

ANNUAL ACCOUNTABILITY STATEMENT 2025





1. CONTEXT AND PLACE

Our Context

Boston College continues to serve the Borough of Boston and the districts of South Holland and East Lindsey, responding to the persistent challenges of a low skill, low wage economy, rural deprivation and accessibility to education. The Indices of Deprivation still highlight significant financial vulnerability, particularly along Lincolnshire's coastal wards.

The Indices of Deprivation show that Lincolnshire's coastal wards stand out as being amongst the most deprived neighbourhoods nationally with Boston and East Lindsey included in the highest rankings. For example, 2.8% of Boston neighbourhoods are in the 10% most deprived nationally and in terms of income deprivation, Boston is ranked 91 out of 333 authorities (source MHCLG, IMD). The proportion of working aged residents claiming unemployment benefits rose to 4.6% in 2023 compared to 2.8% for the rest of the East Midlands. Those in work can also expect to earn significantly less (£5,351 per annum) than those in the rest of the region and residents are more than twice as likely to have their home repossessed.

This challenging context creates significant barriers for our students:

- Financial vulnerability (levels of over-indebtedness are 20%).
- Poor public transport in the region with infrequent rural services.
- Digital exclusion due to both infrastructure limitations and affordability.
- Limited progression pathways in key employment sectors.

In response to these challenges, the College has intensified its focus on skills development in priority sectors such as Health and Social Care, Creative and Cultural Industries, and Institute of Technology & Construction, aligning closely with the Local Skills Improvement Plan (LSIP). We have introduced new pathways to bridge regional skill gaps, increase employability, and drive social mobility.

Education Levels

Boston remains one of the most educationally deprived areas in England, with high numbers of residents lacking qualifications at Level 4 and above. With 27.6% of Boston residents having no formal qualifications (compared to the national average of 18.2%) and only 19% having qualifications at Level 4 or above (versus the national average of 33.9%), there remains a high proportion of residents for whom language is a barrier to attaining the skills required to undertake higher paying jobs.

The College has committed to expanding its provision across higher technical qualifications (HTQs), apprenticeships, and vocational training in response to employer needs and regional economic demands. We are also investing in digital literacy, sustainability, and green technology training to prepare students for evolving industries.

Boston College was rated 'Good' by Ofsted in December 2023, and we continue to build on this foundation to ensure sustained excellence and employer engagement.

 [Boston College Ofsted Report](#)

2. OUR PURPOSE

**WE ARE THE COLLEGE FOR EVERYONE,
AND WE HAVE A PLACE FOR EVERYONE.**

Our Strategic Intent

Our intent is to be a pioneering force for our local and regional economy, committed to delivering outstanding educational experiences that empower individuals, transform communities, and shape futures. We focus on being the key partner to provide the skills and training needed for our diverse range of employers. We inspire our learners through their education and experiences to continually develop, adapt and grow themselves to meaningfully contribute to our changing world.



OUR CORE VALUES, VISION AND MISSION

CORE VALUES:

BRAVERY	We do what is <i>right</i> , not what is easy.
RESPECT	We ensure that everyone feels valued.
INSPIRATION	We are creative, innovative and maximise opportunities for all.
GROWTH	We are a learning organisation.
HOPE	We raise aspirations.
TRUTH	We are open, honest and act with integrity.
ENERGY	We are passionate, purposeful and productive.
NURTURE	We are kind and supportive.

The Golden Thread: We are committed and relentless to ensure that employers, the community and our partners are key drivers in our intent, implementation and impact of our mission.

The Green Thread: We are committed and relentless in our whole college ambition to achieve Net Zero and a sustainable planet.

OUR VISION:

BRILLIANT TODAY, BETTER TOMORROW



OUR MISSION:

To inspire lifelong learning, growing people to be their brilliant best, energising our communities and brightening our futures.

- **Inspiring Learning:**
Developing diverse, accessible, and high-quality education opportunities.
 - **Building Inclusive Communities:**
Supporting all learners, particularly those from disadvantaged backgrounds.
 - **Driving Innovation:**
Aligning curriculum to industry changes and workforce trends.
 - **Enhancing Employability:**
Strengthening employer partnerships and work placements.
 - **Promoting Sustainability:**
Embedding sustainable practices in curriculum and operations.
- Our mission remains to empower individuals, transform communities, and shape futures through high-quality education and industry-aligned curriculum offerings. From 2025, our focus areas include:**
- Expansion of apprenticeships including for professional and financial services, healthcare etc, to meet demand.
 - Growing our Creative and Cultural Industries provision with new employer-led projects and the launch of HTQs.
 - Strengthening digital and green energy skills in IoT & Construction.
 - Enhancing student employability through industry placements and work-integrated learning.



Our Strategic Commitments

- **Delivering Inspiring Learning Experiences**

We are dedicated to providing diverse, accessible, and high-quality learning experiences that foster intellectual growth, skill development, and personal transformation.

- **Nurturing Inclusive and Inquisitive Communities**

We pledge to cultivate an inclusive and vibrant learning community that celebrates diversity, promotes collaboration, and encourages curiosity among students, staff, and partners.

- **Delivering Inspiring Learning Experiences**

We are dedicated to providing diverse, accessible, and high-quality learning experiences that foster intellectual growth, skill development, and personal transformation.

- **Driving Research and Innovation**

We are committed to advancing knowledge and fostering innovation through research, creativity, and partnerships that benefit our students, our region, and society as a whole.

- **Energising Employability and Career Prospects**

We are dedicated to equipping our leavers with the skills, resilience, and adaptability required for success in a rapidly changing world, forging strong curriculum connections with employers and industry leaders.

- **Promoting Sustainability and Social Responsibility**

We pledge to integrate sustainability and ethical responsibility into our core operations and curricula, preparing our students to be responsible global citizens.

Our Strategic Plan and Accountability Statement

The accountability statement for 2025 has been developed alongside a new strategic plan. We will maintain our five-pillar strategic aims (People, Performance, Productivity, Partnerships, and Personality) continuing to guide our skills delivery, with specific priorities for 2025-2026:

Health and Social Care

Maximising apprenticeship opportunities. Expanding skills training and introducing early years education pathways.

Creative and Cultural Industries

Enhancing digital literacy, entrepreneurship, HTQ developments in visual arts and immersive sound, and AR/VR skills.

IoT & Construction

Strengthening provision in automation, green technologies, and smart systems. Introducing T-levels in surveying.

T Levels & Apprenticeships

Scaling up employer collaborations for work-based learning.

Adult Education & Upskilling

Increasing lifelong learning options through flexible and online courses including an expanded provision for ESOL.

The new strategic plan will be launched from July 2025.

The plan has been determined to reflect and articulate the actions arising from the Local Needs Duty and our responsiveness more broadly to the college's position as the key skills provider within the South and East Lincolnshire Council Partnership area. The strategic plan will also recognise the evolving dynamic of local government in Lincolnshire as the county shifts to a Mayoral Combined Authority as well as longer-term shifts in boundaries.

3. APPROACH TO DEVELOPING THE AAS

Our strategic plan has recently been completed and will be signed off by the Corporation in July 2025. This statement includes content from the strategic plan and also our action plan to address remaining priorities noted within the Greater Lincolnshire including the LSIP and how we meet currently or intend to meet national skills priorities. The document also refers to the ongoing collaborative work undertaken with the Greater Lincolnshire Federation of Colleges as a joint statement.

We worked with the ERB directly including engagement with our Board at a strategy day held in November 2024 which included workshops to consider how we continue to respond to the priorities referred to by the LSIP and the newly devolved local authority.

The AAS also contains a joint statement on behalf of the Greater Lincolnshire Federation of Colleges, demonstrating the collaboration between our college and a range of other providers in the area, highlighting our joint response to meet skills needs and priorities.



Meeting Local Needs Duty

Progress against our objectives and targets is reported regularly and scrutinised by Governors at Board and committee meetings through a detailed set of key performance indicators within a 'balanced scorecard'. Furthermore, Board members regularly consider and review how well we are meeting local, regional and national skills needs through discussion in specific Governor strategic development sessions and regular updates at Board meetings. These updates include progress in our curriculum planning aligned to identified local needs.

Identification of Local Needs

We work closely with key stakeholders, including:

- Local employers (through our Industry Skills Boards and sector forums)
- The Local Authority and Combined Authority
- The three local Town Boards
- Schools, colleges, universities, and other training providers
- Chambers of Commerce, Federation of Small Business and community organisations including a formal partnership with Lincolnshire Community Volunteering Services.

Regular engagement through surveys, focus groups, and labour market analysis using systems such as Lightcast helps us identify skills gaps and emerging industry trends.

Addressing Skills Gaps and Employment Needs

In response to local needs, we have implemented the following initiatives:

Expansion of technical and vocational Training

- Introduced new T Levels in Health & Social Care, Business and Accounting, and Engineering to meet employer demand.
- Planned T-Levels in Surveying.
- Developed Higher Technical Qualifications (HTQs) in partnership with local businesses.



Apprenticeship Growth

- Launched new apprenticeship pathways in Digital Technologies, Healthcare, and Engineering to support regional priorities.
- Increased employer engagement to co-design curriculum and work-based learning opportunities.

Support for Priority Sectors

- Established a formal partnership between providers and Lincolnshire's Integrated Care Board to expand training in health and social care.
- Partnered with renewable energy firms to enhance sustainability-focused training e.g. Aaron Services.

Adult Learning and Upskilling

- Expanded Skills Bootcamps in logistics, and leadership and management.
- Increased flexible learning options for working adults.
- Successful Multiply offer and other bespoke offers for employability.

Inclusive and Accessible Education

- Developed tailored ESOL, (English for Speakers of Other Languages) and basic skills programmes alongside local employers.
- Strengthened our SEND, (Special Educational Needs and Disabilities) provision.



STUDENT AND COMMUNITY IMPACT

- 90% of students progressed into employment, apprenticeships, or higher education in 2023-24.
- 85% employer satisfaction with training quality and relevance.
- Increased enrolments in priority sectors (Engineering +12%, Digital +15%).
- New employer partnerships with major industry players, enhancing job opportunities.

FUTURE PRIORITIES (2025-2028)

- Further development of green skills training to support net-zero initiatives.
- Strengthening digital skills provision, including AI and cyber security courses.
- Expanding higher technical qualifications including in new national skills priority areas such as creative industries, digital and technology and engineering manufacturing.
- Enhancing student support services for disadvantaged learners.

4. GREATER LINCOLNSHIRE COLLEGES' COLLABORATIVE ANNUAL ACCOUNTABILITY STATEMENT

 [Annual Accountability Statement](#)

5. CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

NATIONAL SKILLS PRIORITIES

The college is well-placed to respond to the national skills priorities as outlined in the Skills England report, Industrial Strategy and Plan for Change despite some sectors not having a strong foothold in the region.

Priority	Current	Planned for 2025 onwards
Advanced Manufacturing	<p>High quality learning environments, (EMAT centre)</p> <p>Business Event supporting National Manufacturing Day</p>	<p>Planned Investment in teaching resources, (Future Factory)</p> <p>Business Event supporting National Manufacturing Day</p>
Creative Industries	<p>Wide range of further education courses (levels 1-6)</p> <p>Some specialist resources</p> <p>Vibrant entrepreneurship-led curriculum</p> <p>Clearly identified within college structure</p> <p>Delivery of large-scale creative events that directly contribute to Lincolnshire's Visitor Economy</p>	<p>Planned significant capital investment in new estate</p> <p>Launch of further HTQs</p> <p>Cohesive and consolidated project-led curriculum.</p> <p>Improvements to real world of work exposure</p> <p>Curriculum aligned to digital priorities such as content creation, supporting business and tourism</p>
Defence	<p>Mech Eng apprenticeships</p> <p>T Level in Engineering</p>	<p>Adult short courses in cyber security</p> <p>Provide relevant provision to military personnel and their families</p>

Priority	Current	Planned for 2025 onwards
Defence (Cont)	<p>Computing courses up to Level 5 including cyber security</p> <p>Level 2 and 3 in UPS Apprenticeships delivered for Lincolnshire Police</p> <p>Optimised mind and excellence in Communication, BSL, Mental health etc delivered to RAF</p>	
Digital and Technologies	<p>VR and AI</p> <p>Study programmes include digital skills at all levels</p>	<p>Planned significant capital investment in new estate</p> <p>Launch of Games Design and eSports</p> <p>Renewed range of digital literacy adult programmes including new adult campus</p>
Financial Services	<p>Range of offer in Accounting (Levels 2-4)</p> <p>T Level Accounting</p> <p>Accountancy as additionally in FT Level 3 SP</p>	<p>AAT Finance for Non-Finance Managers</p>
Life Sciences	<p>Access to Higher Education</p> <p>A Level in Biology</p>	<p>Planned short course delivery in Hydroponics</p> <p>A Level in Environmental Science</p> <p>Sustainable Living - Short course</p>

Priority	Current	Planned for 2025 onwards
Professional and Business Services	<p>Level 2-5 in Business</p> <p>T Level in Accounting and Finance</p> <p>Separate initiative established to deliver (BSALM)</p> <p>Skills Bootcamps in L and M</p>	<p>Planned increase in apprenticeships in HR</p> <p>Investment in new adult campus opening September 2025</p>
Clean Energy Industries	<p>Investment in new green energy workshop</p> <p>Investment in electric vehicle teaching resources</p> <p>Strong local partnerships</p> <p>Zero Carbon Bootcamp</p> <p>Business Event focussed on sustained Farming and Clean Energy</p>	<p>New qualifications in retrofit and energy efficiency</p> <p>New Science and Sustainability A Level pathway</p> <p>Level 1 Award in Environmental Sustainability (AEB)</p>
Construction	<p>Levels 1-3 FT study programmes in construction</p> <p>Apprenticeships in Electrical installation, Plumbing and Bricklaying</p> <p>Specialised green energy skills facilities</p>	<p>Development of T Level in Surveying</p> <p>Development of HTQ in Site Supervision</p>

Priority	Current	Planned for 2025 onwards
Health	<p>High quality teaching environments</p> <p>Partnership agreement with ICB</p> <p>Strong employer-involvement</p> <p>Health and Care FT Study</p> <p>Counselling courses</p> <p>Access to Health programme</p> <p>T Level in Health</p> <p>AEB and PCDL in Mental Health and Wellbeing including Mental Health First Aid</p>	<p>Planned development of higher-level skills in a range of Health and Care subjects</p> <p>Increase in apprenticeships in adult care and support roles</p> <p>Access to Nursing and Midwifery</p>

LSIP PRIORITIES

Work Readiness and Essential Skills

- Develop and implement a common employability/essential skills framework across 100% of technical programmes by July 2026.
- Increased career coaching and employability training embedded across all curriculum areas, developing and piloting a 'Skills Passport' system with level 1 students.
- Increase the percentage of students completing external work experience to 60%.

Digital and Technologies Advancement

- Launched new apprenticeship pathways in Digital Technologies, Healthcare, and Engineering to support regional priorities.
- Increased employer engagement to co-design curriculum and work-based learning opportunities.

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Green and Sustainable Technologies

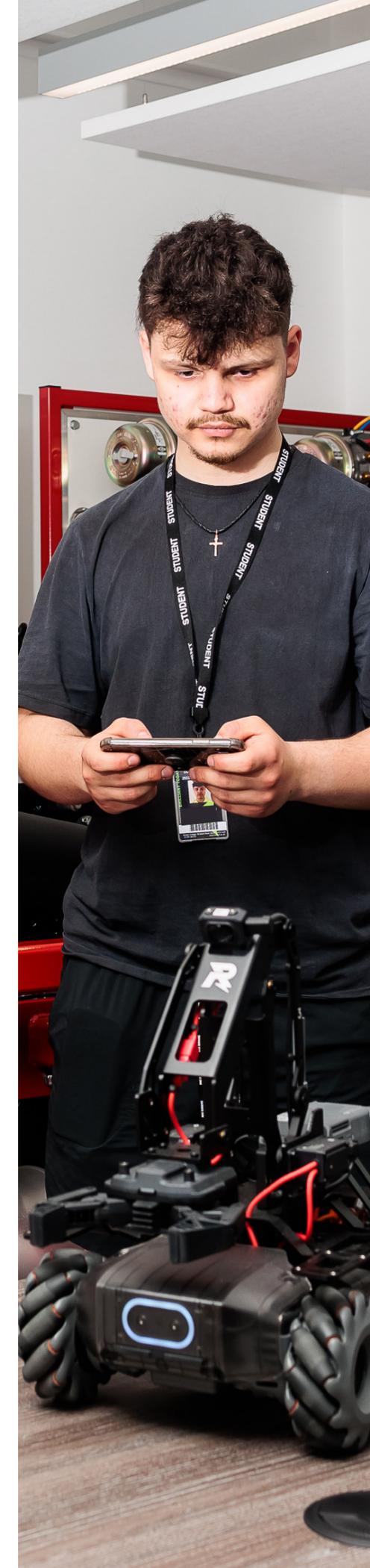
- Enhanced green energy and sustainability training in Construction and Engineering.
- Development of new retrofit and energy efficiency qualifications, launching at least two new offers by 2026.
- Increased employer collaboration on net-zero skills training.

Healthcare and Social Care Expansion

- Additional apprenticeship pathways in adult care and nursing support.
- Growing the Early Years education offer to meet new workforce demands.
- Strengthening links with NHS, care homes, and community services.

Socio-Economic

- Adult ESOL courses.
- Additional accessible estate for adult learning – Mayflower.





STRATEGIC COLLEGE PARTNERSHIPS

Boston College continues to work with regional education and industry stakeholders, including:

- Greater Lincolnshire Federation of Colleges for collaborative skills development.
- Employers in Health, Creative, and Technology sectors for curriculum co-design.
- University partners to support Level 4-6 qualifications and degree apprenticeships.
- Lincolnshire Integrated Care Board, supporting the NHS and care through collaboration.

6. FUTURE STRATEGIC ACTIONS

Expansion Plans

- Strengthening investment in digital, automation, and robotics training.
- Developing further flexible, online, and hybrid learning models.
- Launching new employer hubs for industry collaboration.
- Scaling Skills Bootcamps, T Levels and HTQs to meet labour market demands.
- Investing in future estates to support national skills priorities in creative and digital industries

Measuring Impact

Our 2025-2026 SMART targets focus on:

Student Achievement Rate

- Improve student achievement rates from 81.9% in 2023/24 to exceed 86% by July 2026. Improve level 2 achievement rates to 80%.
- Increase student retention rates across all programmes to 93% by 2026.

Employer Engagement

- Increase the number of active employer partnerships from 215 to 250 by March 2026.
- Achieve 85% employer satisfaction with curriculum co-design by July 2026, measured via employer surveys.
- All areas to have active and effective employer-led Industry Skills Boards, Successfully deliver the T Level in Surveying with a minimum cohort of 15 students and 85% retention rate.
- Each meeting 3 times annually with 90% attendance from employer representatives.

Student Progression

- Increase progression into positive destinations (employment, apprenticeships, or further education) from 94% to 95% by October 2026.
- Improve progression specifically to higher-level technical study to 22% by October 2025.
- Improve percentage of students achieving a qualification at their current, highest level of learning to at least 52%.

Digital Capabilities

- Ensure 100% of courses include embedded digital skills by September 2025.
- Implement Scheduled Online Learning and Assessment (SOLA) across all Level 2 + programmes by December 2025.

Curriculum Growth

- Expand HTQ provision with 8 new pathways launched by September 2025.
- Grow apprenticeship delivery by 20% from 2024/25 baseline by July 2026.
- Increase enrolment in green skills and sustainability courses by 25% by August 2026.
- Introduce three new skills bootcamps by 2026.



Sustainability Initiatives

- Reduce the College's carbon footprint by at least 10% compared to the 2023/24 baseline by July 2026.
- Ensure 100% of study programmes include carbon literacy components by September 2025.
- Launch specialised green energy training facilities by January 2026.

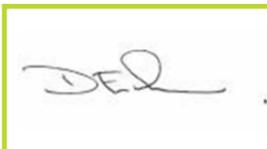
7. CONCLUSION

Boston College remains dedicated to aligning our educational provision with local workforce demands and community needs. Through strong industry partnerships and continuous curriculum innovation, we will continue to deliver high-impact learning opportunities that drive regional growth and social mobility. Boston College remains at the forefront of educational innovation, employer partnerships, and skills development for 2025. Through an adaptive curriculum, targeted investment in emerging industries, and a strong commitment to inclusivity, we will continue to support students, employers, and the wider community in a rapidly evolving economic landscape.

The College is committed to meeting its SMART targets for 2025-2026, with regular monitoring and review processes in place to track progress and ensure continued alignment with national, regional, and local priorities. Our approach focuses on delivering measurable outcomes that have positive impact for learners, employers, and the broader community.

8. CORPORATION STATEMENT

On behalf of the Boston College Corporation, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at the meeting on 2nd July 2025.



David Earnshaw
Chair of Governors



Claire Foster
Principal and CEO

Published:

boston:college

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