high social disadvantage and from families with no prior experience of university. Our students, however, are well prepared to progress onto higher education, employment and apprenticeships with 95% positive destinations for 2021-22. DfE average for 2021 – 22 is 82.6% for state-funded mainstream schools and colleges. Students are given the best opportunities to learn powerful knowledge, develop and refine their skills, demonstrated in our strong higher education destination data and progress made from starting point to end point. National DfE figures 20-21 state progression to higher education is 44.4%. Ours typically is around 65% annually.

Our adult learners succeed and progress to positive destinations for example 100% of Level 2 Early Years Educators completers have all been successful in securing employment in classroom education or progression onto Level 3 qualifications. 100% of the Level 3 EYE / STLS progressed into employment in Early Years or School based Education. 57% of L2 Functional Skills Maths Learners achieved the qualification to enable them to progress into HE Courses in Nursing, Apprenticeships in Physiotherapy support, L3 Access Courses and Veterinary science. As well as positive destinations our community curriculum allow our learners to take both pre-entry and entry level courses allowing them to take the first steps back into education and learn both literacy and numeracy skills preparing them for employment and L1 and L2 courses.

Defining skills needs

The Greater Lincolnshire & Rutland LSIP was written by FSB (Federation of small Business). Throughout the primary research (of which, Franklin was involved in) there were five inter-connecting themes that consistently emerged as key needs from an employer's point of view. These identified as building up essential skills, consistently good careers, advice and guidance, addressing core skill shortages, improving provision and helping micro and small businesses to work smarter. These themes were taken into consideration, alongside the already well-established local focus areas of the Greater Lincolnshire LEPs seven priority sectors ¹

¹ [Priority Sectors | Greater Lincolnshire LEP](#)

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

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

Franklin is one of the partner providers who are in receipt of the third round of Local Skills Improvement Fund, addressing priority areas as identified by the LSIP. Our focus is work readiness, digital skills, decarbonisation & green skills. Previously the college received the SDF (Strategic Development Fund) focused on developing an employability course, installation and creation of content for the 360 immersive space and increased employer engagement, particularly in the green energy sector. Our state-of-the-art immersive space allows our students to immerse themselves in a real-life experience, from a medical theatre to a windfarm. Something they may never be able to experience first-hand.

Meeting the skills needs overview

The college offers high value courses that support progression and the development of wider skills, knowledge and behaviours that reflect the needs of the local regional and national context. These are carefully planned, and reviewed annually, with a focus on considering any skills gaps and opportunities within the locality. This process is a key driver for developing its course and curriculum offer to reflect the needs of the local community, employers and demand from students.

One of the Greater Lincolnshire priority sectors, Health & Social Care, acknowledges that c60,000 people work within the region worth £2bn to our economy and has the potential to create great career opportunities and provide an environment for local research, innovation and technology. Applications for the CTEC Health and Social Care courses remain strong, with many students aspiring to careers in nursing, midwifery, and the Allied Health professions. Within the region, and nationally, there is an ageing workforce so our various academies, developed in partnership with employers and universities support our students to fully understand the different career pathways that are available to them and promote the roles across the HSC sector, whilst developing the skills, knowledge and behaviours needed. New for 2024, we will be offering the Health T Level, after careful consultation with our partner universities and health care organisations who value the extended industry placements giving these students a plethora of skills that make it easier to transition into the work force.

The LSIP addresses the occupational shortages within the region for Digital, many of which are needed for Level 3 and upwards. A shortfall of these specialist roles will inhibit process automation, systemisation and programming. More needs to be done to increase learner appetite and to increase digital literacy. To address this our new T level in Digital is being introduced in 2025.

Curriculum development

Our curriculum is based on close links with employers and universities and these valued collaborations have informed curriculum intent and implementation and its sequencing to reflect

the needs of the local and regional context and preparing students for their next steps. The curriculum intent for the college's provision indicates where subjects have amended their curriculum considering employer feedback. Examples include our CTEC Engineering course. Changes to unit 11 for unit 9 (mechanical design) to enable local employer engagement and more relevance within the local area and skills shortages. The engineering course is being co-developed with external stakeholders, there is an increased focus on employer engagement and visits to increase awareness of this sector within the locality.

Consulting with local LLP Wilkin Chapman, our BTEC Law course was introduced for students whom A level law was not the most appropriate course and as a result the proportion of students who achieve their qualifications and move successfully to further or higher education, apprenticeship or employment is very high. Wilkin Chapman support our students not just with curriculum input but with work experience and mentoring and many progress into their trainee programmes after college, because of the relationships they develop with our students, and many of our ex-students are now mentoring our current cohort of law students.

All L2 and L3 Health and Social Care, Childcare and L2 and L3 Access to HE students receive extensive practical training into infection control and hand hygiene based on the best practice guidance from the NHS and Local Health Care Partnerships, ensuring our learners are ready and prepared for their work placements in settings and understand the importance of infection control. This topic is taught both through the curriculum and in non-qualification skills development and preparation for work experience sessions.

Our chemistry students work closely with higher education institutions to ensure that the skills our students are developing align with those that are needed at university. Dr Lorch, Professor at University of Hull has our students attend a practical lab revision class to cover acids, bases and maths for Chemists, relevant to the practical specifications.

In collaboration with local health organisations and our adult provision a Level 3 Access to HE Health Professionals course was co-designed as a pathway to university for those who want to be a healthcare professional with both learning in college and on placement. The course and units were chosen to meet the local shortage of both Nursing and Allied Health Professionals, for example learners' study additional human science units to ensure they have the entry requirements to study at local Universities such as the University of Hull and Lincoln, to give learners the opportunity to live and work in the local area. Academic year 2023 our most popular university destination was University of Lincoln with 76 students' and second was University of Hull with 50.

A Level 2 Business and Administration for Health Pathway was introduced for adult learners in September co-designed with Care Plus Group and local medical practices based on local need and skills shortages of health business administrators. This specialist pathway supports students to gain the theoretical knowledge and qualification whilst they apply the skills and knowledge in Health and Social Care in a specialist setting giving them the administrative skills to enter this sector.

The adult learning team have collaborated with the local National Careers Service and Family hubs to support their volunteers programme to support participant skills development such as peer educators and family support to gain a nationally recognised qualification in volunteering, developing their knowledge and employability skills.

Currently in planning stages the adult learning team are working with NEL Youth Alliance; to address the shortage of Youth Workers within the local region and are planning to offer a Level 2 Certificate in Youth Work Practice as locally there will be more than 100 available roles once the Horizon Youth Zone is operational in September 2025. This will also address the shortage nationally which, a recent report by MPs Lloyd Russell-Moyle and Ben Bradley state that whichever party wins the general election will need to 'secure stable funding that sustains youth work and supports its growth to meet young people's increasing needs'.²

Maths & English

We recognise that underpinning skills in maths and English are central to skills development and employability. This is a key focus in every lesson and students are encouraged to improve reading, writing, speaking and listening to enable them to progress and help in everyday life. Adult provision is available for ESOL students.

Our adult provision works collaboratively with the refugee team at DWP and the Job Centre who refer refugees to us for ESOL classes, once in classes we support them with their development of language and work with them to register with the National Careers Service to look at local careers. Due to their low level of English language they often only study ESOL. To support ESOL in the community we deliver this in Cleethorpes, Grimsby, and Immingham at local family hubs.

By offering community-based education, learners can access education by breaking down barriers and support integration quickly; for example, in Immingham our ESOL class promotes and welcomes breast feeding learners for new Mums allowing them to engage and have friends to reduce isolation, and access other on-site HSC services.

Our youngest participants (aged 16,17) from other countries, NEETs, and young Mums are participating in courses as a progression plan to support their transition to full time education, providing a supportive transition to positive destinations. This community-based education model has allowed the Adult Learning Team (ALT) to be successful in winning the National Sixth Form Association Award for Community Impact. The ALT team quickly adapted their classes to support the influx of the Ukrainian Home from Home scheme including developing an enrichment group to allow the integration of different cultures to come together to support each other and integrate into the local community. The majority of the ESOL learners have achieved at least 2 learning outcomes this year and many of them are progressing to the next level of study. A partnership approach with 16-19 has worked effectively for ESOL learners with those who arrive mid-year study at the hub for entry level / Level 1 qualifications and then progress to studying full time on main site. The Adult Learning Team play a vital role in supporting progression; for example, learners who cannot read are supported in community settings such as family hubs and long-term Mental Health Facilities to achieve the Pre entry English qualification and then progress onto the Entry 3 syllabus.

Wider skills development

The college has subject specialist teachers who carefully sequence curriculum content for all students to make progress and develop their wider skills. Strategies are in place to develop students'

² [MPs' review backs national workforce strategy for youth work | CYP Now](#)

skills needed to be successful in life and to make informed choices about their future education or employment.

The college's integrated approach enables all students, including those with higher needs to develop the skills, knowledge and behaviours they need to be successful in adult life. This is achieved through a targeted approach; curriculum, our sector leading Centre for Professional Development (CfPD), Personal & Professional Development and the Aspire programme. These are not just skills needed immediately for employment; for those students whose progression is most likely to be higher education, the focus is on meeting the skills needs of those students to progress to their next stage that, will in due course lead to employment, sometimes outside the locality or region.

Within the CfPD, employer, university and trips are arranged to ensure that students have meaningful impactful interactions with employers. During September – April 24, there were 138 work-related activities arranged with 5,803 students participating. Trips are accessible to every student, including those on financial support, with students been encouraged to attend, including Dubai, Malta & Italy.

To increase awareness of work-related activities all students during reading week signed up to take part in online work experience with Springpod. This allowed them to find out more about different sectors whilst developing their digital skills. During digital days students took part in Bodyswaps to develop their work readiness skills via several online interactive sessions. Interview confidence improved from 30% to 70% and communication from 29% to 71% after the session.

Key to note that within the local region qualifications are significantly lower than national average, particularly at levels 2-4.

Stakeholder engagement

The college have developed and maintained effective and long-standing relationships with key stakeholders who are integral to our integrated approach with stakeholder engagement and skills development embedded across all curriculum areas. Within our sector leading CfPD sits our established Franklin Professionals Programme, where strategic partnerships with local employers and stakeholders allow us to plan and co-design programmes based on local skills needs so that our students progress positively after Franklin. These include our Allied Health Professionals Academy, Social Work and Mental Health Academy. These are all employer led, with the strategic intent to retain talent locally and address key priority sectors and to support students wanting to secure local employment.

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

Stakeholders speak positively about the college and value their relationship and contribution that the college makes to the local, regional and national community. A re-invigoration of our Local Employer Advisory Board has a wide variety of employers and stakeholders who meet to discuss, challenge and support our students to ensure that they are developing the skills that are needed and

gaining work-related activities to enable them to positively progress and meet employer expectations.

Leaders have a clear understanding of the local and regional skills needs and belong to various groups and forums across the region to contribute to key priority sectors.

Nurturing our NEETS

Franklin is working in collaboration with the TEC Partnership, Lincs Gateway, YPSS and North East Lincolnshire Council on a project 'Get Back on Track', that works together to ensure that any student at risk of falling NEET is supported. All students are given the opportunity to have a careers appointment to discuss next steps and signpost to other providers, they are then followed up at key points of the year by college staff to establish sustained destination. We have access to a dedicated NEET practitioner, with a focus on vulnerable students and all students are given the offer to reapply.

Independent study

Our brand-new state of the art, learning space, the Bridge, which cost £1.7m has transformed how our students work. This modern facility gives students the space to work independently preparing them for their next steps and transform the student experience. Weekly, the Green Room has different universities, employers and apprenticeship providers available for drop-in sessions for students to find out more about career pathways and skills needed to positively progress. Students can take control of their own learning by using our dedicated skills@ desk. Staff are available to support with general study support, workshops and help with any lost learning, to develop and maintain essential skills for academic success.

Staff CPD

The College has a comprehensive staff development programme which stems from an annual appraisal/PMR (progress meeting review) where all staff reflect on their annual training requirements which is then picked up by HR/Vice Principal for TLA. Any requests for training are processed through our own internal inset form mechanism and checked for approval by the VP for TLA. We have an industrial updating strategy for teachers and cross-college staff allowing them to visit organisations, keep up to date with knowledge of industry, including the skills and behaviours and occupational competencies required by employers. Staff have access to the national college training platform where they can access online courses and training to update their skills.

Teachers have a CPDL (continuous professional development and learning) session every Wednesday, facilitated by 7 TLA Leads and 20 instructional coaches. This allows for whole college, departmental and individually themed pedagogical development.