

Annual

Accountability

Statement

2026-27



RUNSHAW COLLEGE

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Our Purpose

Our Mission, Vision & Values

Mission

We believe exceptional education changes lives, so we put teaching, learning and the needs of our students first.

Vision



A GREAT PLACE
TO STUDY



A GREAT PLACE
TO WORK



A GREAT PLACE
FOR PARTNERSHIPS

Values



EXCELLENCE



DEDICATION



RESPECT



FULFILMENT

[View our Strategic Plan for 2024-27](#)

Our Strategic Priorities

Quality & Curriculum



People & Culture



Innovation & Technology



Facilities & Sustainability



Student Recruitment & Retention



About Runshaw College



Established in 1974, Runshaw College has grown from its origins as a small sixth-form college for two local high schools to a strategically important tertiary institution, renowned locally and nationally for its excellence in education. Having recently celebrated our 50th anniversary, we remain deeply committed to providing a broad range of academic, vocational, adult learning and apprenticeship programmes. Our provision serves the diverse needs of our local communities and beyond, ensuring all learners have access to opportunities that enable them to achieve their fullest potential.

At Runshaw, we are proud to deliver education that supports a wide variety of learner profiles, from school leavers aspiring to top universities, to adults seeking to enhance their careers or change direction, and apprentices developing practical skills in real-world environments. Our focus on providing high-quality education and exceptional support ensures that every learner, regardless of background or ambition, has the opportunities they need to succeed.

In line with our strategic objectives and the Local Needs Duty, we are committed to responding to local, regional and national skills priorities. We work closely with local employers, partners and stakeholders to ensure our courses align with the skills requirements of the workforce, from entry-level qualifications to professional certifications. This includes our continued engagement with the Local Skills Improvement Plan for Lancashire, ensuring our provision addresses both current and future needs in key sectors.

As we look to the future, our focus remains on high-quality teaching and learning, always centred around the needs of our learners. We will continue to evolve our curriculum in response to changes in the educational landscape, ensuring that our qualifications remain relevant, flexible and aligned with national policy shifts, such as the introduction of V Levels and the further expansion of lifelong learning opportunities.

With a reputation for excellence that has been built over five decades, Runshaw College is committed to shaping the future of education in our region and beyond, ensuring that our learners are prepared for successful careers and enriched lives.



Context and Place

The Communities We Serve

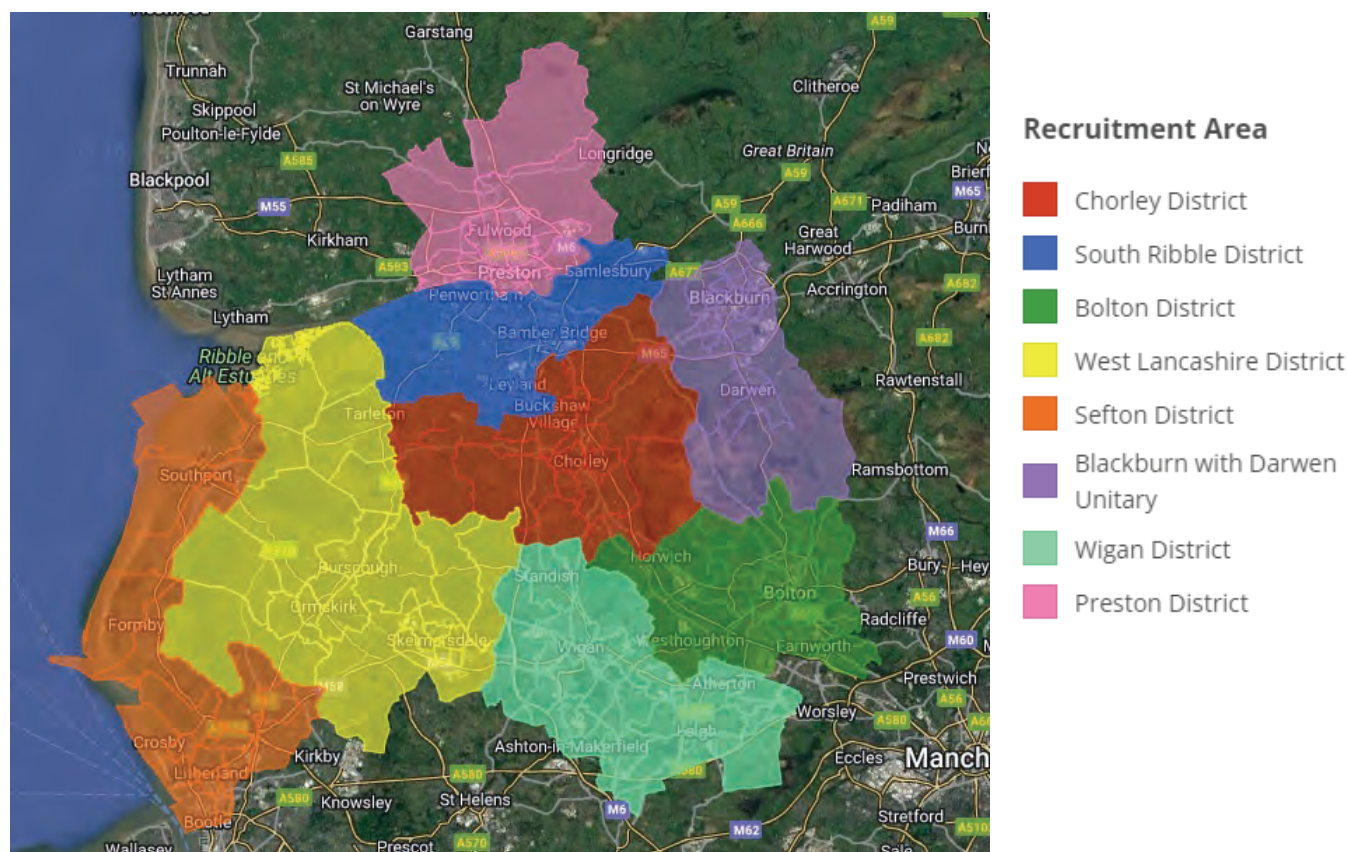
Runshaw College is located in South Ribble, Lancashire, in the North West of England, situated just beyond the border with Chorley. The college serves a broad and diverse population across eight local authority districts, covering a wide geographic area that includes not only South Ribble and Chorley, but also areas such as Preston, Bolton, Wigan, and parts of Sefton and West Lancashire. This extensive catchment area makes Runshaw College a key educational hub for the region.

Our students typically commute to the college via dedicated bus services, with the majority travelling from across the region. This means that students are on campus for the full college day, from 9am to 3:40pm, fostering a vibrant and supportive community atmosphere. Our campus offers a wide range of enrichment activities, study zones, and social spaces that enhance the student experience and promote a sense of belonging.

The diversity of our student body reflects the varied socio-economic backgrounds and cultural heritage of the region. Over 25% of our students come from minority ethnic groups, which is significantly higher than the Lancashire average of 10%. This diversity adds to the richness of our college community and helps equip all learners for life in a diverse society.

The region we serve is characterised by a mix of urban and rural areas, with a strong presence of manufacturing, service and healthcare industries. South Ribble and the surrounding districts work closely with the Lancashire Skills and Employment Hub, and our provision is aligned with the Local Skills Improvement Plan (LSIP) for Lancashire. We respond directly to the region's skills needs, particularly in areas such as healthcare, engineering, digital technologies, and business services, where skills shortages have been identified. Our adult learning and apprenticeship programmes are crucial in helping local residents access new career opportunities, reskill for emerging sectors, or upskill for career progression.

The college is strategically placed to support the growth of the local economy by developing a skilled workforce ready to meet the demands of key local industries. Our delivery locations include our main campus in Leyland and local community venues, ensuring that we can meet the needs of learners and employers across the region.



Inclusion and Support for Learners Facing the Greatest Barriers

Runshaw College is committed to widening participation, reducing inequalities and improving outcomes for learners who face the greatest barriers to education, training and employment. Inclusion is embedded across curriculum planning, learner support, safeguarding, quality assurance and governance arrangements, aligned to the Ofsted Further Education and Skills Inspection Toolkit (November 2025) and overseen by governors through regular assurance reporting.

The College adopts a whole college, preventative approach to inclusion, underpinned by:

- early identification of need
- data informed intervention
- strong partnership working

Targeted support focuses on learners with:

- special educational needs and disabilities, including those with High Needs and EHCPs
- care experience
- socio economic disadvantage
- risk of becoming NEET

Strong collaboration with local authorities, schools, employers and partner agencies supports effective transition, sustained engagement and progression. Transition planning for learners with additional needs begins pre entry and is supported through individual planning, information sharing and close liaison with families and external professionals. For learners with High Needs, provision is tailored through specialist support, personalised programmes and preparation for adulthood pathways that promote independence, employability and meaningful progression.

Targeted NEET reduction activity includes the use of Risk of NEET Indicator data, early intervention and collaborative transition planning. This is having a measurable impact:

- improved retention for higher risk cohorts compared with the previous year
- the achievement gap for learners eligible for Free College Meals has been closed, with outcomes now in line with their peers

This impact reflects the contribution of:

- Foundation Learning and Supported Internship provision
- preparation for adulthood pathways
- enrichment that develops independence, confidence and employability
- targeted functional skills and employability programmes aligned to local demand

Learners with High Needs are supported to access mainstream provision where appropriate through reasonable adjustments, individualised support and specialist input. Where specialist delivery is required, programmes are designed to support progression into employment, supported employment, further learning or adult services.

Supported Internship learners all have identified additional needs and hold an EHCP. The College delivers the programme in partnership with Progress Housing Group and other employers under licence using the DFN Project SEARCH model. This provides:

- structured, personalised programmes
- embedded job coaching
- follow on support
- close employer partnership working

As a result, interns progress into paid employment in sectors including retail, security, digital, customer service and catering, both within the College and with local employers.



Outcomes for learners with High Needs are consistently strong, with learners progressing from foundation through to advanced level and into positive destinations, including employment, further study and, where appropriate, higher education. Recent examples include progression into Degree Apprenticeships and higher education in engineering and related disciplines. Strong progression is also evident across other inclusion groups, including children in care and young people living independently.

Inclusive curriculum planning ensures all learners benefit from employer informed pathways, functional skills development and meaningful enrichment. Progression and destination outcomes for vulnerable cohorts are monitored through management reporting to inform continuous improvement.

Structured personal development, enrichment and learner voice activity further strengthen belonging, aspiration and readiness for next steps. Overall impact is monitored through:

- achievement, retention and progression data
- participation measures
- learner voice and safeguarding intelligence

This provides governors with assurance that inclusion is effective, impact focused and continuously improving.

Inclusive Mainstream Fund (IMF)

The College uses Inclusive Mainstream Fund (IMF) funding to strengthen its inclusive mainstream provision for 16 to 19 learners. This includes investment in high quality, adaptive teaching, inclusive learning environments and early identification and support for learners with additional needs.

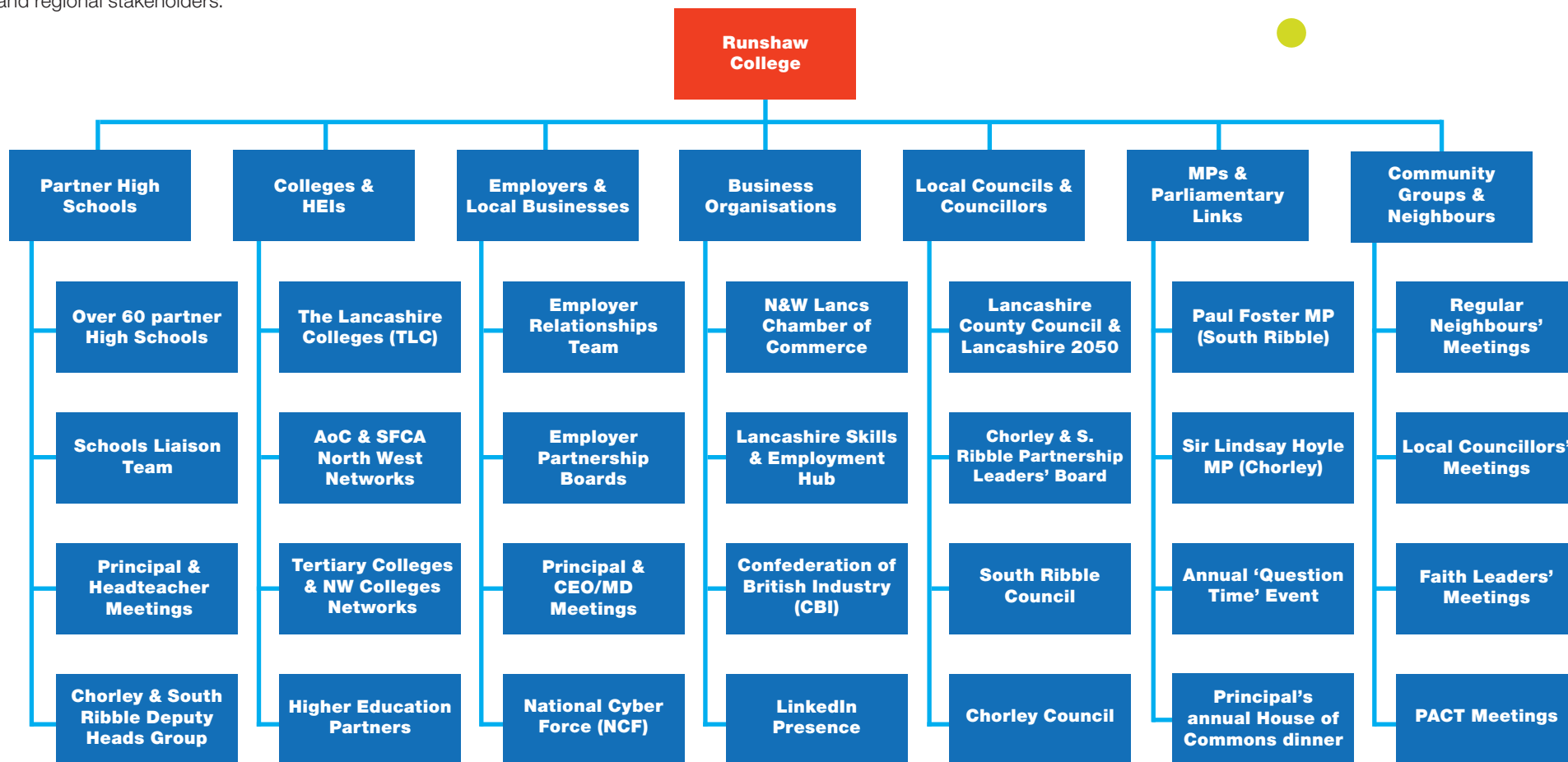
The College's approach focuses on enabling learners to participate successfully in mainstream programmes, build independence and progress to positive destinations. IMF funding complements, but does not replace, High Needs or EHCP based provision, which is very significant at Runshaw College.

The College works collaboratively through The Lancashire Colleges group to support coherent post 16 pathways across the county, share effective inclusive practice and avoid unnecessary duplication, ensuring learners can access the provision that best meets their needs.

Approach to Developing the Annual Accountability Statement

Our Partnerships

"A Great Place for Partnerships" is one of the three pillars of our college vision. We are proud to work in close partnership with a wide range of local and regional stakeholders:



In the process of identifying the college's key priorities and target outcomes, college management have been supported and challenged through a Governors' Task and Finish group, convened specifically for this purpose.

System Leadership and Collaboration

The College plays an active system leadership role across Lancashire. The Principal's position as Chair of The Lancashire Colleges provides direct influence over collective strategic planning, curriculum coordination and quality improvement across the county.

The Lancashire Colleges group (TLC) is a collaborative network, established for over 25 years. TLC includes all of the Further Education and Sixth Form Colleges in the area including a specialist land-based college. As such, the group represents the diversity of the sector as a whole.

Through The Lancashire Colleges, providers collaborate to:

- Coordinate curriculum planning across priority sectors
- Reduce unnecessary duplication of provision
- Maintain sustainable, high quality delivery in resource intensive areas
- Ensure learners have access to a coherent, county wide curriculum offer

We are pleased to work in collaboration with the new Technical Excellence Colleges across the North West, including Wigan & Leigh College for Construction, Blackpool & The Fylde College for Defence, The City of Liverpool College for Clean Energy, and the LTE Group for Digital & Technologies.

This collaborative approach supports coverage of priority sectors across Lancashire while allowing individual colleges to specialise where appropriate. Where Runshaw College does not deliver specific provision directly, learners are clearly signposted to partner colleges, ensuring collective system sufficiency rather than institutional competition."



The Local Skills Improvement Plan (LSIP)

North & Western Lancashire Chamber of Commerce

The College has been actively involved in the development of the new Lancashire Local Skills Improvement Plan through sustained engagement with the **North & Western Lancashire Chamber of Commerce** as the Employer Representative Body, as well as employer consultations and collaboration with other providers.

Engagement has included:

- Participation in LSIP consultation activity led by the North and Western Lancashire Chamber of Commerce
- Direct employer engagement that informs both LSIP development and local curriculum planning
- Cross college collaboration through The Lancashire Colleges to ensure provider perspectives are aligned and coherent

Emerging LSIP themes are reflected in curriculum planning and include management and leadership capability, digital skills including AI and cyber, health and social care workforce capacity, and employability and workplace behaviours.

In parallel, the College recognises the development of skills strategies linked to Combined County Authority arrangements and intends to align provision where appropriate, ensuring coherence across devolved skills and employment priorities.



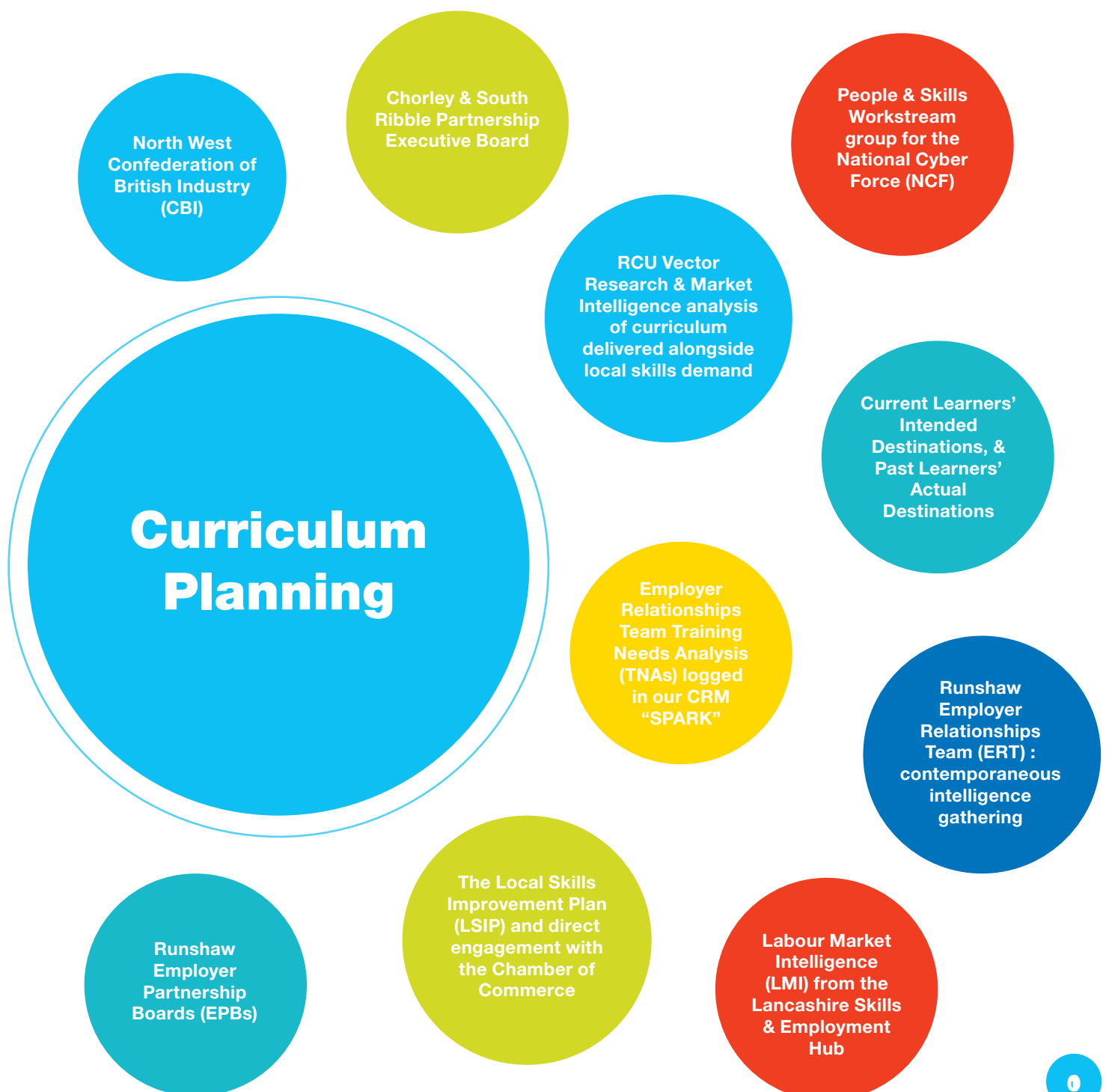
**Lancashire
Local Skills
Improvement
Plan**

Understanding the Skills Needs of the Local, Regional and National Economy

Runshaw College leaders and staff engage very effectively with employers and other stakeholders to understand the skills needs of the local, regional and national economy. We plan our curriculum by gathering insights from a variety of sources, including Labour Market Intelligence (LMI), Training Needs Analyses (TNAs), and direct engagement with employers. This data informs both short- and long-term curriculum planning, ensuring that our provision (including the wider curriculum) aligns with workforce demands and skills shortages.

By completing bespoke Training Needs Analysis with local employers (particularly SMEs), our Employer Relationships Team are helping local businesses to consider in more detail their long-term workforce strategy. In turn, this is assisting with long-term curriculum planning at Runshaw College, as we plan to meet workforce skills needs well into the future.

We use the following sources of information to plan the curriculum in line with local, regional and national skills needs



Employer Partnership Boards



The College's Employer Partnership Boards (EPBs) provide a structured mechanism for ensuring curriculum intent, design and delivery remain closely aligned to local and regional employer need. The College works with a wide range of employers across priority sectors including engineering and manufacturing, health and social care, early years, digital and cyber, business and professional services, construction, public services and sustainability related industries.

Partners include SMEs, large regional and national employers, NHS trusts, local authorities, universities and sector bodies. Engagement is purposeful and differentiated, with highly active partners contributing directly to curriculum co design, assessment planning, live briefs, placements and apprenticeships, alongside a wider employer base providing intelligence through consultation events, surveys, training needs analyses and targeted feedback.

Employer intelligence is gathered through:

- Regular Employer Partnership Board meetings and sector events
- Curriculum specific employer feedback on units, assessment and skills gaps
- Structured Training Needs Analysis activity with local employers
- An annual Labour Market Intelligence survey, with over 200 employer responses
- Placement, apprenticeship and progression feedback
- Ongoing intelligence gathered by the Employer Relationships Team

This intelligence directly informs curriculum planning documents and annual curriculum review. Curriculum leaders are required to evidence how employer insight has influenced sequencing, content, assessment and delivery. Changes arising from employer feedback are implemented in real time where required, rather than deferred to annual planning cycles.

Explicit examples include curriculum adjustments to strengthen employability skills, increased use of live briefs and simulations, updated digital and sustainability content, revised assessment approaches aligned to workplace practice and strengthened progression pathways. This ensures learners develop relevant knowledge, skills and behaviours that align with employer expectations and sector standards.

Runshaw College Employer Partnership Boards

EPB Sector	Member Organisations
Business & Professional Studies	C&W Berry, CG Professionals, Red Tiger, Lumenata, Cogent Hire Ltd, Edge Hill University, GBA Services, Progress Housing, James Hall & Co Ltd (Spar), Key Retirement Group, Eric Wright, Marsh, One Stop Hire, Service Care Solutions, TVS Supply Chain Solutions, DNATA, Moore and Smalley Chartered Accountants, Pettit Singleton Associates, Anwyl Homes Lancashire
Digital	Shout Connect, IoT Horizons (Sustainable Smart Tech), Lancashire Teaching Hospitals NHS Trust, Runshaw College
Engineering	Actemium Design UK Ltd, Cadent Gas, Continuum, Cutting Edge, RA Design, Roger Bullivant, Survey Operations, Anwyl Homes, Eric Wright, Tyson Construction, BAE, NIS, NSG
Early Years	Ashbridge, Care Love Learn childcare, Gelston Manor / Little Manor Day Nursery, Leyland St James's Nursery, Little Explorers Nursery & Pre-School, Little Gs Preschool Limited, Nature Trail, PK Kids, Springfield Nursery, Strawberry Fields,
Health & Social Care	Linkability, Lancashire Teaching Hospitals NHS Trust (LTHFT, NHS – Pathology Network, LTH)
Hospitality and Tourism	Alfa Travel, Commercial Vehicle Museum, Dnata, Fredrick's Ice Cream, Jet2.com and Jet2holidays, Lakeside Hotel, Panache Cruises
Science	Astra Zeneca, United Kingdom National Nuclear Laboratory, Cogent Skills / Science Industry Partnership Board, East Lancashire Chamber of Commerce, Group 55, Leverhulme Chemistry research centre at Liverpool University, LiCa Scientific Ltd, NHS, Springfield Fuels, Thermofisher Scientific, Kerakoll
Social Science	DWP, City Year UK, Manchester Metropolitan University, HMP Garth, Lancashire Constabulary, University of Lancashire, Chorley Borough Council, Lancashire County Council, Progress Housing

Successful Learner Progression with Employer Partners

The College's employer partnerships play a significant role in supporting learner progression into skilled employment and apprenticeships. Many learners secure positive destinations directly through work placements and industry experience that form an integral part of their programme.

Recent examples of progression into employment and apprenticeships with employer partners include:

- Degree Apprenticeship in Building Surveying – Savills
- Apprenticeship as Workshop Manager – Bethell Group
- Degree Apprenticeship – BAE Systems
- Degree Apprenticeship as Assistant Site Manager – Anwyl Homes
- Software Developer – Immersive Interactive
- Degree Apprenticeship as Architectural Technician – BCAE Architects
- Degree Apprenticeship in Surveying – Site Surveying Services
- Degree Apprenticeship in Civil Engineering – Eric Wright Group
- Front of House Manager – Lakeside Hotel
- Degree Apprenticeship – Leyland Trucks
- Advanced Apprenticeship – Network Rail
- Degree Apprenticeship in Quantity Surveying – Bethell Group

These examples illustrate the progression of learners into higher level roles across priority sectors, including engineering, construction, professional services, digital and hospitality. They demonstrate the impact of employer informed curriculum design, high quality placements and sustained partnership working, enabling learners to progress successfully into employment aligned to local and regional skills needs.



Curriculum Co-Design

Case Study 1

Employer insight

Engagement with NHS Lancashire Teaching Hospitals Foundation Trust (LTHFT) and other healthcare employers highlighted the need for learners to develop stronger practical clinical skills, improved understanding of workplace protocols and earlier readiness for employment upon completion of programmes. Employers also identified shortages in key roles and the importance of supporting progression routes into health careers.

Health and Social Care – Aligning Curriculum to Workforce Readiness

Curriculum response

In response, curriculum teams strengthened practical delivery across Health and Social Care and T Level Health provision. Changes included increased use of simulation, practical skill development aligned to clinical settings and closer integration of placement learning. For T Level Health, Year 2 learners now complete the Care Certificate while on placement, enabling them to gain Health Care Assistant employment at age 18. Curriculum content was further adapted to include

infection control, use of PPE, patient handling and clinical reasoning, informed directly by NHS feedback.

Impact on learners

Learners develop industry relevant practical skills, improved employability and clearer progression pathways into health roles and related higher level study. Employer feedback confirms improved preparedness for placement and employment, with learners gaining confidence and competence in real clinical environments.

Case Study 2

Employer insight

Employers including NIS Ltd, NSG Ltd, AMRC and BAE Systems emphasised the need for graduates to demonstrate strong technical competence, professional behaviours, project management skills and a clear understanding of workplace health and safety. Employers also identified the importance of authentic design experience within T Level and apprenticeship provision.

Engineering and Manufacturing – Employer Led Curriculum Design and Assessment

Curriculum response

Engineering curriculum teams worked directly with employers to co design curriculum content and assessment. This included reviewing and adjusting T Level Design Engineering specifications to enable meaningful employer set projects while managing commercial risk for businesses. Employers contributed live briefs, placement opportunities and feedback on specialist unit content. Apprenticeship standards, including the Level 4 Quality Practitioner, were refined in partnership with employers to align more closely

with industry practice and End Point Assessment requirements.

Impact on learners

Learners benefit from high quality placements, real industry projects and assessment approaches that mirror professional engineering practice. This has strengthened progression into apprenticeships and employment with local engineering and manufacturing employers, while ensuring curriculum intent remains tightly aligned to current and future sector needs.

Case Study 3

Employer insight

Employers across business and professional services, including Progress Housing Group, Dnata, Moore and Smalley Chartered Accountants and local SMEs, reported that learners often lacked core workplace skills such as professional communication, commercial awareness, teamwork and confidence in recruitment processes.

Curriculum response

Curriculum teams embedded employer feedback directly into Business and Accounting programmes. Employers

Business and Professional Services – Strengthening Employability and Commercial Awareness

contributed to unit design, with recruitment and selection content strengthened through the use of real HR documentation, mock assessment centres and interview workshops. A reverse mentoring programme with Progress Housing enabled learners to develop professionalism, communication and workplace confidence while providing reciprocal benefits to employer staff. Employability skills are now reinforced across units rather than confined to discrete modules.

Impact on learners

Learners develop industry relevant practical skills, improved employability and clearer progression pathways into health roles and related higher level study. Employer feedback confirms improved preparedness for placement and employment, with learners gaining confidence and competence in real clinical environments.

Enrichment Skills Development

Enrichment and the ASPIRE Programme

Enrichment is a central component of Runshaw College's ASPIRE personal development framework and plays a key role in developing learners' employability skills alongside the taught curriculum. The programme is inclusive and college wide, encompassing general enrichment activities, student led clubs and societies, volunteering, student leadership roles, Horizons Academies and the Scholars Programme. It is designed to support progression into higher education, apprenticeships and employment across priority sectors.

Rather than treating employability skills in isolation, ASPIRE provides sustained, real world experiences through which learners practise and apply skills consistently over time. Activities typically develop multiple skills simultaneously, reflecting how skills are used in professional environments and supporting learners to build confidence, resilience and independence.

Alignment with Local Skills Priorities

The Runshaw employability skills framework aligns closely with priorities identified in the Local Skills Improvement Plan, particularly communication, problem solving, teamwork, professionalism, digital competence and positive attitudes to work. Through ASPIRE enrichment, learners develop these skills in applied contexts that reflect local employer expectations and support progression into employment and further study.

Development of Employability Skills through Enrichment

ASPIRE enrichment activity develops employability skills in the following ways:

- **Communication** through student leadership, student radio, clubs and societies, guest speakers and public facing activity.
- **Problem solving, creativity and adaptability** through Horizons Academies, subject societies, academic competitions and project based enrichment.
- **Teamwork and leadership** through collaborative activity such as volunteering, Student Union roles, ambassadors and Duke of Edinburgh awards.
- **Accountability, professionalism and work ethic** through sustained participation, leadership roles and employer endorsed enrichment.
- **Digital and organisational skills** through use of the online ASPIRE platform, student media and independent learning activity.
- **Valuing diversity and difference** through inclusive enrichment, cultural societies, volunteering and student led campaigns.
- **Time management and resilience** through balancing enrichment commitments alongside academic study.

Impact and Assurance

The ASPIRE programme makes a coherent and demonstrable contribution to learner readiness for progression. It supports the development of transferable skills, professional behaviours and confidence valued by employers and higher education providers, and complements curriculum rationale across all programmes.

Employability skills are developed systematically through the ASPIRE personal development framework. The matrix on the next page demonstrates how each employability skill is embedded and practised across a range of enrichment activities, ensuring students develop transferable skills through sustained, real-world application rather than isolated interventions.

Enrichment Activity →	Student led Clubs & Societies	Student Radio	Student Union & Leadership Roles	Horizons Academies	Scholars Programme	Volunteering & Charity Activity	Duke of Edinburgh	Guest Speakers & Employer Events	Online ASPIRE & Independent Study
Employability Skill ↓									
Communication	✓	✓	✓	✓	✓	✓	-	✓	✓
Problem Solving	✓	✓	✓	✓	✓	✓	✓	-	✓
Creativity & Adaptability	✓	✓	✓	✓	✓	✓	✓	-	✓
Staying Positive (Resilience)	✓	-	✓	✓	✓	✓	✓	-	✓
Accountability	✓	✓	✓	✓	✓	✓	✓	-	✓
Teamwork & Leadership	✓	✓	✓	✓	✓	✓	✓	-	-
Digital & Numeracy Skills	-	✓	✓	✓	✓	-	-	-	✓
Valuing Diversity & Difference	✓	✓	✓	✓	✓	✓	-	✓	-
Work Ethic & Professionalism	✓	✓	✓	✓	✓	✓	✓	✓	✓
Time Management & Organisation	✓	✓	✓	✓	✓	✓	✓	-	✓

Employability Skills

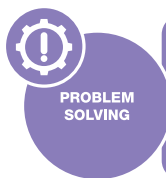
To further ensure employability, we integrate employability skills across all our programmes. Initiatives like the Runshaw ASPIRE Programme, industry placements, and personal development days provide our students with the skills necessary for a successful career, whether they are entering the workforce directly or progressing to higher education.



- Listening actively and critically, taking note of non-verbal cues as well as content
- Speaking and writing clearly, engagingly and accurately
- Adapting verbal and written communication to different situations



- Having the resilience to see things through to the end when obstacles get in your way
- Seeing challenges as opportunities to grow and progress
- Motivating others to see possibilities and gains instead of difficulties and risks



- Identifying, analysing and addressing key issues at the heart of problems
- Using your knowledge, experience and creativity to try out possible solutions
- Seeing problems as opportunities to test and expand your knowledge and skills



- Taking responsibility for your own actions, behaviour, performance and decisions
- Being honest about your weaknesses and accepting the need to change
- Sticking to agreements and playing your part to the best of your ability



- Generating new ideas to respond to diverse and fluid situations
- Changing your approach or behaviour to address shifting priorities and realities
- Learning from successes and failures to do better next time



- Understanding your role and others' roles in the team
- Contributing fully to the success of the team ahead of any personal ambitions
- Recognising the value of others' ideas and negotiating compromises and agreements



- Using your digital and numeracy skills to find, process, present and evaluate key information
- Developing your digital skills to help improve the efficiency and quality of your work
- Exploring how digital skills can support other skills such as problem solving and organisation



- Understanding and respecting others' cultures, backgrounds and beliefs
- Seeing the value in other people's skills, ideas and personalities
- Promoting respect, tolerance and other core British values through everything you do



- Working to the highest standards of care and attention to detail
- Settling for nothing less than your best in everything you do
- Always searching for opportunities to develop and grow



- Planning your time effectively to make sure you meet targets and deadlines
- Devising or adopting robust systems to help you organise material and stay on track
- Handling the pressure that comes with aiming high and being accountable

Contribution to National, Regional and Local Priorities

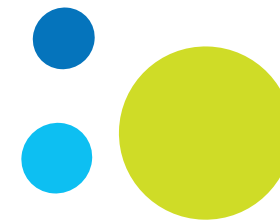
Identified National, Regional and Local Priorities

The following priority sectors are identified within the national and regional strategies as shown:

Priority Sectors 2026	National IS 8 (Industrial Strategy)	Lancashire Growth Plan	Lancashire LSIP
Advanced manufacturing	✓ Advanced manufacturing	✓ Advanced engineering and manufacturing excellence	✓ Manufacturing
Clean energy industries	✓ Clean energy industries	✓ Clean growth and nuclear	✓ Clean energy referenced in LSIP engagement
Creative industries	✓ Creative industries	-	-
Defence	✓ Defence	✓ National security and resilience	✓ Linked via manufacturing context
Digital and technologies	✓ Digital and technologies	✓ Sustainable digital and artificial intelligence	✓ Implicit in some engagement
Financial services	✓ Financial services	-	✓ Some services cluster
Life sciences	✓ Life sciences	✓ Health, Wellbeing, and Inclusive Communities	✓ Health & Social Care
Professional and business services	✓ Professional and business services	-	✓ Services (general category)
Construction	-	-	✓ Construction
Transport & distribution	-	-	✓ Transport & distribution
Hospitality, leisure & tourism	-	✓ Culture and tourism	✓ Hospitality, leisure & tourism
Source documents	https://researchbriefings.files.parliament.uk/documents/CBP-7682/CBP-7682.pdf	https://lancashire-cca.gov.uk/sites/default/files/2025-09/lancashire%20growth%20report.pdf	https://www.lancashirelsip.co.uk/downloads/Lancashire%20LSIP%20report%202023.pdf

In relation to regional priorities; it is useful to note that the [Get Lancashire Working Plan](#) also references the same priority sectors as the Lancashire Growth Plan and the LSIP.

Runshaw College's Contribution to National, Regional and Local Priorities



The following table illustrates how Runshaw College contributes to each of the identified skills priority sectors:

Priority Sectors 2026	Runshaw College Enrolments 2023/24	Runshaw College Enrolments 2024/25	Runshaw College Enrolments 2025/26	Trend
Advanced manufacturing	467	530	592	
Clean energy industries	941	1042	1187	
Creative industries	1004	1004	1069	
Defence	609	648	663	
Digital and technologies	313	346	371	
Financial services	420	430	556	
Life sciences	1298	1322	1517	
Professional and business services	1196	1188	1353	
Construction	46	74	95	
Transport & distribution	107	161	159	
Hospitality, leisure & tourism	258	338	416	

Curriculum Planning and Development

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. The process is informed by Labour Market Intelligence from the Lancashire Skills and Employment Hub, and from the RCU Vector Insights team. As such, we can be confident that we will continue to make a significant contribution to the above National, Regional and Local Priorities.

We plan coherently in collaboration with The Lancashire Colleges (TLC). Following the rationale set out for “area reviews” in 2015, TLC remain committed to maintaining financially stable further education institutions which are able to deliver high quality provision to meet the needs of the area’s learners and employers. Where appropriate, we avoid duplication of provision. This is particularly relevant in curriculum areas with significant resource implications; where it is more cost-effective to consolidate provision in one of the colleges.

For this reason, there are a few key curriculum areas that are not delivered at Runshaw College but are provided at other colleges locally. Clear signposting of this offer is provided to potential learners.

Provision not delivered at Runshaw College (SSA)	Signposted provision within The Lancashire Colleges
Agriculture, Horticulture and Animal Care	Myerscough College
Transportation Operations and Maintenance	Blackburn College, Preston College, Myerscough College
Hospitality and Catering	Blackburn College
Warehousing and Distribution	Preston College, Lancaster & Morecambe College
Building and Construction (Trades)	Blackburn College, Preston College, Burnley College
Service Enterprises (Hair & Beauty)	Blackburn College, Preston College, Burnley College
Languages, Literature and Culture (German)	Cardinal Newman College



Rationale for the Runshaw Adult Skills Offer at Runshaw College

The design of the College's Adult Skills provision is informed by analysis of our own labour market intelligence alongside that of regional partners and local economic strategies. This analysis highlights three key features of the Lancashire economy that shape the rationale for the Runshaw adult skills offer and its alignment with devolved skills priorities.

1. The central role of SMEs and micro businesses

Small and micro businesses continue to be a defining characteristic of the Lancashire economy and are expected to remain so under devolved skills arrangements. These employers typically require flexible, responsive training that can be accessed alongside operational delivery and are less able to commit to long, inflexible programmes. This has informed the College's emphasis on short, modular and targeted adult skills courses, supporting rapid upskilling and reskilling in line with the principles of local skills devolution.

2. A diverse and multi sector local economy

Lancashire is characterised by a broad mix of employers with no single sector dominating at scale. This reinforces the College's approach to adult skills delivery based on engagement with a wide range of businesses rather than reliance on a narrow group of levy paying employers. It also reflects the importance, within devolved skills strategies, of transferable capabilities such as digital skills, leadership, communication and workforce behaviours that cut across sectors and support labour market adaptability.

3. Emerging growth and scale up potential

Alongside this diversity, labour market intelligence indicates areas of emerging growth and scalability within the Lancashire economy. Designing the adult skills offer with this in view supports long term sustainability, ensuring provision remains responsive to future workforce demand, business growth and productivity priorities identified through devolved skills and employment planning.

Taken together, these features provide a clear rationale for an adult skills offer that is flexible, employer responsive and focused on transferable and higher value skills. This approach supports local economic resilience, aligns with devolved skills ambitions and enables adults to retrain, upskill and progress in line with Lancashire's evolving labour market needs.

Employer Case Studies

At Runshaw College we are proud of the positive impact our apprentices have in their workplaces. Here are just two examples of the hundreds of employers who benefit from Runshaw apprentices:

Case Study 1

LEYLAND TRUCKS

A PACCAR COMPANY

What is it like working with Runshaw?

We have always had a positive relationship with Runshaw, the work based tutors are self sufficient and make really good progress with the apprentices. Communication is good.

How has your apprentice added value to your business?

Apprentices form an integral part of our succession planning strategy and ensure we have the future skills that we need as a business

What's your favourite thing about having an apprentice?

They bring a fresh set of eyes and are never afraid to make suggestions on how we can improve, challenging the status quo. The new learning and ideas they bring from their time at college is also beneficial to the business

How do you see apprenticeships fitting into your long-term recruitment strategy?

Apprentices form approx. 8% of our total headcount and are all planning to move into positions where we have known retirements, skills shortages or the requirement for team expansion. They learn the 'Leyland Way' from the start of their career and enjoy a lengthy and rewarding career with us.

What advice would you give to other employers considering taking on an apprentice?

Yes, initially resource is needed to train and support an apprentice, particularly as this is often their first experience of the workplace. But, the long term benefits are clear as apprentices are embedded into the organisation and show their real value with their energy,

enthusiasm and quality of work. I firmly believe that organisations can learn a lot from these young people.



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Ellie - Leyland Trucks

Case Study 2

Gelston Manor

What is it like working with Runshaw?

This is genuinely a pleasure. Runshaw are forward-thinking, always professional, and all round lovely! Any suggestions are taken on board and they work very collaboratively with me.

How has your apprentice added value to your business?

Our Runshaw apprentices are always of very high standard. It is great to know they have had a screening review ahead of them coming to us at nursery. Our apprentices are our future qualified staff and we love having the opportunity to teach and grow them as practitioners.

What's your favourite thing about having an apprentice?

Personally, for me it is about seeing their growth through their

apprenticeship journey and then coming out the other side confident with the experience under their belt.

How do you see apprenticeships fitting into your long-term recruitment strategy?

We couldn't do it without our amazing apprentices. They play a major part in our longer-term recruitment, being our future qualified practitioners, room leaders and, hopefully, even senior management one day. They are with us right from the beginning and have a really good understanding of how we run our nurseries.

What advice would you give to other employers considering taking on an apprentice?

If you are thinking about taking on an apprentice, then I would say go for

it! Runshaw are very supportive and there is always someone to speak to if needed. It is a great way to nurture and mould your future team and the apprentices who want to learn and are interested are like sponges and will be invaluable to your future business. I firmly believe that organisations can learn a lot from these young people.



Runshaw College's Contribution to National, Regional and Local Priorities

Strategic Priority	Runshaw College's Contribution
Work Readiness / Employability Skills	• Runshaw ASPIRE Programme: Personal Development pathways for all students • Adult Functional Skills (English and maths) courses • Specialist provision including Foundation Studies & Skills, and Supported Internships • Employability skills and work readiness courses
Low Carbon & Sustainability / Clean Energy Industries	• A-Level Geography • Vocational courses in Engineering, Manufacturing, Construction focused on low carbon technologies and sustainability • Industry partnerships with local businesses in green energy sectors, including live projects focused on sustainability • Collaborative provision with TLC, with an emphasis on low carbon / clean energy, avoiding duplication of resource-heavy courses
Digital / Digital and Technologies	• A-Level Mathematics, Computer Science • Vocational courses in Digital Technologies and Cyber Security, including T Level Digital (Software Development) • Collaborative provision with TLC, through the Lancashire & Cumbria Institute of Technology (IoT)
Manufacturing & Engineering / Advanced Manufacturing	• A-Level Physics, Mathematics • Vocational courses in Engineering (Manufacturing Technologies) and T-Level provision in Design Engineering • Live Assignment Briefs with local industry partners like BAE Systems and AMRC • Collaborative provision with TLC, to deliver Manufacturing and Engineering training in areas of Advanced Manufacturing, sharing resources and expertise
Health & Social Care / Health	• A-Level Biology, Chemistry, Psychology and Sociology • T-Level Health (Adult Nursing), Health & Social Care and Childcare / Early Years vocational pathways, including industry placements with NHS Lancashire Teaching Hospitals • Access to Higher Education Diplomas (Health & Social Care / Nursing & Midwifery, Social Sciences) • Level 2 and Level 3 certificates in Counselling • Involvement in Curriculum Design with NHS for work placements, mentoring, and assessments • Specific collaborative provision with TLC for specialist areas such as Dental Nursing
Construction	• A-Level Mathematics, Physics and Geology • T-Level provision in Construction (focused on Civil Engineering and Design, Surveying and Planning) • Partnerships with businesses like Constructive Futures, providing site visits, guest lectures, and practical experience • Collaborative provision with TLC for Building and Construction Trades, provided by Blackburn College, Preston College, and Burnley College, avoiding duplication of resource-heavy courses
Hospitality, Leisure & Tourism	• A-Level Business Studies, Economics, Geography and PE • Vocational provision in Sport, Leisure and Tourism • Leadership & Management adult learning programmes and apprenticeships • Collaborative provision with TLC for Hospitality and Catering provision, delivered by Blackburn College

Strategic Priority	Runshaw College's Contribution
Transport & Distribution	• A-Level Business, Geography • Leadership & Management adult learning programmes and apprenticeships • Collaborative provision with TLC for Transportation Operations and Maintenance provided by Blackburn College, Preston College, and Myerscough College
Farming & Agriculture	• A-Level Biology, Chemistry, Geography • Veterinary Science pathway via Medical Society • Leadership & Management adult learning programmes and apprenticeships • Collaborative provision with TLC for Agriculture, Horticulture, and Animal Care provision at Myerscough College
Life Sciences	• A-Level Biology, Chemistry, Psychology • Collaborative provision with TLC for Life Sciences, particularly at Myerscough College for Horticulture and Agriculture
Creative Industries	• A-Level 3D Design, Fine Art, Graphic Design, Photography, Textiles, Drama & Theatre, Film Studies, Media Studies, Music, English, Languages and Classics • Vocational provision Art & Design, Graphic Design, Media Studies, Music, Creative and Digital Media, Music Technology • Outstanding progression from our Professional Performance Programme
Defence	• A-Level Physics, Mathematics, Politics and History • Vocational provision in Criminology and at all levels in Public Services • Local employer partnerships in defence such as BAE Systems and National Cyber Force, with Runshaw College facilitating curriculum consultations, work placements and bursary schemes
Financial Services / Professional and Business Services	• A-Level Economics, Accounting, Mathematics, Business Studies, Law • Vocational provision in Business, including T Level Business Management & Leadership • Adult Education courses and Apprenticeships in Accounting and Human Resources

Relevant Strategic Plan Aims

2026-27

The following Strategic Aims are reproduced here because they are relevant to the college's contribution to National, Regional and Local Priorities.

The success criteria for the following aims are set out in the Runshaw College Strategic Plan 2024-27. Detailed action plans and Key Performance Indicators underpin each objective; these are reviewed regularly by the relevant governors' committee.

The Strategic Planning cycle is such that the approved version of the Strategic Plan 2026-27 is published in July 2026.

Strategic Aim	Relevance to Accountability Statement Section(s)
QC1) Further improve all Curriculum Impact Measures by systematically identifying and embedding effective practice that demonstrably improves teaching and learning while reducing unnecessary effort.	Impact measures and destinations; Ofsted readiness; Inclusion and outcomes
QC2) Embed inclusive practice to remove barriers so that all learners experience a consistently high quality, supportive student experience and are enabled to reach their full potential.	Inclusion and Support for Learners Facing the Greatest Barriers; Employability and enrichment; NEET and progression
QC3) Plan and prepare for a reformed, future ready curriculum model, ensuring sufficient lead in time, staffing capacity and system readiness to support successful implementation from 2027.	LSIP engagement; Curriculum planning; Future skills priorities
QC4) Systematically use labour market, socioeconomic and government performance data to drive provision, improve outcomes and support progression and social mobility.	Understanding skills needs; Employer engagement and EPBs; Adult skills rationale; LSIP section
IT1) Enhance the learner experience through a coherent, inclusive and digitally enabled personal development curriculum, with structured support for learners and staff.	Enrichment and ASPIRE; Employability skills
IT2) Embed appropriate and ethical use of technology and AI to enhance quality and reduce high effort, low impact activity across the college.	LSIP themes (AI and digital); Innovation in curriculum
IT5) Deliver sector leading cyber security, including sharing expertise with external employers and organisations.	Digital and cyber engagement; Employer partnerships
PC2) Ensure workforce readiness for sector reform through timely, role specific CPD that supports staff across teaching, support and leadership roles.	Curriculum responsiveness; LSIP alignment
PC4) Foster an inclusive culture that promotes belonging, psychological safety and equality of opportunity, informed by transparent evaluation and action.	Inclusion and learner experience; Personal development
SRR2) Secure consistently high standards of learner behaviour, engagement, attendance and retention through clear expectations, appropriate course placement and coordinated, proportionate intervention.	Inclusion; NEET reduction; outcomes and retention
SRR5) Strengthen and grow an employer centred and adult skills offer aligned to LSIP priorities and local demand.	Employer engagement; Adult skills rationale; LSIP section; Local Needs Duty
FS1) Complete the Windermere build and ensure full operational readiness for the September 2027 student cohort, with clear communication internally and externally.	Local and regional priorities
FS4) Lead on sustainability and environmental stewardship in ways that are visible, measurable and enhance wellbeing, learning and reputation.	Priority sectors (low carbon); curriculum contribution
FS5) Embed Youth Social Action as a purposeful, curriculum connected strand of community engagement and learner development.	Enrichment and ASPIRE; personal development

Local Needs Duty

In response to The Skills Act (2022), the Corporation Board of Runshaw College conducted a comprehensive review of our curriculum provision to assess how well it meets current and future local skills needs. This review was informed by ongoing oversight, discussions with employers, and consultations with college leaders. Additionally, the findings from our most recent Ofsted report and Self-Assessment processes have been considered to further strengthen our understanding of local needs.

The review concludes that Runshaw College plays a strong role in addressing both local and national skills priorities, particularly in key sectors such as Engineering, Health & Social Care, Construction and Digital Technologies. Our curriculum is well-aligned with employer needs, as evidenced by the regular input from our Employer Partnership Boards, sector-specific partnerships, and industry-led initiatives. The College remains committed to ensuring that its provision evolves to meet the emerging skills needs of the future.

We recognise that there are areas where further development may be necessary, as detailed above. The Corporation Board will continue to review how well our provision matches the needs of the local and national economy, guided by robust data and feedback from employers.

By maintaining our focus on aligning curriculum provision with local skills priorities, we aim to further enhance our contribution to the region's workforce development and ensure our learners are well-equipped for future opportunities.

Corporation Statement and Web Link

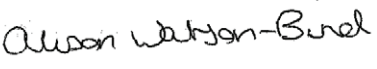
The Corporation Board of Runshaw College is committed to fulfilling its statutory duty under Section 52B of the [Further and Higher Education Act 1992](#), which requires governing bodies of further education institutions to review how well the education or training provided meets local needs.

In carrying out this review, the Corporation has adhered to the statutory guidance and confirms that:

- A formal review will be undertaken at least every three years, or sooner if a new Local Skills Improvement Plan (LSIP) is published.
- The Corporation will engage in collaboration with other governing bodies serving the area to ensure a coordinated approach to meeting local skills needs.
- The Corporation will consider and act on any necessary measures to better align provision with local skills needs, ensuring that learners acquire the skills required to secure suitable employment.

The findings from this review are reflected in the Accountability Statement, which has been approved by the Corporation Board. The Statement is publicly available on the college website under the ["Accountability"](#) section.

This Accountability Statement is approved by the Corporation Board.

Signed on behalf of the Corporation:	Name and Position:	Date:
	Alison Watson-Bird (Chair of Governors)	18th June 2026
	Clare Russell (Principal & CEO)	18th June 2026



Appendix 1 - Supporting documentation

The following documents support this Accountability Statement:

- [Lancashire Local Skills Improvement Plan \(lancashirelsip.co.uk\)](https://lancashirelocalskillsimprovementplan.co.uk)
- ESFA guidance : “Accountability Agreements and the Local Needs Duty for 2024 to 2025”. [ESFA college and local authority accountability agreements - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/esfa-college-and-local-authority-accountability-agreements)
- Ofsted guidance : “Relevant Extracts Relating to the new “Skills Needs” Aspects of the EIF”. [Further education and skills inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook)
- [Accountability : Annual Financial Statements - Runshaw College](#)
- [Runshaw College – Ofsted Inspection Report](#)
- [Strategic Plan 2024-27 - Runshaw College](#)
- <https://www.lancashireskillshub.co.uk/strategies/strategic-framework/>
- [Compare school and college performance data in England - GOV.UK](#)
- [About TLC | The Lancashire Colleges](#)

Appendix 2 - Ofsted inspection of Runshaw College

In March 2025, Ofsted inspected Runshaw College and judged that:

“The college makes a strong contribution to meeting skills needs.”

See the full report here - <https://reports.ofsted.gov.uk/provider/31/130741>

Further education and skills inspection report



Inspection of Runshaw College

Inspection dates:

18 to 21 March 2025

Contribution to meeting skills needs

The college makes a strong contribution to meeting skills needs.

Leaders engage very effectively with a broad range of stakeholders and employers. They understand local and regional skills needs very well and use this information to plan their future provision. They work collaboratively with the local authority, employers, and other stakeholders to support regional recruitment needs. Leaders ensure that students develop transferrable skills that will support them into further or higher education or employment. They have developed their curriculum offer in health and social care, digital and cyber technologies, and civil engineering to meet the needs of the local area. In response to employers' needs, they have designed a bespoke course for overseas nurses and midwives recruited by the Lancashire Teaching Hospital.

Leaders work effectively as a member of The Lancashire Colleges group to plan and coordinate the courses that they offer to meet the needs of their local communities. They ensure that the curriculum enables the large majority of students to progress onto a broad range of higher education courses or degree apprenticeships. This is designed to provide a workforce to meet future local, regional, and national skills priorities.

Leaders work closely with stakeholders in the community. Supported interns work with a local housing association and community residents. They participate in 'skills swapping' where they help older people to use laptops and mobile telephones, and in exchange, learn how to knit and sew. This develops their employability skills in readiness for work.

Leaders ensure that stakeholders contribute to the curriculum design and implementation of their courses. In information technology, employers collaborate with staff to make sure that students are taught the knowledge and skills that they need to prepare them for employment. Students learn code documentation, programming languages used in industry, and robust programming. This prepares them well for working in the digital sector.

RUNSHAW COLLEGE

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