



# Annual Accountability Statement & Local Needs Duty

2026/27 Academic Year

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:  
<https://www.bishopburton.ac.uk/about-us/our-values>

**RISEHOLME**  
COLLEGE

**BISHOP BURTON**  
COLLEGE

UNIVERSITY CENTRE  
**BISHOP BURTON**



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## Who we are and our purpose

We are a specialist land-based college with sites in East Yorkshire and Lincolnshire offering further and higher education provision. We have delivered educational excellence for over 70 years.

We are committed to delivering high-quality education and training that prepares students for sustainable, impactful futures, as well as upskilling current employees based on employer needs. Our mission, vision and values are centred on innovation, inclusivity, professionalism and sustainability; aiming to equip students with skills to thrive in a rapidly changing world.

The College provides students with the skills and knowledge needed to have rewarding lives and careers in the industries and communities we serve, transforming lives through high quality education, training and support.

The College delivers a high proportion of specialist technical qualifications which serve the national need for land-based and other skills. Alongside specialist technical skills, we also focus on employability skills which are transferable to specialist areas of employment. In addition to this, the College makes best use of its excellent facilities to deliver skills required locally, regionally and nationally across a range of subject areas.

Our campuses are set in 360 hectares of land housing leading centres of excellence with over 120 educational buildings for practical and theory teaching.

We operate residential accommodation across both colleges, and welcome students from a national catchment area to live and study onsite each year. In addition, local and regional students take advantage of our extensive bus network to travel to our campuses on a daily basis.

This annual accountability statement has been written to align with the Industrial Strategy and Local Skills Improvement Plans (LSIPs) and Local Growth Plans (where available), while being cognisant of our position as a specialist college recruiting both regionally and nationally. It also reflects elements of our Strategic Plan.

The strategic aims highlighted in the Statement are written from this perspective and align with the broader set of priorities identified in our [Strategic Plan](#) (2025-28).

### **Quality of Education** #students first staff always

- Through practical learning, our students develop essential skills that enable them to build successful careers while becoming responsible, engaged citizens.
- We set the standard for excellence in education, delivering the highest levels of teaching and learning through innovation and a commitment to quality
- We specialise in equipping learners with practical skills that drive personal success
- We monitor and respond to relevant changes to ensure our students gain in-demand skills and our educational offer meets current and future needs
- We provide outstanding support for our students, enhancing their experience and progression opportunities

### **People and Culture** #students first staff always

- We value our people, placing a strong sense of community at the heart of our organisation
- We attract and retain specialist staff who share their expertise with our students and each other
- We invest in our people and develop future leaders Our visionary leadership inspires our people and provides the confidence to thrive
- We strive to be the employer of choice through our values-driven and inclusive culture

### **Sustainability and Environments**

- We champion our vibrant campuses as inclusive and inspirational places to learn, work and live.
- We are an ambassador for environmental sustainability in everything we do

- Our campuses provide industry-leading facilities to create the workforce of the future
- We embrace technology in all contexts to enable our people to excel
- We are an anchor institution in our communities

### Economy and Growth

- We aspire for growth to secure financial sustainability and to create opportunities for investment.
- We grow our student numbers year-on-year, capitalising on our specialist status and facilities
- We drive income generation through innovative commercial enterprises
- We foster relationships with our stakeholders to create opportunities for collaboration that benefit our communities

## College Mission, Vision and Values

Our vision is **Inspiring a sustainable future**, and our mission is **a culture of collaboration and excellence**.

We welcome students and apprentices into our community which is driven by the College values, these are:

- Inspirational
- Collaborative
- Ambitious
- Respectful
- Enjoyment

## Context and Place

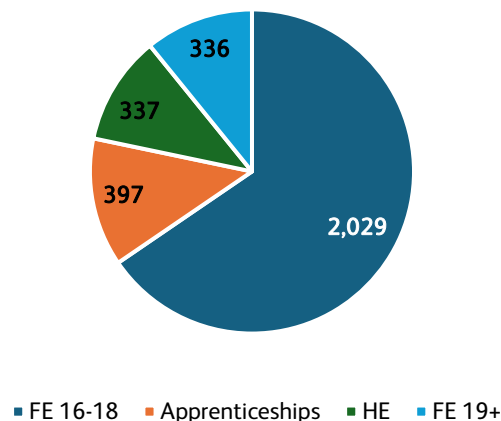
### Organisational characteristics

As a specialist land-based provider, the college recruits nationally, serving the agricultural, equine and animal management industries with training, utilising high quality resources and specialist expertise. The College also serves its local community across land-based and general further education provisions.

### Delivery locations

The College has two bases: Bishop Burton College near Beverley in the East Riding of Yorkshire and Riseholme College in Lincoln, based across the Showground Campus and Riseholme Park.

Number of students by provision type (2025/26\*)



\*Up to May 2026

## Scale of provision

	2025/26	2026/27 (Planned)
16-18	1966	2,110
19+	336	367
HE	336	343
Apprentices	397	411

## Travel to Learn

As a specialist provider, the college recruits nationally, with a significant supply of residential provision. In 2025/26 students came from 122 Local Authority areas nationally, including learners from Scotland, Wales and Northern Ireland. The largest proportion of learners are from Hull and East Riding of Yorkshire, Greater Lincolnshire and North Yorkshire.

The college is committed to providing students with accessible education, with a view to reducing NEETs in the region. The college invests £1 million per year in free bus routes.

Local Authority	Number
East Riding of Yorkshire	1,079
Kingston upon Hull, City of	470
North Yorkshire	210
West Lindsey	173
North Kesteven	162
East Lindsey	141
North Lincolnshire	127
Lincoln	116
North East Lincolnshire	54
Bassetlaw	37

The remaining learners come from an additional 112 local authority areas.

## T Level enrolments 2025/26

Year 1	115
Year 2	84
Total	199

## Tailored Learning

For 2025/26 our allocation for tailored learning was used on core ASF programmes to meet the demands of learners. This includes a range of provision including Rail Engineering and a range of courses to upskill health professionals including Autism Awareness.

## Travel to Work

### Average Distance Travelled (one way)

BB	20.5 miles
RH	21.5 miles

### Mode of Transport

Mode of Transport	Bus	Car Share	Car (FF)	Car Share (Electric and Hybrid)	Car (Electric and Hybrid)	Motorbike	Pedal bike	Taxi	Walking or running
All Staff	3 %	6 %	71 %	1 %	14 %	1 %	1 %	1 %	3 %
Bishop Burton	3 %	7 %	70 %	0 %	14 %	2 %	1 %	1 %	3 %
Riseholme	5 %	2 %	76 %	5 %	12 %	0 %	0 %	0 %	0 %

## Number of days commuting

Number of Days	1	2	3	4	5
All Staff	1 %	3 %	10 %	18 %	68 %
Bishop Burton	1 %	3 %	11 %	17 %	68 %
Riseholme	4 %	2 %	4 %	26 %	69 %

## The communities we serve

### The Hull and East Yorkshire region

The region of Hull and East Yorkshire covers 957 square miles and has a population of around 600,000. The geography is varied, impacting significantly on the industries serving a variety of regional needs. The City of Hull sits on the north bank of the Humber Estuary and accommodates industry associated with ports, transport and logistics, manufacturing, health and food processing. There is rapid growth in the digital and renewables sectors. Further north in the region, the farming and food production industry predominates. The east coast generates significant income from the visitor economy.

The Hull and East Yorkshire region has an annual Gross Value Added (GVA) of £13bn, with around 24,000 businesses providing more than 250,000 jobs. The region's economy represents 10.5 % of Yorkshire and the Humber region's GVA and 3.6 % of the output for the North of England.

### Hull & East Yorkshire LSIP priorities

#### Theme 1: Technical skills

**Advanced Digital Capability** that goes beyond basic literacy; to include digital systems integration, AI application and digitally enabled operational management.

**Net Zero and Sustainability Capabilities** – also becoming embedded across business operations. Demand for embedding sustainability in organisational culture, operational environmental management and energy transition delivery.

Technical Skills for Sectors highlighted within the [Hull and East Yorkshire Growth Plan](#)

#### Growth Driving sectors are:

- Ports and logistics
- Energy
- Manufacturing
- Agri-food and agri-tech.

Across these sectors, businesses report increasing demand for skills linked to:

- advanced engineering and technical capability
- digital systems integration and automation
- data analysis and digital operations
- sustainability and carbon management
- operational leadership and workforce supervision.

#### Growth Potential sectors include:

- Digital and technologies
- Professional and business services
- Financial services
- Creative industries
- Construction
- Culture and the visitor economy.

Across these sectors, employers highlight:

- Leadership capability
- Project management
- Digital literacy.

**Growth Enabling sectors** in the Local Growth Plan include:

- Health and social care
- Education and skills provision
- Retail and wholesale
- Public administration and public services
- Utilities and other local services
- Transport activities outside ports and maritime logistics
- Real estate.

Across these sectors, employers highlight:

- Transferable employability skills
- Digital system literacy
- Leadership capability.

### **Theme 2: Preparation for Working Life**

- Employers have cited the need for a strong foundation of transferable employability skills alongside core competencies in literacy, numeracy, and digital capability. Employers consistently highlight the importance of communication, teamwork, problem-solving, adaptability, resilience and professional behaviours as essential attributes across all sectors.
- Basic digital literacy is a fundamental requirement. However, it also discusses the need for a move to:
  - AI, automation and advanced systems use
  - Cybersecurity resilience
  - Data analysis and interpretation
  - Digital integration and operational management.

### **Theme 3: Educational Workforce**

- This highlights the importance of having the appropriate skills within the education workforce to teach and upskill local people. It specifically highlights employer links, technical expertise and timely industry knowledge.

### **Theme 4: Knowledge Point**

- This focuses on the development of a central repository of information where employers can access information on training provision and wider business support.

### **Relevance to Bishop Burton and Riseholme**

1. **Agri-food and agri-tech** is a Growth Driving sector where employers highlight skills shortages in:
  - Precision agriculture
  - Robotics and automation
  - Data-driven production systems
  - Environmental and sustainability practices.
2. **Construction is a Growth Potential sector where** employers highlight skills shortages in:
  - modern construction methods and digital technology, particularly BIM
  - digital project management
  - sustainability-focused building practice.

## The Greater Lincolnshire region

Greater Lincolnshire has a population of around 1.3 million people spread across 2,687 square miles. North and North East Lincolnshire has a population of around 320,000 situated within c. 400 square miles. These parts of Lincolnshire have now been bought together into the Greater Lincolnshire Combined County Authority.

Lincolnshire has a significant coastal economy and large areas of food production inland. There is a higher proportion of Small to Medium sized Enterprises (SMEs) than the national average with 45 % of businesses employing fewer than 50 people compared to 32 % nationally. There are significant challenges in connecting a skilled workforce to skills gaps due to the geography of the region.

The county is essentially rural with an economy heavily reliant on agriculture, horticulture and food manufacturing. More than 50% of jobs in Greater Lincolnshire are in sectors which underpin the local economy.

## Greater Lincolnshire LSIP priorities

The plan is structured around six core themes:

- **FORWARD:** Growth Sector Technical Skills

Four growth sectors are identified as Defence, Energy, Advanced Manufacturing, Agri-tech, Farming & Food Manufacturing.

- **FOUNDATIONS:** Supporting Sector Technical Skills

Foundations sectors are Construction, Visitor Economy, Health and Adult Social Care.

- **INNOVATE:** Data, Digital and AI Awareness

Employers defined their needs across three clear areas

- Data interpretation/analytics skills to enable businesses make better data-led decisions and to maximise the capabilities of embedded technologies
- Post-16 training on the Microsoft Office suite to be able to use common platforms confidently
- Awareness of AI opportunities to aid productivity and avoid vulnerabilities.

- **INSPIRE:** Employability & Essential Skills

As with the previous LSIP Employers report shortages in skills of verbal communication, confidence, customer interaction, teamwork, and conflict management, problem-solving, initiative and critical thinking. Employers also highlight weaknesses in professional behaviours such as punctuality, reliability, motivation, personal resilience and self-management.

- **EMPOWER:** People Management Skills

Employers across multiple sectors highlight a gap between technical competence and effective line management. This includes performance management, people development, communication, oracy, confidence and conflict management.

- **ACCESS:** Navigation and Delivery of Training

This theme looks at physical access to training in a largely rural county with limited public transport. It also looks at visibility of information about training offered as businesses are unclear about what is already available.

## Relevance to Bishop Burton and Riseholme

Agri-tech, Farming and Food Manufacturing employers highlight:

- The need for flexible and responsive training that can respond quickly to emerging needs such as short courses, sector-led, modular and not solely restricted by Apprenticeship frameworks. They would like to see less bureaucracy and greater agility in funding models. Skills Bootcamps which have increased accessibility and affordability of specialist programmes were valued. They also highlight the need for co-design of training with industry clusters.
- Low awareness and misconceptions of the sector: young people are believed to have little understanding of agri-tech, farming or food manufacturing careers which is limiting access.

- Digital skills are needed across the workforce with contextualised delivery to real processes and equipment. This includes software developers, applied AI, data literacy, automation, robotics, digitalisation, drones. This is for both new recruits and to upskill experienced workers.
- A perceived gap between what City & Guilds and LANTRA currently offer nationally and what is on offer locally.
- Pig livestock staff are increasingly required to possess technical capabilities (medicines, antibiotics, welfare, feed systems, trials); calibre and expectations are misaligned with traditional perceptions.
- General agricultural roles: Requiring understanding of mixed crop and livestock operations, technical livestock management and high-level welfare and veterinary adjacent competence.
- Specific engineering roles include maintenance engineers, manufacturing/automation engineers and food processing engineers.
- Aquaculture: Anticipated skills demand for planned on-land salmon farming in Grimsby within two years.
- Training support for progressing workers to supervisor/manager level.
- Addressing key gaps in accreditation: Reintroducing or replacing basic accredited animal welfare training (lost when City & Guilds withdrew).
- Ensuring higher-level food safety qualifications (e.g., Level 4) are available and funded.

Construction employers highlight:

- The need for Groundworks skilled staff.
- Demand from SMEs for multi-skilled tradespeople.

Overarching

- Delivery of digital, data and AI skills to learners to meet employer requirements.
- Focus on leadership and management competence within technical disciplines, or as a discrete offer.
- Essential and employability skills including communication, teamwork and resilience.

## The York and North Yorkshire region

York and North Yorkshire is a diverse area that is both highly connected and urban, but also deeply rural with many isolated communities. It has a population of nearly 830,000, 60% of which are of working age. The population is primarily of an older demographic with 24% of residents aged 65 and over compared with a national average of 19%. The City of York is the largest urban area within the region, with 17% of York and North Yorkshire's population based here. Harrogate is the second largest population area (9%), closely followed by Scarborough (7%) on the coast. York and North Yorkshire has a strong coastal economy, with a maritime history, a buoyant visitor economy, manufacturing base and emerging offshore renewables sector.

[Local Growth Plan](#)

## York and North Yorkshire LSIP priorities

The report highlights overarching priorities as:

- Work readiness and transferable skills
- Baseline digital capability
- Leadership and first line management
- Higher level technical skills and progression pathways
- Net zero / sustainability embedded across roles
- Digital and emerging technology.

Priority sectors:

- Health and Social Care (including engineering, biology and life sciences)
- Food and Farming Innovation
- Manufacturing and Engineering
- Construction
- Clean Energy, Green Economy and Net Zero Technical Skills
- Creative Industries.

### **Relevance to Bishop Burton and Riseholme**

- Health and Social Care highlights need for frontline care competence, safeguarding and communication/EDI as well as core digital confidence for care systems.
- Food and Farming Innovation cites immediate demand for basics in digital and precision agriculture, with medium-term need for skills in precision agriculture at scale. It also highlights the need for innovation and leadership / commercial skills.
- Within Construction current demand is for core trades and site competence and early adoption of digital construction tools. It also flags retrofit / low carbon construction compliance and digital construction (BIM) as medium-term needs.
- Within Creative Industries current skills needs are for digital creative tools plus business/commercial skills. In the medium-term, advanced digital skills and sustained commercial capability are highlighted.

## **Approach to developing the Accountability Statement**

### **Consultation with stakeholders**

We have liaised extensively with external bodies to inform the development of the Accountability Statement.

- Our governing body contains a significant amount of relevant expertise that informs the College Strategic Plan, and their oversight of this statement is critical. Our Chair of Governors contributes to the Annual Strategic Conversation with the Department for Education.
- The College continues to work with the relevant Employer Representative Bodies (ERBs) responsible for coordinating Local Skills Improvement Plans (LSIPs) including the Hull & Humber Chamber of Commerce, the Federation of Small Businesses and the West & North Yorkshire Chamber of Commerce. This activity involves liaison with Hull & East Yorkshire Combined Authority and the Greater Lincolnshire Combined County Authority.
- We participated in Providers Groups as part of the market research phase, and hosted employer workshops at both Riseholme College and Bishop Burton College.
- Providers have worked together to produce the Shared Statement for Greater Lincolnshire (Appendix A) and Hull & East Yorkshire (Appendix B), identifying how providers within LSIP areas are collaborating to meet local and regional skills priorities.
- We are a member of the Chamber of Commerce board, LSIP Skills Board and HEYCA Skills Board.
- Termly meetings of our Skills and Employer Advisory Groups are held at both campuses and explore themes around curriculum development which further inform our stated priorities.

We have also reviewed and incorporated the following:

[York and North Yorkshire Local Growth Plan](#)

[Hull and East Yorkshire Growth Plan](#)

Note that the Local Growth plans for Greater Lincolnshire has not yet been published.

## Key stakeholders

- Hull and East Yorkshire Combined Authority
- Greater Lincolnshire Combined County Authority
- York and North Yorkshire Combined Authority
- East Riding of Yorkshire Council
- Hull City Council
- Lincolnshire County Council
- West Lindsey District Council
- Yorkshire and Humber Institute of Technology
- Lincolnshire Institute of Technology
- The Royal Agricultural Society
- Landex
- Association of Colleges
- HEY Business, Growth and Skills Hub
- Lincolnshire Chamber of Commerce
- Hull and Humber Chamber of Commerce
- West & North Yorkshire Chamber of Commerce
- Lincolnshire Federation of Small Businesses
- Humber Principals' Group
- Federation of Lincolnshire Colleges
- York & North Yorkshire Principals
- Yorkshire Agricultural Society
- Lincolnshire Agricultural Society
- University of Hull
- University of Lincoln
- University of Huddersfield
- Lincoln Bishop University
- Royal Agricultural University
- UK Food Valley

## Key employer partners



## Contribution to National, Regional and Local Priorities

Bishop Burton College is a land-based specialist college with both campuses providing skills required nationally to secure the future workforce in agriculture, equestrian and animal care industries. We utilise our 800-acre farm at Bishop Burton campus, and the 500-acre Riseholme Park farm (in collaboration with Lincoln University) to ensure high quality education and training in these key areas. The College delivers 66 % of the land-based provision offered regionally.

We also use our space positively to offer a broader curriculum. Our Sports Academies offer significant enrichment opportunities to build resilience, tenacity and transferable skills in our students across all curriculum areas; and for many, the opportunity to progress into further study or work in sport or sport related industries. The level of competitive opportunities within the academy attracts students nationally, regionally and locally and brings close working relationships with both Hull City FC and Lincoln City FC, bringing industry engagement into the College. The Academies enable young people on sports talent pathways to undertake vocational education and training, at the same time as pursuing a high level of sports coaching and playing. Within the region, the College delivers 18 % of post-16 sport provision offered.

The College works with local businesses to offer apprenticeships which fill regional skills gaps in agriculture and horticulture. Key employer partners include butchery with Cranswick and land-based engineering with AGCO. The College also offers a range of courses in national skills priority sector areas such as health & social care and construction.

The College offers Education and Training at Level 4 and above to support the development of the local and regional workforce needs with higher level skills, to close the gap between the two regions and England.

As part of our commitment to accessibility, Bishop Burton and Riseholme College operate extensive free transport networks to allow students to travel to campus, recognising the barriers to education as a result of the rurality dispersed areas we serve.

We are dedicated to fostering independence and empowering our SEND students to secure sustained employment. By equipping them with the tools they need to succeed, we ensure that they not only gain confidence but also make a real economic contribution to their communities. Our programmes are designed to nurture every student's potential, helping them transition smoothly into the workforce and achieve long-term success.

## **Inclusive Mainstream Funding**

The College has been recently notified of funding related to inclusive mainstream education. Detailed planning on the utilisation of this funding will now commence, but will focus on the seven identified areas of best practice.

- ambitious leadership and governance that embed inclusion in planning
- evidence-based support prioritising early intervention
- high-quality, adaptive teaching
- accessible and enriching provision
- creating a safe and nurturing culture
- supporting and working with families in partnership
- creating inclusive environments with continuous improvements to accessibility.

## National Skills Priorities

The College has an important role to play in addressing priorities identified in the Industrial Strategy. Our specialist land-based status means we focus on identified specialisms.

Priority sector (IS8)	Our provision
Advanced Manufacturing	Agri-tech is identified as a frontier sector. Our provision across both Bishop Burton and Riseholme includes specific expertise in agri-tech, across further and higher education and specifically the Institutes of Technology. In 2025/26 we offered Skills Bootcamps in Agriculture, Species Identification and Butchery.
Creative Industries	We offer programmes in art and design and graphics including 3D Design, Textiles and Fashion Design, Games Design, Graphics and Illustration.
Defence	Food Security is an essential element of our agriculture and horticulture provision. We help learners understand where food comes from, how ecosystems support food production, and the importance of sustainable practices. Through activities such as gardening, harvesting, and studying local environments, students learn about nutrition, resource management, biodiversity, and community resilience in maintaining reliable food systems.
Digital and Technologies	All courses have embedded digital skills within the curriculum design, including the use of artificial intelligence as key transferable skills.
Financial Services	This is embedded in curriculum through business development modules as well as standalone business programmes. We offer full time and short courses including farm administration.
Life Sciences	Our focus on life sciences includes plants, animals, ecology, genetics, microbiology, and environmental science. A key connection is ecology, the branch of life sciences that examines interactions between organisms and their environment. We also support environmental stewardship by encouraging sustainable practices and conservation efforts.
Professional and Business Services	We deliver Level 2 and 3 programmes in Business and our T Level programme in Marketing launches in 2026. We offered Skills Bootcamps in Agricultural Management in Lincolnshire.
Clean Energy Industries	We teach skills in Retrofit within Construction disciplines. Our provision is also heavily focussed on sustainable farming.
Construction	We deliver construction training to 16-18 year olds, those aged 19+ and via apprenticeships at Bishop Burton College. Trades include brickwork and plastering.
Health	We offer Health and Social Care qualifications at both Bishop Burton College and Riseholme College.

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

The College has strong working relationships with other local providers through a number of initiatives.

### **Yorkshire and Humber IoT**

Bishop Burton College works closely with York College, Askham Bryan College, Selby College, Craven College, East Riding College, Scarborough TEC, Hull University and York St John University. Within the IoT partnership there are clearly defined roles and areas for delivery ensuring that Level 4 and above skills are delivered by specialist providers in the area, managing both the market share and quality of the provision. Bishop Burton is proud to continue its long heritage of delivering Agri-tech and Precision Farming within the IoT.

### **Lincolnshire IoT**

Riseholme College works with Boston College, DN Colleges Group, Grantham College, TEC Partnership, Lincoln College, Lincoln UTC and Lincoln University, providing Level 4 and above education and training in Food Production. This area is critical to regional economic growth.

### **Higher Education Institutions**

The College works to ensure strong progression routes into Level 4 and above where occupations are available within the specialist industries we serve. We currently work with Hull University, Lincoln University and the University of Huddersfield for a number of foundation, bachelor's and master's degrees to provide a comprehensive and complementary provision. The provision is offered across both campuses and complements the offer available in the wider skills delivery network whilst making best use of its excellent resources.

### **Other colleges**

The College has strong links with other colleges, working collaboratively through the Humber Principals' group, Lincolnshire Federation of Colleges and York, North Yorkshire and East Riding Principals Meeting. The College is also involved with regional Association of Colleges networks and Landex networks related to our specialist status.

## Review of Key Aims and Priorities for 2025/26

Key Aims and Priorities for 2024/25	Contribution towards National, Regional and Local Priorities for Learning and Skills	College Strategic Aim	Timescale	Progress during 2025/26
1. Ensure over 92% of students achieve a relevant and sustained positive destination in 2024/25	<p>Enable our students to succeed in their chosen technical or vocational studies, ensuring progression to Higher Education or filling skills gaps within our specialist sectors.</p> <p>Destination data to include analysis of industry sector and occupation, cross-referenced to the LSIP.</p>	Economy & Students	Jan 2026	Student positive destinations are measured using a combination of verified, external data and follow up surveys and results have been consistently above 95% for many years, demonstrating the effectiveness of provision at the College. 95.4% of our 2024/25 student cohort progressed to a positive destination, including 19% directly into employment, 16% into Higher Education and 4% into Apprenticeships. The majority of students progressed to a higher-level course within Further Education (48%).
2. Develop a viable offer at level 3 or within reformed level 2 curriculum for students not accessing a T level pathway (for 2026 implementation)	<p>Ensuring the students currently on smaller level 3 vocational and technical education courses, who will not transfer to T levels still have a viable route into work or higher levels of study in their chosen specialist areas.</p> <p>Alternative routes to provide access to occupations/skills shortages prioritised within the LSIP.</p>	Economy & Students	Sept 2026	The rollout of V Levels and the defunding of technical qualifications such as BTEC has been delayed. As a result, this is being kept under review and work is ongoing. The DfE have said there will be a rollout of V Levels from 2027/28 to 2030, we are monitoring the rollout timetable so appropriate changes to our offer are made in a timely way. The new Level 2 offer will be available from 2027, and the College will be offering Foundation Certificates and Occupational Certificates curriculum design will take place during 2026/27 academic year. In addition, we are engaging with Awarding Organisations and Ofqual on consultations of content and assessment for L2, L3 T Levels and L3 V Levels.
3. Drive curriculum towards systematic embedding of sustainability and exploit funding opportunities to reduce the carbon footprint of the College estate to achieve net zero by 2030	<p>Embed sustainability into work practices, utilising bespoke tools developed for Land-based industries and reviewing curriculum and specifications to ensure sustainability is part of the fabric of delivery.</p> <p>Access funding to enable a more sustainable estate and access cutting edge technology to reduce the carbon footprint of agriculture, sharing this practice with staff students and stakeholders.</p>	Economy, Students & Future	July 2026	<p>Relevant and appropriate sustainability has been embedded in every course at every level. For example, involvement in the Great British Bird Count and including livestock as part of the crop rotations on the commercial farm has supported students to develop knowledge of sustainability in relation to the working environment. In addition, enrichment activities, such as participation in the Planet Earth Games, have been successfully rolled out across the student body. We have become a fully approved signatory for Race to Zero. We have created a staff climate café.</p> <p>The College was highly commended in the Green Gown Awards for our Green Grounds Project - switching our grounds maintenance equipment from fossil fuels to electric: charged using renewable energy.</p>

Key Aims and Priorities for 2024/25	Contribution towards National, Regional and Local Priorities for Learning and Skills	College Strategic Aim	Timescale	Progress during 2025/26
<p>4. Review the Higher education offer ensuring this is fit for purpose (L4 and above academic qualifications and Higher-Level Apprenticeships)</p>	<p>Review the curriculum in preparation for the lifelong learning entitlement launching in 2026, developing higher technical qualifications and more flexible modes of study to ensure greater access to skills development as and when employees require them.</p> <p>This activity will address the need for more bite-size and modular provision aligned to key competencies as identified within the LSIP.</p>	<p>Economy &amp; Students</p>	<p>Sept 2026</p>	<p>A new Higher Education Strategy was approved by Curriculum and Quality Committee in February 2026. To systematically redevelop the entire HE portfolio, the College will implement:</p> <ol style="list-style-type: none"> <li>1. Phase 1 (2026): Scoping &amp; Partner Selection Review of validating partners, employer mapping, apprenticeship and HTQ scoping, and initial programme redevelopment planning. Page 136</li> <li>2. Phase 2 (2026–27): Programme Writing &amp; Validation Development of modular programmes, co-writing with employers, alignment to apprenticeship standards/PSRBs, and preparation for validation.</li> <li>3. Phase 3 (2027–28): Delivery &amp; Enhancement Launch of programmes in Animal, Conservation, Precision Agriculture and Land Management; expanded FE-to-HE progression and employer engagement.</li> <li>4. Phase 4 (2028–29): Sport &amp; Equine Enhancement Introduction of applied, advanced and industry-led modules and digital innovation.</li> <li>5. Phase 5 (2029–30): Floristry, Criminology, Early Years &amp; Emerging Areas Creative, entrepreneurial and CPD-focused programme expansion aligned to labour market intelligence.</li> </ol>
<p>5. Support and upskill staff to ensure our students are developing cutting-edge, industry relevant digital skills</p>	<p>A refreshed digital strategy which identifies emerging technologies within curriculum specialisms and provides a roadmap to upskilling staff, students and stakeholders to ensure they are at the forefront of technologic advances within their field.</p>	<p>Economy &amp; Students</p>	<p>July 2026</p>	<p>A new IT Strategy 2025–30 was approved by Corporation which incorporates and commits to identifying emerging technologies within curriculum specialisms. Digital workshops and bespoke training focussed on expanded use of AI and VR aimed at developing staff and student digital proficiency have already taken place and continue to be developed. Working groups are focussing on consistent adoption of best practice in digital teaching and back-office operations.</p>

Key Aims and Priorities for 2024/25	Contribution towards National, Regional and Local Priorities for Learning and Skills	College Strategic Aim	Timescale	Progress during 2025/26
6. Develop a qualification portfolio that meets the needs of local adult learners, in line with priorities outlined by the regional mayoral authorities	Course provision that enables adult learners locally to benefit from skills development to allow entry into the job market, or to change career.	Economy and Students	July 2026	<p>Comprehensive priorities for the new MCAs have not yet been shared. This task continues in advance of the full roll out of ASF devolution from September 2026.</p> <p>Delivery of four Skills Bootcamps was undertaken in 2026.</p> <ul style="list-style-type: none"> <li>• Greater Lincolnshire – Agricultural Engineering and Agricultural Business.</li> <li>• East Yorkshire – Butchery and Species Identification.</li> </ul> <p>All were developed as a result of engagement with local businesses.</p>
7. Enhance our offer for SEND students	Develop skills for independence and sustained employment, linked to our curriculum and Supported Internships	Students	July 2026	<p>The L1 curriculum pathways were reviewed and amended for 2025/26 to support progression to higher level courses by better preparing SEND students for exams and assessments.</p> <p>The new Level 1 stepping stone for maths and English delivery will be available from September 2027 which will strengthen progress for students starting their programmes at GCSE grade 2 or below.</p> <p>The rotations on our Supported Internship programme have been expanded to include opportunities to learn practical skills linked to Humberside Police’s emergency vehicles as well as office-based skills in procurement, HR and analytics.</p>

## Key Aims and Priorities for 2026/27

Key Aims and Priorities for 2026/27	Contribution towards National, Regional and Local Priorities	College Strategic Aim	Timescale
1. Develop a viable offer at level 3 or within reformed level 2 curriculum for students not accessing a T level pathway (for 2027 implementation)	Ensuring the students currently on smaller level 3 vocational and technical education courses, who will not transfer to T levels still have a viable route into work or higher levels of study in their chosen specialist areas. To design the Level 1 maths and English curriculum ready to deliver from September 2027 for those starting their FE journey with GCSE grade 2 or under. Design curriculum for foundation certificates and occupational certificates for early years practitioners and hospitality. Alternative routes to provide access to occupations/skills shortages prioritised within the LSIP.	Quality of Education Economy and Growth	July 2027
2. Expand Initial Teacher Training (ITT) to meet the challenge raised in both the HEY and Greater Lincolnshire LSIP	Registered ITT centre with DfE (levels 4 and 5). Develop Level 3 ITT curriculum and roll out to Riseholme to meet LSIP Education priority and GLCCA funding priority. Implement L5, 6 and 7 newly validated graduate and postgraduate ITT university programme. Focus on engagement with medium/large education employers.	Quality of Education Economy and Growth	July 2027
3. Explore the development of a portfolio that meets the needs of agricultural sector employers	Flexible and responsive employer-led programmes to meet sector demand. To include review of Animal Welfare and higher-level food safety.	Quality of Education Economy and Growth	July 2027
4. Explore new provision types	Commence delivery of Groundworks apprenticeship and explore plant machinery operations apprenticeships.	Quality of Education Economy and Growth	July 2027
5. Pro-actively engage with NEET cohort and ensure the curriculum and support offer is appropriate	Contribute to the reduction in NEET learners. Continue to focus on elective home educated learners.	Quality of Education Economy and Growth	July 2027
6. Introduce two additional T Levels	Introduce Horticulture and Marketing T Levels for 2026 entry	Quality of Education Economy and Growth	July 2027
7. Enable agricultural provision to keep pace with industry	Continue to engage with industry-leading employers to enable access for our students to learn and develop current and innovative practice. Enable staff to undertake continuous professional development with local and regional businesses including work placement opportunities to keep their industry knowledge current. Work with relevant awarding organisations to ensure agricultural courses are keeping pace with the sector. In particular, with regard to digital and sustainability skills.	Quality of Education Economy and Growth Sustainability and Environments	July 2027

Key Aims and Priorities for 2026/27	Contribution towards National, Regional and Local Priorities	College Strategic Aim	Timescale
8. Enable growth in construction	<p>Deliver planned growth in construction (plastering and brickwork) across full-time and apprenticeships to meet local and regional demand from employers.</p> <p>Invest in workshop facilities to increase floorspace and prepare students for sustained work.</p> <p>Explore apprenticeship units including permanent modular building assembly to meet local skills need.</p>	Quality of Education Economy and Growth	July 2027

## Local Needs Duty

The curriculum is required to serve a range of stakeholder within the context of the College's specialist Land-based status. This includes the needs of the communities we serve, Local Skills improvement Plan priorities in North Yorkshire, Hull and East Yorkshire and Greater Lincolnshire to reflect the skills priorities of the counties we serve.

The College will offer curriculum relevant to its mission and vision, informed by policy changes including Technical Occupational Qualifications, Level 2 and below qualification reform, the Learner Loan Entitlement and the opportunities and challenges this will present in terms of Higher Education delivery. We will continue to work with other key local providers to collectively review and prioritise our offer to ensure we meet the regions needs and serve our local communities.

A continuous cycle of qualification review between the College and its employers and other key stakeholders has resulted in a number of changes to qualifications offered by the College for 2026/27 ensuring defined pathways into jobs and higher education.

When planning for the curriculum offer in 2026/27, a key consideration has been on recruitment of 16-18 students studying in Subject Sector Area 3 (SSA3), i.e. in Land-based subjects.

Mayoral Combined Authorities are now in place in both Hull and East Yorkshire and Greater Lincolnshire with related devolution of Adult Skills Funding from August 2026. The College will continue to engage with both mayoral authorities to influence the development and funding of skills delivery for each area, whilst reviewing the curriculum offer to meet the needs of local communities.

The College will continue to engage with a wide range of employers within the local regions through a variety of methods to ensure the curriculum design and offer remains fit for purpose whilst utilising the College's specialist resources. The College has in place Skills and Employer Advisory Groups that meet termly at both Bishop Burton and Riseholme. The groups share intelligence and input on a wide variety of themes, including AI and digital skills, to allow the college to develop its curriculum and enrichment offer.

The oversight of the educational character of the College is the delegated responsibility of the Corporation's Curriculum and Quality Enhancement Committee. The Committee continues to develop its approach to oversight through presentations, challenge and discussion with key operational leads and informed discussion with stakeholders. The work of the Committee is, in turn, overseen and supported by upward reporting to the Corporation as a whole (including as part of the Strategic Sprint and Training Days) to ensure it continues to provide a strong contribution to skills needs.

## Hyperlink

This report is available at our website:

<https://www.bishopburton.ac.uk/about-us/our-values>

## Corporation Statement

We are committed to complying with our duty under a new section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as proposed in the Skills and Post-16 Education Bill 2022.


On behalf of the Bishop Burton College Corporation, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Chair of the Corporation by delegated authority on 7 July 2026.

Signed



Angela Moran, Chair of Governors

Date: 7 July 2026



Danny Metters, Principal & CEO

Date: 7 July 2026

### 8. Supporting Documentation

Greater Lincolnshire Collaborative Annual Accountability Statement (Appendix A)  
Hull & East Yorkshire Collaborative Annual Accountability Statement (Appendix B)



# Greater Lincolnshire Collaborative Accountability Statement



# Regional Collaboration Addresses Employment and Skills Needs

For many years, colleges and independent training providers within Greater Lincolnshire areas have collaborated on projects designed to meet the needs of local people and industry. The importance of collaborative working has long been recognised as a primary means of leveraging capital and revenue funding. This collective approach develops the advanced learning resources required to fuel the unique needs of the regional economy.

The Greater Lincolnshire region is home to a total resident population of approximately 1.12 million, with a core working-age group (aged 16–64) of 665,700. While urban hubs like Lincoln and Scunthorpe maintain a steady core of working-age residents, the wider county and coastal areas face a rapidly aging population. Over 23.6% of the regional population is currently aged 65 or over, which sits significantly higher than the national average.

The current employment rate in Greater Lincolnshire stands at 75.4% and is broadly the same as the East Midlands (75.2%) and England (75.8%).

However, coastal areas like Skegness and Mablethorpe suffer from severe seasonal employment fluctuations, transport barriers, and lower job density.

Greater Lincolnshire has a lower job density than the England average, indicating fewer jobs relative to its working-age population. North East Lincolnshire sits significantly below the national benchmark (around 0.70 compared to 0.87), while North Lincolnshire shows the strongest labour market balance within the area (around 0.76). This suggests that residents are more likely to commute to other areas for work, reflecting a reliance on employment opportunities outside the local economy.



Long-term  
collaborations leverage  
funding to build learning  
resources and meet  
local skills needs.

The regional business base spans approximately 40,560 enterprises across the combined area. The area is structurally driven by an exceptionally high proportion of micro-businesses and small businesses (98%) which account for the vast majority of the entire regional economy.

Wholesale and Retail Trade is the largest employment industry in Greater Lincolnshire, accounting for 71,000 jobs (15.8% of the workforce).

Greater Lincolnshire has a significantly higher proportion of Manufacturing jobs (14.1%) compared to England as a whole (7.2%).

The region lags behind the national average in high-tech and corporate sectors, particularly Information and Communication (1.4% vs 4.8%), Professional, Scientific and Technical activities (5.5% vs 9.7%) and Financial and Insurance activities (0.8% vs 3.4%).

However, the area has a greater concentration of Human Health and Social Work activities (15.7% vs 13.8%).

The area relies slightly more on part-time employment (32.6%) than the rest of England (30.4%).

Greater Lincolnshire supports a robust labour market of 515,000 people in active employment. 41% of all in employment are in SOC code 1-3. Nearly 24% fall in to: process, plant and machine operatives, and elementary occupations.

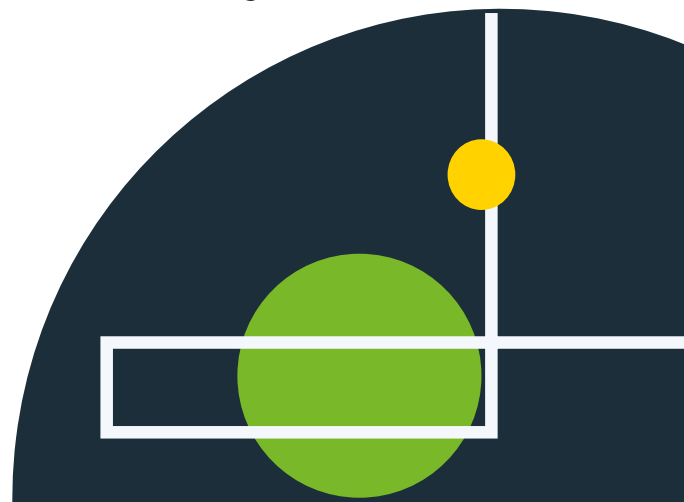


Greater Lincolnshire significantly trails behind both regional and national averages at higher education levels. Only 34.2% of its population holds a degree level or equivalent qualification, compared to 41.1% regionally and 48.0% nationally—a 13.8 percentage point deficit against England.

There is a mid-level attainment deficit for Level 3 and above where Greater Lincolnshire sits at 58.4%. This is notably lower than the East Midlands (63.7%) and England (68.7%).

The gap narrows significantly at foundational levels where Greater Lincolnshire (87.1%) is nearly identical to the East Midlands (87.7%) and closely tracks England (89.4%).

8.2% of the working-age population in Greater Lincolnshire holds no formal qualifications at all. This is higher than the regional average of 6.9% and the national average of 6.1%.



## The partners serving this region are:

- TEC Partnership
- Riseholme College
- CATCH
- DN Colleges Group
- Franklin Sixth Form College
- Lincoln College
- Boston College
- Grantham College
- John Leggott College
- Stamford College
- CATCH
- HETA

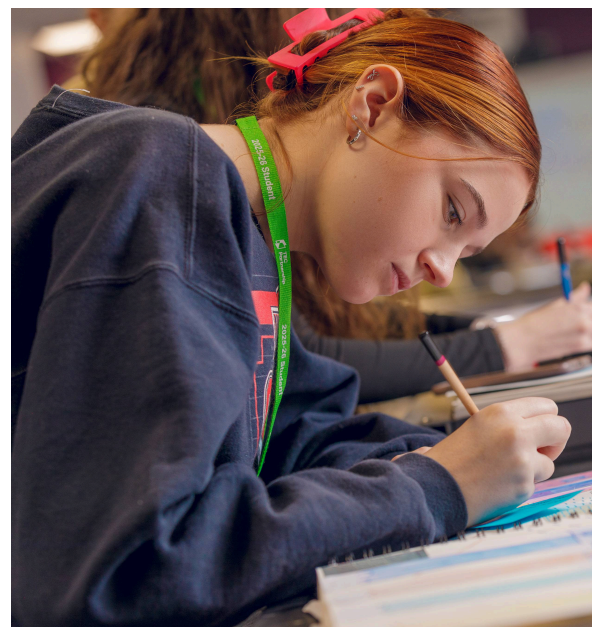


## Collaborative Projects

Over the past year colleges and providers in Greater Lincolnshire have continued to explore employer-driven collaborative project opportunities. A Collaborative Projects Group (Lincolnshire Colleges) has been established to maintain momentum.

In the last year, colleges have been working together on the replacement for the ESOL offer within the region in response to the policy shift by the Greater Lincolnshire Combined County Authority due to come in force from 2027.

Colleges are working together to design a new, integrated syllabus that merges English language development with functional employment literacy. The goal is to build an alternative framework before the 2027 change, ensuring that everyone, regardless of background, has access to essential communication skills.



# Local Skills Improvement Plan

The Local Skills Improvement Plan (LSIP)—delivered by the Federation of Small Businesses (FSB) in partnership with the Greater Lincolnshire Combined County Authority (GLCCA)—focuses on structural demands through to 2029.

The work is centred on three core strategic themes to bridge the gap between education and the local economy:

## Focusing on Priority Growth Sectors

Aligning training directly to agri-tech, clean energy/decarbonisation, advanced manufacturing, defence, and ports/logistics.

## Cultivating Essential Soft Skills

Eradicating the widespread struggle to recruit workers with adequate communication, teamwork, and localised resilience traits.

## Industry-Standard Instructor Knowledge

Ensuring technical tutors hold up-to-date industry experience to teach modern automation, robotics, and industrial digital systems.

# Lincolnshire Institute of Technology (LloT)

Founded in 2019, the LloT partnership has built on existing provision and strong employer relationships to continue to develop and deliver training and qualifications that meet regional needs.

College and training providers support the LloT STEM Challenge, which is an annual STEM event for Year 9 students across Greater Lincolnshire.



# HEYCA

# Accountability Statement



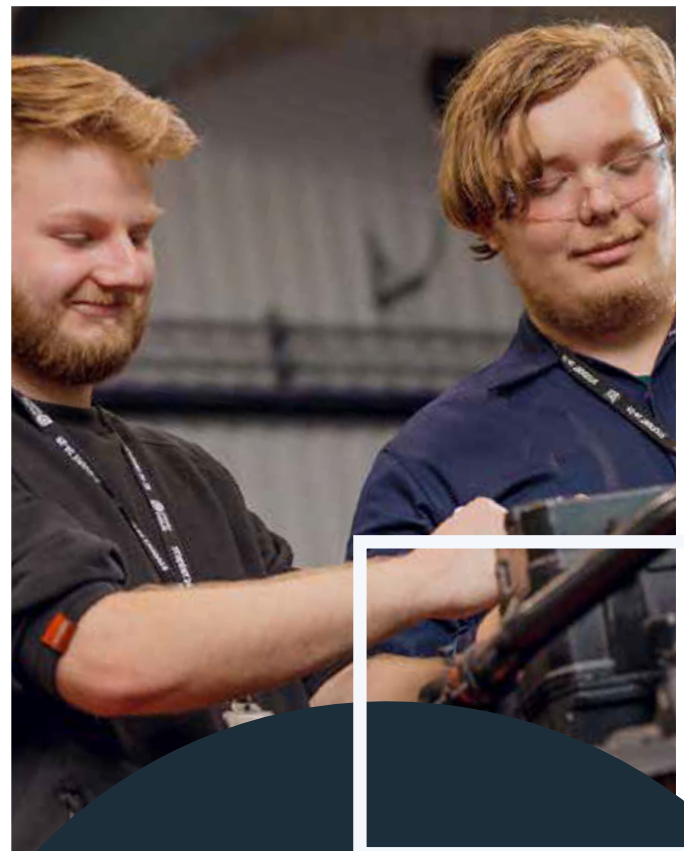
# Regional Collaboration Addresses Employment and Skills Needs

Colleges and independent training providers within the Hull and East Yorkshire area and wider Humber region have collaborated for many years on projects designed to meet the needs of local people and industry. The importance of collaborative working has long been recognised as a means of leveraging capital and revenue funding to develop the learning resources required to meet the skills needs of the regional economy.

The region is home to a total population of 631,285, with a core working-age group (16–64) of 381,436. While Kingston upon Hull maintains a younger demographic profile with 64.4% of its residents within the working-age bracket, the East Riding of Yorkshire faces a rapidly aging population, with over 27% of residents at retirement.

2025/26 employment rate in Hull and East Yorkshire is 71.8%, this is broadly the same as the wider Yorkshire and Humber area (73.2%) and 2% less than England.

Over the past five years, the region's overall employment rate has dipped slightly by 0.4%, contrasting with a modest 0.2% increase across the wider Yorkshire and the Humber area. However, this minor shift masks a stark economic difference between our two local authorities. While the East Riding successfully increased its employment rate by 1.4%, Hull faced tougher headwinds, suffering a significant 2.4% drop.



Long-term  
collaborations leverage  
funding to build learning  
resources and meet  
local skills needs.

Because employment across both England and the wider Yorkshire and Humber region has remained largely flat—fluctuating by less than 1%—East Riding’s growth underscores that Hull’s decline is not part of a broader macro-trend.

The regional business base has grown slightly to approximately 20,360 enterprises, with the proportional split and sector dominance remaining relatively consistent, however, Hull has gained 160 new enterprises over the last five years whereas East Riding has lost 80.

Hull now accounts for 31.9% of businesses (down from 32.5%), while the East Riding of accounts for 68.1% (up from 67.5%).

The area has a strong micro-business base (0-9 employees) these very small firms represent 87.7% of the entire regional economy (17,870 out of 20,365 enterprises).

Hull has seen the most aggressive growth in micro-businesses, with a 6.5% increase (330 new small firms) since 2020. Hull lost a small number of medium and large firms in the same period.

East Riding remains the volume leader but has been more stagnant in terms of new micro-business growth (only a 0.2% increase). However, it did see a 16.7% increase (+5) in large firms (250+ employees).

There are three dominant employment sectors with the regional economy:

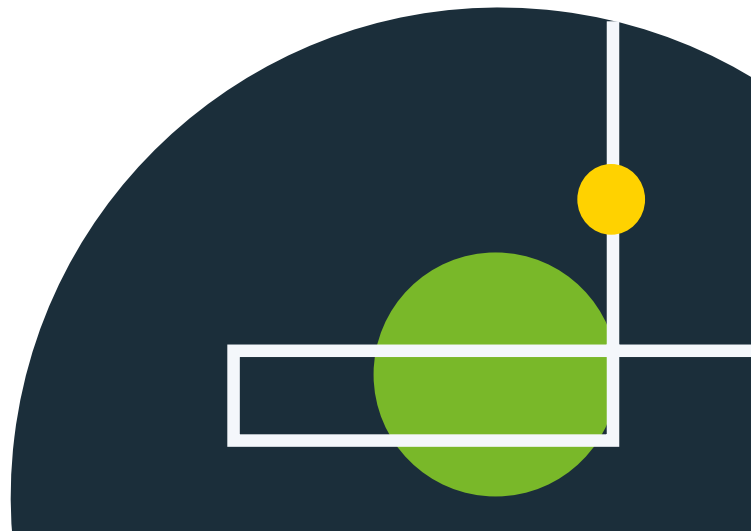
- With 21,000 jobs in Hull and 18,000 in the East Riding, the region employs 39,000 people in manufacturing (15.4%). This is significantly higher than the Great Britain average of 7.3%.



- Human Health & Social Work (14.6%) is a significant sector with 37,000 jobs reflecting the major hospitals and care infrastructure across the two authorities.
- Wholesale & Retail accounts for 38,000 jobs (15%).

Hull has a much higher proportion of Manufacturing (16.7% vs 14.1%) and Administrative Support (11.1% vs 4.7%). It is key for the region's processing and business support.

East Riding has a higher share of Professional, Scientific & Technical jobs (7.0% vs 4.8%) and Accommodation/Food Services (8.6% vs 5.6%), reflecting its stronger tourism and professional services base.



The combined region of Kingston upon Hull and the East Riding of Yorkshire supports a robust labour market of 254,000 employee jobs. The economy is characterised by a significant over-representation in Manufacturing, which accounts for 15.4% of all jobs—more than double the national average.

The region also boasts a strong public sector and retail backbone, with Health and Social Work and Wholesale/Retail providing a combined 75,000 roles. Employment is predominantly full-time (68.5%), though the East Riding maintains a slightly higher reliance on part-time roles (32.8%) compared to Hull (29.4%).

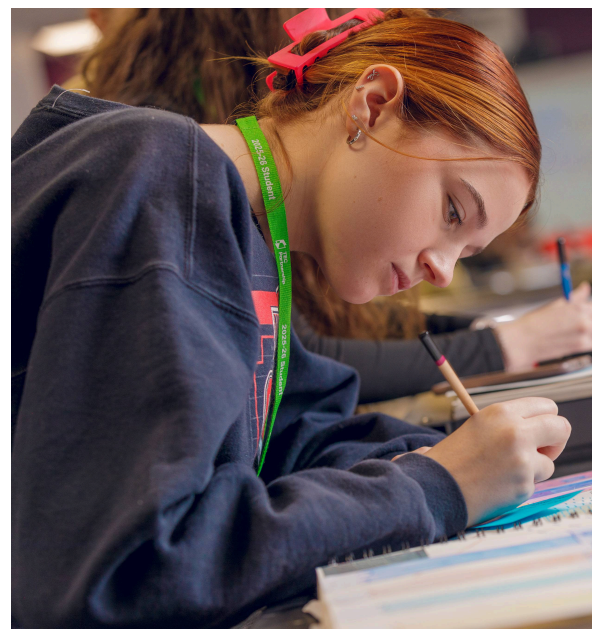
Educational attainment remains a key challenge for Hull; only 29.7% of Hull's working-age residents hold an NVQ4+ qualification, compared to 39.7% in the East Riding. Furthermore, 10% of Hull's population currently holds no formal qualifications, a figure that sits above both the regional and national averages.

At Level 3, only half of Hull's young people reach this standard by age 19, compared to nearly two-thirds in the East Riding and nationally.



### The partners serving this region are:

- TEC Partnership
- Bishop Burton College
- CATCH
- DN Colleges Group
- Franklin Sixth Form College
- HETA
- Hull College
- John Leggott College
- Wilberforce Sixth Form College
- Wyke Sixth Form College



## Collaborative Projects

Foundations Live - one day event promoting the range of careers within the construction industry, hosted by Bishop Burton College and supported by employers and colleges and independent training providers in the region.

Hull and East Riding Apprenticeships Expo hosted by Hull Training and Adult Education – an event demonstrating the scope and value of apprenticeships within the region, supported by colleges and independent training providers.

## Curriculum Development

Collaborative project working across the provider network has accelerated the development of a range of new provision designed to strengthen careers pathways and meet skills needs including Apprenticeships, T-Levels, Skills Bootcamps and Higher Technical Qualifications (HTQs). Much of this work is taken place in partnership with the Hull & East Yorkshire Business, Growth & Skills Hub.

## Local Skills Improvement Plan

The Local Skills Improvement Plan is being updated to align with the new Hull and East Yorkshire Combined Authority (HEYCA) and national changes in skills policy.

The new focus is on three central themes designed to bridge the gap between education and the local economy:

- Focusing on high-growth sectors like green energy, digital, and advanced manufacturing.
- Improving "soft skills" such as communication, teamwork, and resilience, which 75% of local employers currently report as a struggle to find.
- Ensuring teachers and trainers have the industry-standard knowledge to teach modern skills.

There are four areas for specific skills shortages that the LSIP will address:

- Building a workforce for the region's decarbonisation and "Net Zero" targets.
- Bridging the gap for the 68% of local employers who do not yet have a formal digital strategy.
- Addressing the needs of an aging regional population.
- Leveraging Hull's port infrastructure and transport links.

## Yorkshire and Humber Institute of Technology (YHloT)

Founded in 2019, the YHloT has provided funding to deliver higher technical qualifications in STEM-based occupations including Agri-tech, Engineering, Construction and Computing. Strategically aligned with colleges' universities and employers, the aim of the YHloT is to empower the region's businesses through the provision of higher-level skills training.

## Humber Principals Group

Currently chaired by Hull College, this group brings together all of the colleges in the Humber region to enhance and coordinate its approach to skills.

# Log On Move On (regional prospectus)

This is an ongoing collaborative project which publishes a shared digital prospectus for Hull and East Riding.

It is managed by East Riding of Yorkshire Council but utilised by all regional colleges and training providers. In the 2025/26 cycle, it has been updated to include a common application process, allowing students to apply to multiple providers across the region through a single portal, reducing the administrative burden on the learners.