



RUNSHAW COLLEGE
ANNUAL ACCOUNTABILITY STATEMENT

INSIDE COVER

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2. PURPOSE

2.1 ABOUT THE COLLEGE

Runshaw College is proud to be a **truly comprehensive tertiary college**, expertly serving the diverse needs of its local communities since 1974. The majority of young people in the area choose to continue their post-16 studies at Runshaw, and the sixth-form college has a long-standing local and national reputation for excellence. In addition, we offer high-quality education and training for apprentices and adult learners.

Runshaw provides excellent education for a wide range of learner profiles. For example:

- An academic school leaver with a clutch of Grade 9 GCSEs, aspiring to progress to Oxford or Cambridge Universities, or to prestigious courses such as Medicine, Dentistry or Veterinary Science
- An ambitious employee, taking an apprenticeship to combine learning and working, to fast-track your career path and achieve great results in your profession
- An adult returning to education, wanting to change direction by taking an Access course and then progress to university in order to move into a whole new career
- A creative school leaver with exceptional talents in the performing or visual arts, aspiring to progress to a prestigious conservatoire for the performing arts or to a specialist arts college
- An adult wanting to get on at work, by completing professional qualifications to stand out from the crowd and secure a promotion
- A school leaver on a journey to develop new skills and achieve advanced-level qualifications with support from specialist staff, perhaps over a number of years
- An adult with few formal qualifications, taking a bold step to gain qualifications that will lead to a secure job role or even simply to support children with their own maths and English
- Anyone in between ... aspiring to greater successes by learning skills and gaining qualifications that will serve you very well in your next steps and future goals

At Runshaw, we are proud of the successes of all our students.

- ❖ We are proud that 27 Runshaw students enrolled onto **Medicine, Dentistry or Veterinary Science** courses in September 2022, and 9 Runshaw students enrolled at **Oxford or Cambridge Universities** in September 2022.
- ❖ We are equally proud that 10 Runshaw students with EHCPs (Education Health & Care Plans) completed **Supported Internships** with Progress Housing in 2022, and progressed to high-quality employment as a result.

As a genuinely comprehensive and inclusive college, we are particularly proud of our high standards which result in exceptional student achievements. Runshaw College is one of the **largest providers of A Level courses** in the country, offering an extensive range of over 40 different subject options. A Level students have consistently achieved an average of a Grade B in their qualifications every year for more than 10 years, and there were more than 1000 A*-A grades awarded to Runshaw students in 2022. The sixth-form curriculum also includes a very broad range of vocational courses, from Entry Level to Level 3. Over 96% of our Vocational students progressed to their chosen university course, and we are particularly **proud to be recognised by the Department for Education (DfE) as among the top 5 colleges in the country for positive Level 3 progression**.

We continue to invest heavily in our facilities, so that our **learning environments are sector-leading**. We have a well-developed estates strategy, which includes plans for significant investment in the Leyland Campus, following the sale of our second campus on Euxton Lane. Our new Buttermere building, opened in January 2023, is the first major phase of these developments. Our new Health Science facilities are in development and will open in August 2023.

As we approach our 50th birthday, what has never changed at Runshaw is our **enduring focus on teaching, learning and the needs of our students**, which is always at the centre of everything we do. As a result, we have developed a national reputation for educational excellence and continue to build on this all the time.

2.2 OUR MISSION, VISION, VALUES AND STRATEGIC PLAN

<p>Mission</p>	<p>We believe education changes lives, so we put teaching and learning and the needs of our students first.</p>
<p>Vision</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>A GREAT PLACE TO STUDY</p> </div> <div style="text-align: center;">  <p>A GREAT PLACE TO WORK</p> </div> <div style="text-align: center;">  <p>A GREAT PLACE FOR PARTNERSHIPS AND COMMUNITY</p> </div> </div>
<p>Values</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>EXCELLENCE</p> </div> <div style="text-align: center;">  <p>ENJOYMENT</p> </div> <div style="text-align: center;">  <p>DEDICATION</p> </div> <div style="text-align: center;">  <p>RESPECT</p> </div> </div>

The college’s Strategic Plan for 2021-24 is available [online](#). It sets out 6 strategic priorities:



Quality – We prioritise exceptional teaching, learning, assessment and support for all learners, supported by outstanding facilities and technologies. We provide a high-quality and responsive curriculum that meets the needs and interests of our learners, employers and the wider community, and prepares people to become well-balanced, active, responsible and productive citizens.



People – We proactively nurture a diverse, vibrant and inclusive college community of staff and students, to create a positive, high-performing environment in which every person matters and everyone can flourish. We invest heavily in our staff through continued development and training so that colleagues can be highly-effective in their role and progress in their careers. We support every person’s wellbeing to ensure they have the resilience and confidence to overcome challenges and perform to the best of their ability.



Innovation – We thrive on continual improvement and staff feel secure taking risks, so that we are at the forefront of technological and pedagogical approaches to teaching, learning, assessment, support and underpinning services. We are proud to share our innovative practice and develop our reputation as a sector-leading college, leading and shaping the education and skills landscape.



Community – We proactively engage and build strong working partnerships with schools, employers, councils, professional associations and other strategic stakeholders, to ensure Runshaw College is central to the communities it serves. We cultivate these relationships so that we are a front-runner meeting local, regional and national skills priorities through an innovative, highly responsive and agile curriculum.



Sustainability – We take care to limit our environmental impact and make best use of natural resources by reducing our carbon footprint, improving resource efficiencies through recycling, setting energy targets, raising awareness and monitoring impact. We educate and support staff and students to make lasting changes to behaviour and working practices to proactively improve the local and wider environment and create a positive future.



Finance – We practise ethical and prudent financial management to ensure integrity, so that we retain strong financial health and the stability to invest in inspiring facilities and innovative education for all learners.

3. CONTEXT AND PLACE

3.1 LEARNER NUMBERS BY TYPE OF PROVISION

Learner numbers by Type of Provision:

Education Programmes for Young People:	Student Numbers
A Level - Year 1	1339
A Level - Year 2	1010
Foundation Studies (E1/E2)	14
Vocational Level 1 and E3	68
Vocational Level 2	286
Vocational Level 3 - Year 1	1177
Vocational Level 3 - Year 2	939
Total	4833

All other programmes:	Learner Numbers
Adult Learning Programmes	462
Apprenticeship Programmes	332
Total	794

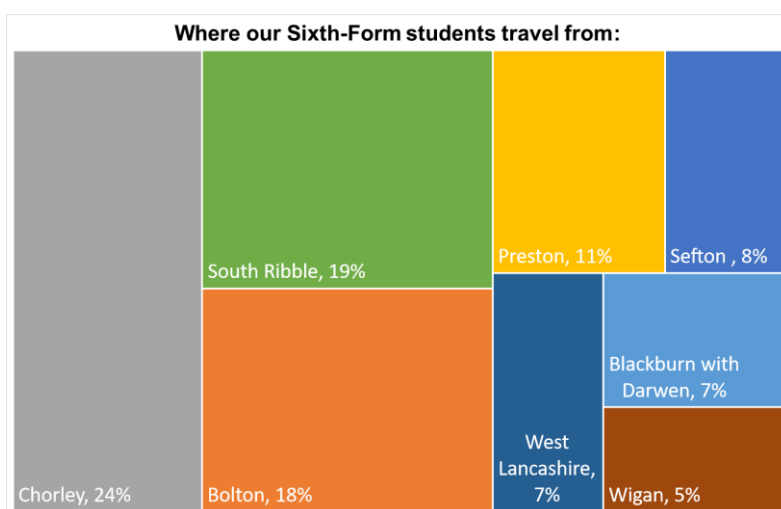
Over 70 Runshaw College students have an EHCP (Education Health and Care Plan) reflecting their additional assessed needs, and are supported appropriately to complete the full range of Vocational or A Level courses.

3.2 ABOUT THE LOCAL AREA AND TRAVEL TO LEARN PATTERNS

Runshaw College is based in Lancashire in the North West of England. Lancashire is one of the most diverse economic areas in the country, with no urban core but a polycentric set of towns and cities, rural and coastal areas, agricultural and industrial zones. With a population of 1.5m people, Lancashire’s 55,000 businesses generate 728,000 jobs across a range of important and future-facing sectors from manufacturing, health and tourism to cyber, digital and low carbon. The thriving £34bn economy is home to globally leading firms with sector/supply chain clusters including the fourth largest aerospace cluster in the world. There is a pan-Lancashire labour market, particularly for technical and professional roles while workforce is also imported from and exported to neighbouring areas including Greater Manchester, Cumbria and the Liverpool City Region.

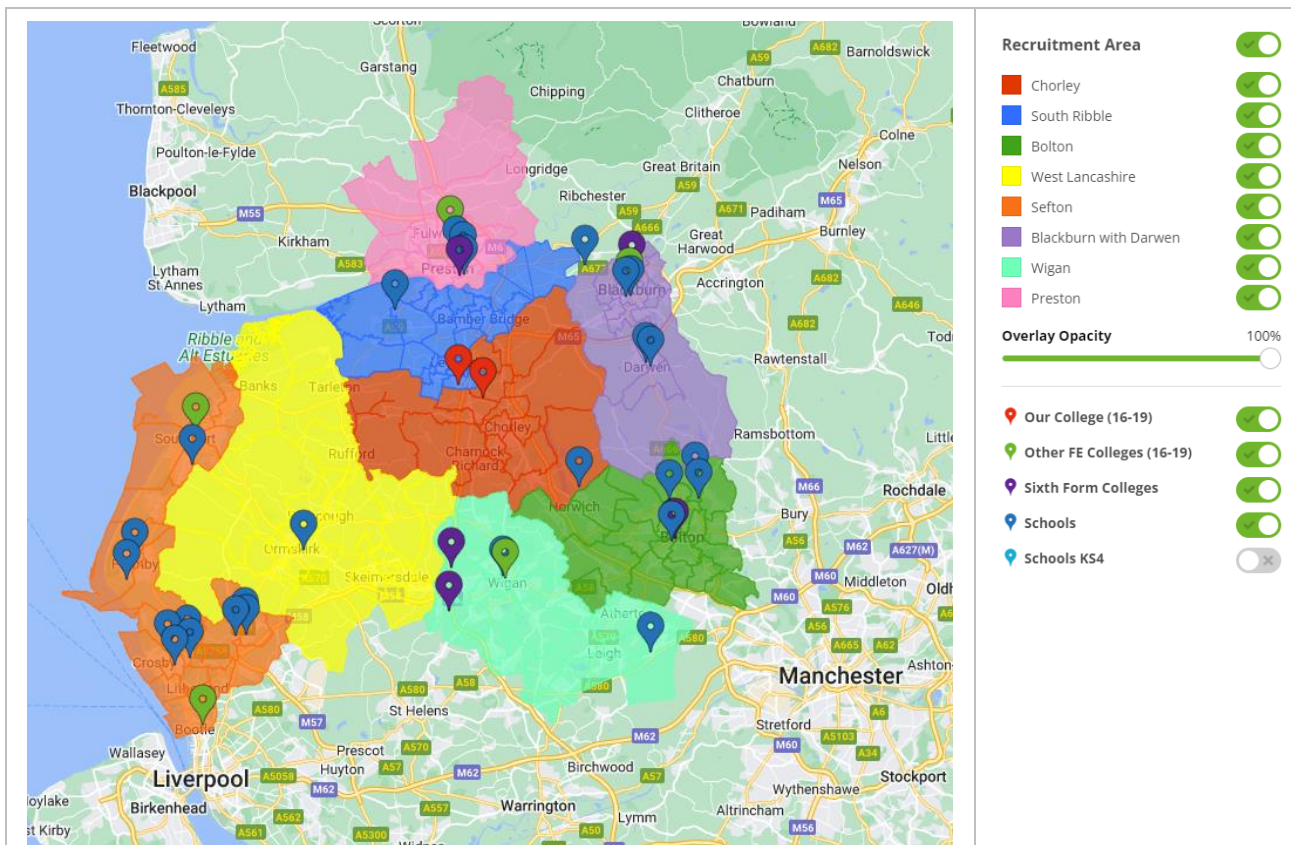
The [Lancashire 2050 Vision](#) has Employment and Skills as one of eight strategic priorities with an ambition to “support people to develop their skills throughout their lives and attract business to the county because of our highly skilled workforce”. The Local Skills Improvement Plan 2023 further develops that vision.

The main college campus is in Leyland, which is in South Ribble, very close to the border with Chorley. Because of our reputation for excellence, Runshaw College students travel from a wide geographic area including **Bolton, Preston, West Lancashire, Sefton, Blackburn and Wigan**, as well as the local areas of **Chorley and South Ribble**. As a result, our student body is extremely diverse and we are proud that **19%** of students at the college are from minority ethnic groups. This is higher than the proportion in Lancashire as a whole where the largest ethnic group is white (90%) and the black and minority ethnic group forms **10%** of the population. It is also much higher than the proportion of ethnic diversity in the local areas of South Ribble (at 4.2%) and Chorley (at 4.9%) (2011 census data).

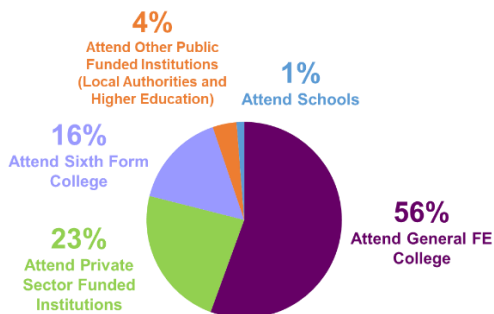


Equality, diversity and inclusion are at the heart of all aspects of the college’s work. Our students benefit from sharing their varied backgrounds and, while at the college, they form friendships for life.

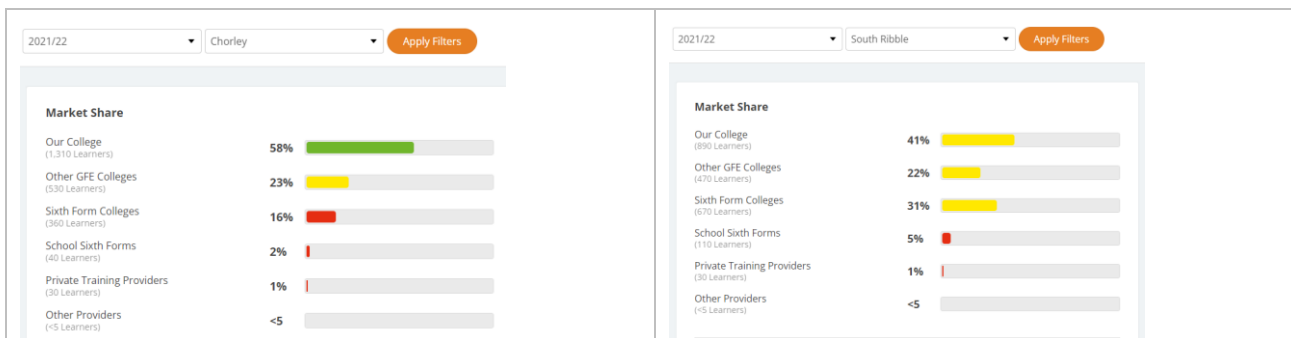
RECRUITMENT AREA AND MARKET SHARE



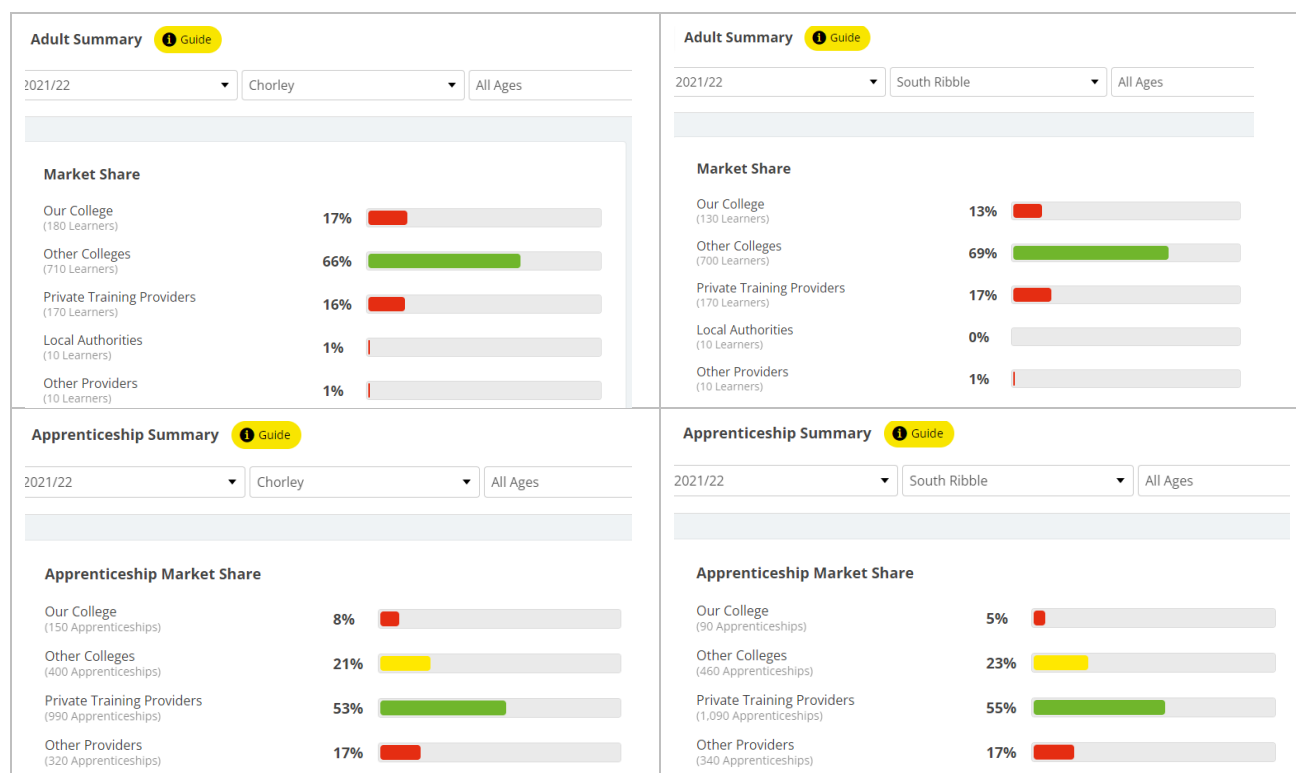
25,370 residents of the **Preston / Chorley / South Ribble** area are participating in Further Education (FE). Of these:



Runshaw College recruits the largest market share of 16-18 students from Chorley and South Ribble, as well as a significant proportion from Bolton, Preston, West Lancashire, Sefton, Blackburn and Wigan.



The market share of Adult Education students and Apprentices is much lower:



3.3 ECONOMIC AND SOCIAL CHARACTERISTICS OF THE AREA

EDUCATIONAL STANDARDS

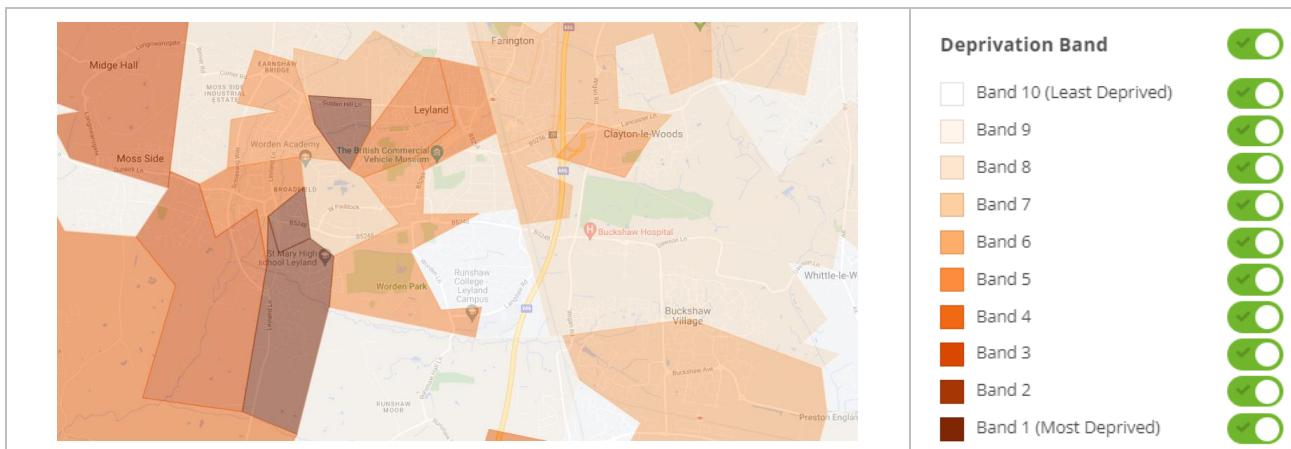
Educational standards are generally strong in the local area; with the majority of schools being Ofsted “Good” or “Outstanding”.

Chorley schools (67%, 4/6 are Good or better)							South Ribble schools (82%, 9/11 are Good or better)						
School Name	Provider Type	Sixth Form	School Capacity	Number Of Pupils	Percentage Free School Meals	OFSTED Rating	School Name	Provider Type	Sixth Form	School Capacity	Number Of Pupils	Percentage Free School Meals	OFSTED Rating
Rivington and Blackrod High School	Academy converter	Has a sixth form	1,888	1,574	23.7	Requires improvement	Penwortham Priory Academy	Academy converter	Does not have a sixth form	1,152	797	24.7	Good
St Michael's Church of England High School	Academy converter	Does not have a sixth form	1,125	1,124	2.9		Hutton Church of England Grammar School	Voluntary aided school	Has a sixth form	1,008	879	9.6	Good
Farklands High School	Academy converter	Does not have a sixth form	1,116	1,088	21.6	Good	Balshaw's Church of England High School	Voluntary controlled school	Does not have a sixth form	925	918	11.1	Outstanding
Southlands High School	Academy converter	Does not have a sixth form	1,050	932	26.8	Requires improvement	All Hallows Catholic High School	Voluntary aided school	Does not have a sixth form	890	893	5.8	Outstanding
Holy Cross Catholic High School	Voluntary aided school	Does not have a sixth form	975	974	11.5	Good	Wellfield Academy	Community school	Does not have a sixth form	834	329	30.7	Requires improvement
Bishop Rawstorne Church of England Academy	Academy converter	Does not have a sixth form	930	956	5	Good	St Mary's Catholic High School	Voluntary aided school	Does not have a sixth form	830	769	22	Good
Albany Academy	Academy converter	Does not have a sixth form	756	720	21.8	Good	Lostock Hall Academy	Academy converter	Does not have a sixth form	800	701	12.8	Good
							Brownedge St Mary's Catholic High School	Voluntary aided school	Does not have a sixth form	800	758	24.7	Good
							Walton-Le-Dale High School	Community school	Does not have a sixth form	785	774	27.5	Requires improvement
							Penwortham Girls' High School	Community school	Does not have a sixth form	775	787	13	Outstanding
							Academy@Warden	Academy converter	Does not have a sixth form	590	533	28.9	Good

DEPRIVATION / INDEX OF MULTIPLE DEPRIVATION

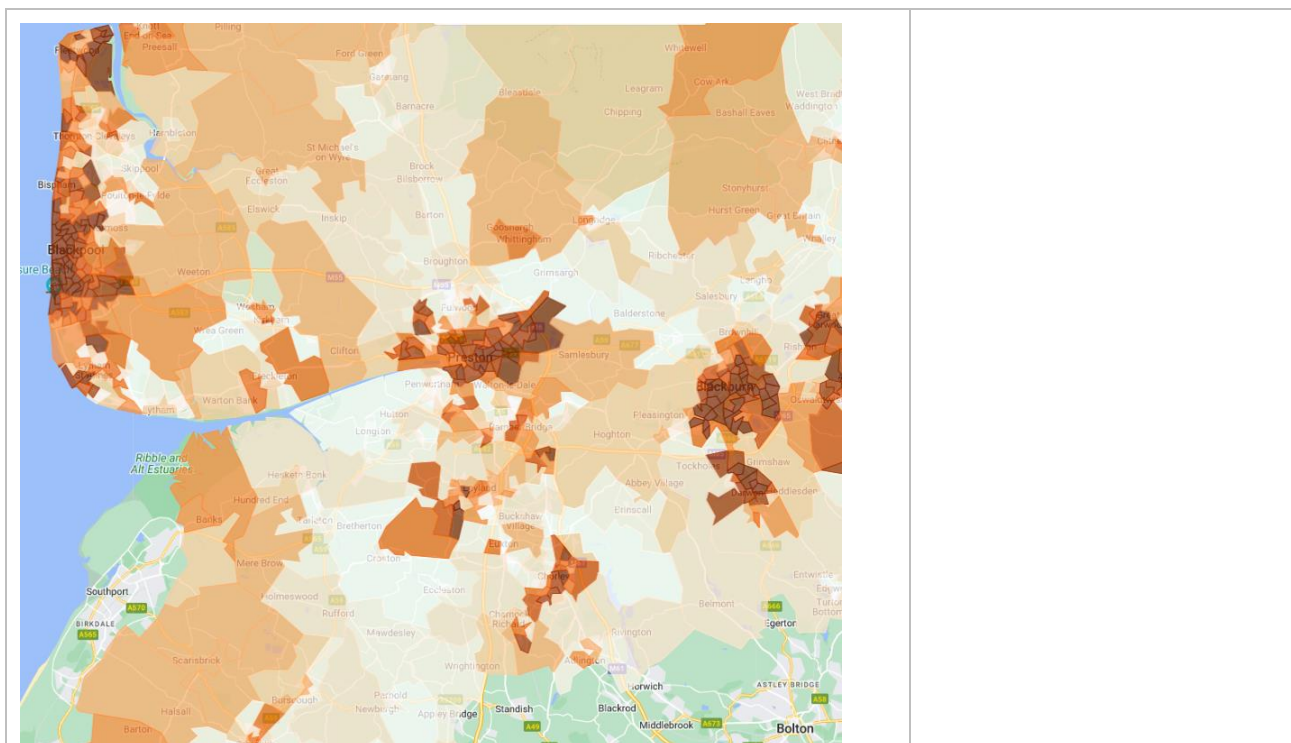
The college’s catchment area is extremely economically diverse.

The area directly surrounding the college is IMD Band 5. There are Band 1 areas very close by, but also Band 10 areas.



The Runshaw College catchment area includes Bolton, Preston, West Lancashire, Sefton, Blackburn and Wigan, as well as the local areas of Chorley and South Ribble.

As the heatmap shows, the areas of Blackburn, Darwen, Preston and some of Chorley are among the most deprived in the country.



4. APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

In the process of identifying the college's key priorities and target outcomes, we have worked in close partnership with The Lancashire Colleges and Employer Representative Bodies (ERBs) as follows:

4.1 PROVIDERS IN THE LOCAL AREA : THE LANCASHIRE COLLEGES

Runshaw College recognises the value of working with other education and skills providers in Central Lancashire and the wider area to review how well our provision is collectively meeting local needs. Our shared ambition is to ensure that together we deliver a curriculum that serves the local community while building on individual strengths and specialisms to maximise collective impact and meet business needs.

The College is part of The Lancashire Colleges group (TLC); a collaborative network that we have invested in for over 25 years. TLC includes all of the Further Education and Sixth Form Colleges in the area including a specialist college and represents the diversity of the sector as a whole.

Most recently, through a Strategic Development Pilot and Phase 2 programme, Runshaw College has proactively worked with its neighbours, investing in a network of industry-standard education and training spaces, building on our specialisms and collaborating to develop new courses and curriculum that align with business needs. Through communities of practice and investment in joint CPD we have been able to jointly meet challenges and build on best practice to ensure our teaching remains high quality and keeps pace with technological and other developments.

TLC acts as an advocate and voice for the sector locally and works closely with key stakeholders including the Chambers of Commerce, Local Authorities and the LEP to drive recognition of the collective offer of its members and gather intelligence about emerging skills needs. TLC has been influential, informing and shaping the Lancashire LSIP and the College has actively engaged with our ERB helping them to engage local employers, capture intelligence and understand current and emerging skills needs. This will act as a catalyst for further curriculum changes and adaptations to provision planned for the coming year.

Through TLC we have a successful track-record of working collectively and collaboratively to improve quality, enhance the curriculum and deliver programmes that respond to business and community needs. For example:

- **9,000 Businesses Supported** - Lancashire's colleges have extensive networks of public and private sector partners and currently work with 9,000 businesses, supporting their staff in apprenticeships and other training. Lancashire's colleges achieve above average scores for employer satisfaction.
- **£288 million** - With a combined turnover of almost £288 million, Lancashire's colleges are major employers in their own rights, employing around 6,000 people, making a significant contribution to the local economy.
- **£1 = £15** - For every pound of government funding invested, Lancashire's colleges deliver over £15 in economic benefits over their students' lifetime, a substantial return.
- **82,000 Young and Adult Learners** - Lancashire's colleges provide education and training to over 82,000 young and adult learners each year from entry level to postgraduate and across a spectrum from the most disadvantaged to the most able.
- **£13 million external funding** – TLC has secured over £13 million of external funding in 2021/22 for the benefit of Lancashire.

We will continue to work with our neighbours in Lancashire, supporting our Governing Body to effectively discharge its duty to review provision in the local area. We will, through TLC, enhance the collective understanding of how well college provision meets local needs and develop a shared evidence base to assist Governing Bodies in identifying strengths and specialisms within Lancashire. We will work towards the development of a shared action plan and consider what actions the colleges might take, individually or collectively, in order to better meet identified local needs.

4.2 NORTH & WESTERN LANCASHIRE CHAMBER OF COMMERCE

Runshaw College works in close partnership with the [North & Western Lancashire Chamber of Commerce](#), which is the [Employer Representative Body](#) responsible for the Lancashire Local Skills Improvement Plan. The North & Western Lancashire Chamber of Commerce is an independent membership organisation who support, grow and represent over 1,600 businesses in Lancashire and drive the economic wellbeing of the county. The chamber is part of the British Chambers of Commerce (BCC) which represents 75,000 businesses in the UK, employing over five million people. Members range from large organisations with over 300 employees to early-stage businesses. It is also part of a global network of Chambers operating in all major industrial nations.

LOCAL SKILLS IMPROVEMENT PLAN

The Lancashire Colleges collaborated on the [Local Skills Improvement Plan](#) pathfinder project for Lancashire, delivered by the Chambers of Commerce as the ERBs. The LSIP worked closely with employers and providers to help develop a greater understanding of what employers require from the skills system. The pathfinder [Local Skills Improvement Plan](#) was published in March 2022 and includes a “Roadmap for change delivery” with 10 “Key actions for local change”.

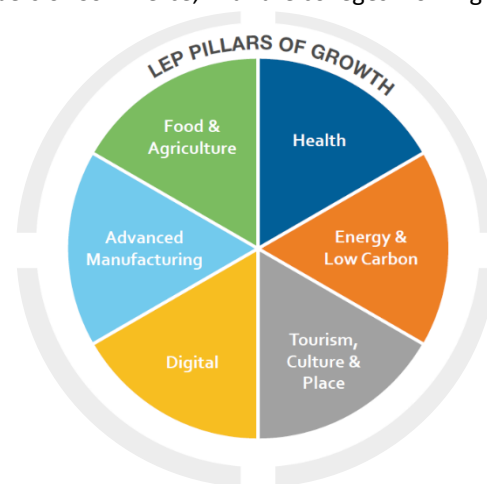
The [LSIP Emerging Priorities](#) were published in March 2023, and include the priority skills areas listed in Section 5. During the next phase, the LSIP will continue to work closely with providers to improve collaboration between them and employers, to increase awareness of available training among employers, improve transparency of the skills system, and to support funding applications for programmes responding to employer needs.

Due to the broad catchment area for the college, Runshaw prepares students to meet the skills needs of multiple LSIPs, as well as local and national priorities. As these develop, we will respond to any additional regional skills needs that are identified.

4.3 LANCASHIRE LOCAL ENTERPRISE PARTNERSHIP (LEP)

There is a strong partnership approach in Lancashire with The Lancashire Colleges (TLC) group working in partnership with the LEP, the Lancashire Local Authorities, the Skills Hub and the Chambers of Commerce, with the colleges working collegiately to solve the skills challenges in the local economy.

Runshaw College works closely with the [Lancashire Local Enterprise Partnership \(LEP\)](#) to deliver the identified pillars of growth for the region. The Lancashire Enterprise Partnership (LEP) is a strategic collaboration between business, universities and local councils which directs economic growth and drives job creation. The LEP was formed in 2011 to make Lancashire the location for business growth and inward investment. Since then, it has played a crucial role in coordinating the county’s economic priorities.



The [Lancashire Skills and Employment Board](#) brings together industry and education, skills and employment providers and local authorities, and is responsible for driving forward the employment and skills theme in the locality. The board feeds into both the board of the Lancashire LEP and the Local Authorities Lancashire Leaders group, giving both an economic and inclusive lens to the priorities which are articulated in the local skills strategy, the [Lancashire Skills and Employment Strategic Framework](#). The framework is underpinned by a robust evidence base of local labour market intelligence which is shared with the colleges to inform curriculum planning, this includes government data sets as well as novel data such as real time insights into vacancies and LinkedIn profiles. The Lancashire Skills and Employment Hub, the strategic body which supports the work of the board, are working in partnership with the Chambers of Commerce who are leading on the Local Skills Improvement Plan, so that the LSIP adds value to existing intelligence, providing additional insights from employers directly.

5. CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES

5.1 IDENTIFIED NATIONAL AND LOCAL PRIORITIES

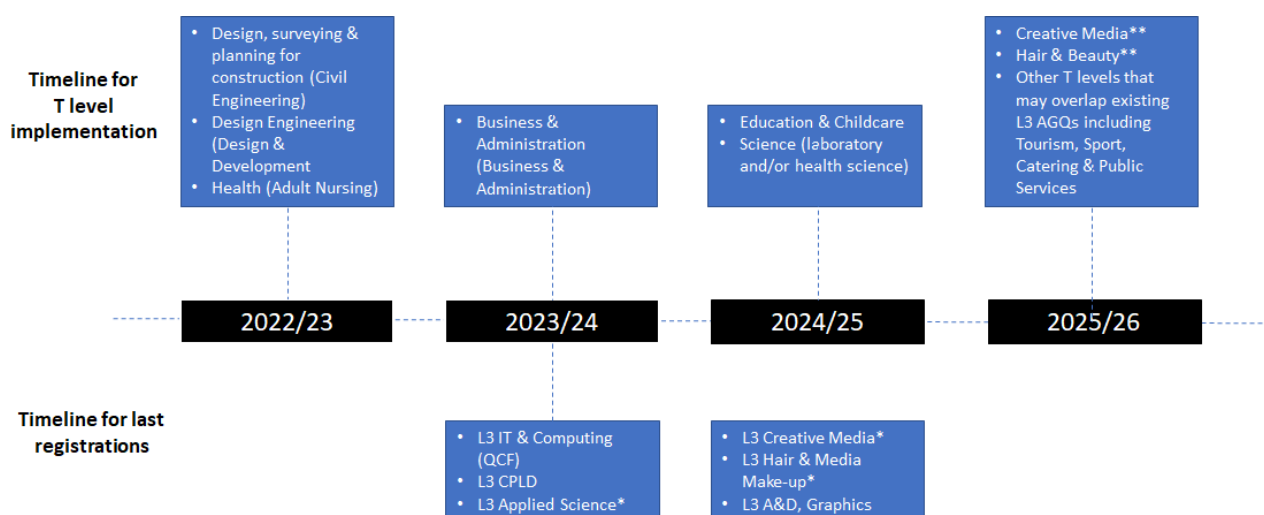
The following priority areas have been identified in the published National Skills Priorities and the Regional / Local Priorities from the LSIP.

The [LSIP Emerging Priorities](#) were published in March 2023, and include the priority skills areas listed below. Common across all sectors were concerns among employers about employability skills and getting people with the ‘right attitude’ to work and learning. The report also identified issues that many smaller companies are not sure how the move to net zero and digital transformation are going to impact their work, jobs and the skills needed to support them; supporting employers to understand and plan in these areas will be crucial.

National Skills Priorities:	Local Skills Improvement Plan (LSIP) Priorities:
<ul style="list-style-type: none"> ▪ Construction ▪ Manufacturing ▪ Digital and Technology ▪ Health and Social Care ▪ Haulage and Logistics ▪ Engineering ▪ Science and Mathematics 	<ul style="list-style-type: none"> ▪ Manufacturing & Engineering ▪ Construction ▪ Health & Social Care ▪ Transport & Distribution ▪ Hospitality, Leisure & Tourism ▪ IT & Digital ▪ Farming & Agriculture ▪ Employability Skills

5.2 T LEVEL STRATEGY

To meet skills priorities; Runshaw College is introducing T Levels in all relevant curriculum areas, as per the timeline below:



* Potentially in scope but not confirmed yet

** Specification have not been released yet, so ‘overlap’ is difficult to determine

5.3 RUNSHAW COLLEGE'S CONTRIBUTION TO MEETING SKILLS NEEDS

Runshaw College leaders and managers **engage very effectively with employers and other relevant stakeholders** to understand the skills needs of the local, regional and national economy, and plan their curriculum accordingly. A few examples are as follows:

- the college has introduced Employer Partnership Boards (EPBs) in 7 sector areas and has plans to expand this further. These groups of employers meet regularly and are instrumental in planning the curriculum.
- the Principal schedules regular meetings with the CEOs/MDs of a wide range of local employers, to ensure the most effective partnership working between the college and industry.
- the Principal is a member of the Chorley & South Ribble Partnership Executive Board, which meets regularly to determine strategic priorities for the region.
- the Principal is a Director of The Lancashire Colleges group, which is working collaboratively with the North & Western Lancashire Chamber of Commerce on the Local Skills Improvement Plan for Lancashire, via Strategic Development Fund projects.
- the Principal meets regularly with the Lancashire Local Enterprise Partnership (LEP) to discuss labour market intelligence and strategic planning for the skills talent pipeline.

Leaders and managers involve employers and other relevant stakeholders **very effectively in the design and implementation of the curriculum** to prepare students for future education, employment or work. Heads of School and course leaders regularly meet with employers via the EPBs to co-create the curriculum. For example:

- Public Services have established extremely effective links with Lancashire Police, Lancashire Fire and Rescue, HMP Garth, HMP Wymott, Citizens' Advice, Chorley and South Ribble Council and British Armed Forces. These employers have been instrumental in co-creating the curriculum, for example by introducing modules on cyber-crime.
- Graphic Design students run an industry-standard graphics studio, "Studio 22", which works on live brief projects for a wide range of stakeholders.
- Runshaw College is the Lancashire lead for the "Centre Of Digital Excellence" (CODE), working in close partnership with employers in the region, to meet priority digital skills needs.
- Runshaw College is the Lancashire lead for a project entitled "A sustainable curriculum for Lancashire", working across all Lancashire colleges to ensure the future workforce is well equipped for the green jobs of the future.

5.4 RUNSHAW COLLEGE'S CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

Runshaw College completes a robust curriculum planning process on an annual cycle. Planned learner enrolments are based on historic retention and progression trends, along with local market intelligence from our partner high schools and partner employers. As such, we can have confidence in achieving the planned learner enrolments listed below.

Priority Areas:	Learner enrolments in linked subjects and programmes (2022 to 2023)*	Planned learner enrolments in linked subjects and programmes (2023 to 2024)	Difference	Notes (refers to SSA Tier 2):
Science and Mathematics	3684	4369	↑ 685	Includes: Science, Mathematics and Statistics
Manufacturing	175	177	↑ 2	Manufacturing Technologies only
Engineering	317	293	↓ -24	Engineering only (decline is L3 BTEC)
Health and Social Care	460	501	↑ 41	Includes: Health and Social Care; Nursing and Subjects and Vocations Allied to Medicine; Child Development and Well Being
Hospitality, Leisure & Tourism	438	474	↑ 36	Includes: Travel and Tourism; Sport, Leisure and Recreation; Hospitality and Catering
IT, Digital and Technology	304	378	↑ 74	Includes: ICT Practitioners and ICT for Users
Employability Skills	4499	4700	↑ 201	All Education Programmes for Young People at Runshaw College include Employability studies
Construction	0	0	0	Collaboration with The Lancashire Colleges to ensure this priority is addressed.
Haulage and Logistics / Transport & Distribution	0	0	0	Collaboration with The Lancashire Colleges to ensure this priority is addressed.
Farming & Agriculture	0	0	0	Collaboration with The Lancashire Colleges to ensure this priority is addressed.

*Numbers correct at time of writing in May 2023

5.5 RELEVANT STRATEGIC OBJECTIVES FOR 2023-24

The success criteria and association action plan for the following objectives are set out in the Runshaw College Strategic Plan 2023-24, on our website.

The Strategic Planning cycle is such that the approved version of the Strategic Plan 2023-24 is published in July 2023.

Strategic Plan Reference	Objective	Priority	Planned Completion Date
Quality 1	1) Continue to improve the Quality of Education : ensuring Outstanding in all areas	High	February 2024
Quality 2	2) Secure the college's position as a beacon of academic and technical excellence	High	February 2024
Quality 3	3) Ensure all students benefit from Runshaw Mindset strategies (motivation and learning to learn)	High	September 2023
Innovation 1	4) Clarify how all curriculum meets Skills Needs : increase industry updating for teaching staff and improve understanding of curriculum intent	High	October 2023
Sustainability 3	5) Further embed the sustainability curriculum within enrichment, careers and Horizons activities	Medium	March 2024
Community 1	6) Further develop and build upon the impact of the Employer Partnership Boards, including exploration of partnership working models observed in The Netherlands	Medium	July 2024
Community 2	7) Further develop our Adult Education / Apprenticeships offer, including a pathways approach and potential for high-quality partnerships for recruitment and delivery	Medium	July 2024
Community 3	8) Build upon the college's collaborative partnerships with local stakeholders including the Local Skills Improvement Plan (LSIP) and Lancashire County Council (priority to reduce NEET)	High	July 2024
Curriculum Plan	9) Continue the successful introduction of T Levels in a range of curriculum areas, as per the T Level strategy	High	October 2023

6. CORPORATION STATEMENT AND WEB LINK



The Corporation (Governing Body) of Runshaw College is committed to complying with Section 52B of the [Further and Higher Education Act 1992](#) , which places a duty on governing bodies of institutions in the further education sector to review how well the education or training provided by the institution meets local needs.

In carrying out this review, the Corporation has regard to the statutory guidance. As such:

- the Corporation will undertake a review at least every three years, or when a new LSIP is published, if earlier.
- the Corporation will collaborate with other governing bodies also serving the area.
- the Corporation will consider any actions that might be taken to better meet local needs, in particular to better ensure learners have the skills needed to secure suitable employment.

The outcome of the review is reflected in this Accountability Statement, which is published on the college website under “Accountability”. [Accountability — Runshaw College](#)

This Accountability Statement is approved by the Corporation Board.

Signed on behalf of the Corporation:	Name and Position:	Date:
	Warren Middleton (Chair of Governors)	Thursday 18 th May 2023
	Clare Russell (Principal & CEO)	Thursday 18 th May 2023

7. SUPPORTING DOCUMENTATION

The following documents will be relevant, in support of this Accountability Statement:

- [Lancashire Local Skills Improvement Plan \(lancashirelsip.co.uk\)](#)
- Department for Education statutory guidance : “**Review how well the education or training provided meets local needs**”. [Review of education or training in relation to local needs - GOV.UK \(www.gov.uk\)](#)
- ESFA guidance : “**Accountability agreements for 2023 to 2024**”. [ESFA college and local authority accountability agreements - GOV.UK \(www.gov.uk\)](#)
- Ofsted guidance : “**Relevant Extracts Relating to the new “Skills Needs” Aspects of the EIF**”. [Further education and skills handbook - GOV.UK \(www.gov.uk\)](#)
- [Accountability : Annual Financial Statements — Runshaw College](#)
- [Runshaw College – Ofsted Inspection Report](#)
- [Strategic Plan 2021-24 — Runshaw College](#)

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