



Annual Accountability Statement

2026 - 2027

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Coastland College plays a central role in Dorset's economic and social development.

By responding to each of the LSIP's strategic priorities, we ensure that our provision remains responsive, inclusive and impactful.

We are determined to deliver a world-class technical education system for the county—equipping learners with the knowledge, skills and attributes to succeed, and ensuring employers have the skilled workforce they need to thrive.

Please use this link to access the Coastland College Website where the Annual Accountability Statement 2026-2027 is available: [Coastland College - Policies](#)

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Section 1: Key Purpose and Strategic Priorities

Our Vision and Purpose

Our vision is of a community where everyone has the skills, resilience and confidence they need to excel in life, at work, and in an ever-changing world.

Our core purpose is to partner with industry and our local communities to inspire and equip students and apprentices for individual success beyond expectation. Rooted in the needs of Dorset and the wider region, our provision ensures learners are future ready-prepared to thrive in today's fast-evolving industries and contribute meaningfully to tomorrow's workforce. Aligned with our strategic priorities, we focus on delivering high-quality, inclusive education, strengthening employer engagement, and driving local economic and environmental resilience through skills development and innovation.

"We partner with industry and our community to inspire students and apprentices for individual success beyond expectation – we ensure they are 'future-ready', prepared for today and tomorrow's world."

Our Values

We are Connected

"Inspired by our heritage, we play a key part in a collaborative ecosystem – where everyone has a platform to grow, contribute and make an impact beyond borders."

We are Courageous

"In our relentless pursuit of excellence, we embrace challenges both big and small – we have the determination to succeed, through deep-rooted curiosity and resilience."

We are Dynamic

"We embrace innovation, technology, industry advances and hands-on learning, in everything we do – helping and challenging employers to ensure they thrive in their sector."

We are Empowering

"We create opportunities for all; our staff, our students, our community, the economy and the world – opening doors and helping everyone achieve their full potential."

We are Welcoming

"We celebrate diversity, ensuring a safe, inclusive, supportive and sustainable environment for all – a space where everyone is valued and treated with respect."

Coastland College makes a strong contribution to local and regional skills development, and this was recognised by Ofsted in May 2025. This reflects a broad, inclusive and employer-responsive curriculum offer, a well-qualified and industry-aware teaching workforce, and sustained, high-quality learner progression into employment, further study and apprenticeships. Our strategy has been informed by extensive recent stakeholder engagement; local, regional and national drivers, with particular alignment to the Dorset Local Skills Improvement Plan (LSIP) 2026-29; the Department for Education's skills policy; and national sector priorities.

The College is a dual-campus institution, with a specialist land-based provision located at the Kingston Maurward Campus and a diverse vocational and academic offer based at the Weymouth Campus. Both campuses contribute uniquely to the regional economy and skills pipeline, and together we provide a unified offer that meets the evolving needs of learners, communities and employers.

This Accountability Statement outlines our strategic intent and operational commitments to develop a skilled, confident and future-ready workforce across Dorset and beyond. It is underpinned by the principles of local collaboration, employer responsiveness, inclusive participation, and a relentless focus on high-quality teaching, learning and assessment.

Our Strategy

In alignment with our mission statements at both the Weymouth Campus and the Kingston Maurward Campus, we will:

- Provide high-quality, responsive education and training that enables every learner to achieve their potential.
- Strengthen employer engagement to co-create programmes that deliver current and future workforce skills.
- Invest in facilities, digital infrastructure and staff development to ensure the continued delivery of industry-standard training.
- Build strong progression pathways into employment, further study and higher-level technical routes, including apprenticeships.
- Align our provision to the economic priorities of the Dorset LSIP and intelligence gained through our relationships with employers.

Section 2: Context and Place

Coastland College is central to post-16 education across coastal and rural Dorset. Our two campuses have distinct yet complementary strengths—technical and vocational education at Weymouth, and land-based, heritage, and sustainability-focused education at Kingston Maurward positioning the institution at the heart of a complex and evolving local economic and social landscape.

As of May 2026, the college has 2316 learners studying on education programmes for young people and 633 students studying adult courses across a number of different subject areas. The college has 107 T Level students in the current academic year.

The college has 360 apprentices across 30 different apprenticeships, with just over half studying at level 3 or above. The majority of the apprentices are aged 16-18 years old, a larger proportion of enrolments are in construction trades.

Dorset has a relatively high overall employment rate (80.3% for ages 16–64 as of December 2023), above the Southwest average (78.8%) and national average ([ONS, 2024](#)). However,

within the Weymouth and Portland area, this rate falls to 59.8%, and the region is among the 10% most deprived in England ([Dorset Council, 2026](#)). The area faces significant economic inequality and entrenched social immobility, with limited progression routes for disadvantaged learners—particularly those from rural and coastal communities.

Dorset's economy relies on a mix of sectors: tourism (a key employer in Weymouth), agriculture, health and care, the public sector, and increasingly, digital and low-carbon technologies. Dorset County Hospital (NHS), Dorset Council, the MOD (at Bovington and Portland), and tourism-based employers represent some of the largest employment bases in the area.

The region is dominated by small and micro businesses: over 98% of Dorset's 20,000+ businesses are SMEs, with 83.6% classified as micro-businesses (0–9 employees) in South Dorset alone (Dorset Council Insights, 2023). This business profile drives demand for flexible, adaptable, and entrepreneurial graduates—something the College addresses through vocational programmes, apprenticeships, and close employer partnerships.

Despite Dorset's relative affluence, social mobility remains a serious concern. The county consistently ranks among the lowest nationally for young people from disadvantaged backgrounds progressing to higher education or skilled employment (Dorset Council, 2022). Additionally, 44% of the workforce is aged over 50, underscoring the need to attract and retain younger talent. Pay levels are also an issue: 32,000 jobs in Dorset pay below the real living wage, with many young people forced to leave the area due to a lack of opportunities and affordable housing.

Against this backdrop, Coastland College support hundreds of learners each year to progress to higher education (including HE-in-FE and university), higher technical qualifications, and employment. Nationally, 70.2% of FE students' progress to level 4+ destinations (DfE, 2023), and around 88% of HE graduates are in work within 15 months (HESA, 2005).

The College operates in a regional landscape that includes other key providers: Bournemouth and Poole College, Yeovil College, Skills & Learning ACE, and private training providers linked through the Dorset and Somerset Training Provider Network (DSTPN). Together, they contribute to a coordinated skills strategy across the county. The Dorset Local Skills Improvement Plan (LSIP), led by Dorset Chamber, sets out clear priorities that the College addresses in its curriculum strategy. These include demand for growth sectors in Advanced Manufacturing and Engineering, including Defence and Marine, Construction, Digital Technology and Creative Industries, Health and Social Care, Financial Services and Professional and Business Services ([Dorset Chamber LSIP, 2026](#)).

Labour market intelligence highlights high vacancies in Digital/IT, engineering and technical roles, construction trades, and health and social care, alongside persistent needs in traditional rural industries such as farming and land management.

Kingston Maurward Campus is uniquely positioned to lead on the educational response to the ecological emergency. It is a regional leader in regenerative farming, rural skills, heritage

crafts, and land-based sustainability. The college's close links with employers ensure training is up to date with sector needs and supports productivity in these essential industries. Both campuses support the wider ambitions of the Great Southwest initiative, contributing to food and fuel sustainability through local innovation, education, and workforce development.

Weymouth Campus is well positioned to play a critical enabling role in the Dorset Clean Energy Super Cluster (DCESC) — by underpinning the skills, workforce, innovation and community integration the cluster needs to succeed ([Dorset Council, 2026](#)). The colleges evolving Construction, Engineering, Digital and Green Skills offer has the capacity to match the real workforce demand, building a workforce pipeline and a clear pathway to employment.

Coastland College also uses their commercial assets to benefit students and the community—investing in high-quality facilities, real-world learning environments, and enterprise opportunities. Our mission is not only to deliver qualifications but to ensure students and apprentices become confident, resilient, life- and work-ready individuals. With its two distinct campuses, the College continues to be a vital enabler of inclusive growth, regional sustainability, and opportunity for all across Dorset.

Section 3: Approach to Developing the Annual Accountability Statement

The Coastland College accountability agreement sets out our local industrial heritage and explains how we will further strategically invest to maximise the opportunities to support our local business communities' success. The College is committed to designing a forward - looking curriculum with high quality learning resources to develop our business partners' highly capable workforce, ensuring that we can support our community and businesses to be globally competitive, delivering more and better jobs, with a clear line of sight to exciting local careers for all our students and apprentices.

Students, staff, partner organisations, employer representatives and the college Board all contributed to the development of the Strategic Plan. The college maintains strong engagement with the Local Skills Improvement Plan (LSIP) and its Employer Representative Body (ERB), the Dorset Chamber of Commerce, taking a leading role in LSIP activity. Through Dorset Skills and LSIP forums—which bring together employers, public sector partners, private training and education providers, and representative organisations—the college has actively shaped its LSIP response and ensured it aligns with wider priorities across Dorset.

The Corporation of Coastland College provides strategic leadership and oversight to ensure that the College's curriculum and provision are aligned to the Dorset Skills Improvement Plan, particularly in priority sectors. Strong employer engagement is promoted to ensure programmes are responsive, address skills shortages and support workforce development.

The Corporation maintains a strong focus on continuous improvement and strategic alignment. This includes participation in a strategic planning session in November 25 to develop a new College strategy, 'Future Ready 2030', ensuring continued alignment with LSIP priorities. Governors use this, alongside annual self-assessment, to inform strategic direction and Board development.

Board effectiveness is strengthened through ongoing recruitment informed by comprehensive skills audit and succession planning. During the year, two new independent governors were appointed, bringing expertise from the education and veterinary sectors, enhancing the Board's capacity to support curriculum and land-based provision. Recruitment remains ongoing to ensure an appropriate balance of skills, experience and local insight aligned to LSIP priorities. The governing body play an active role in The Association of Colleges, which provides a link into the local, regional and national FE sector. The Corporation holds senior leaders to account through monitoring of quality, performance and financial sustainability.

Coastland College has undertaken a comprehensive and revised approach to curriculum planning, reflecting both the appointment of a new Director of MIS and the adoption of recognised best practice in curriculum and financial planning. This has strengthened the rigour, consistency and evidence base of the process, ensuring that curriculum decisions are informed by accurate data, clear performance analysis and a detailed understanding of learner, employer and community need. The College has also made use of 4CAST curriculum planning software, which supports robust curriculum modelling, financial viability, funding analysis, staffing and resource planning, and the assessment of provision at different levels. This has enabled leaders to plan with greater confidence and to test the sustainability and efficiency of the curriculum offer before decisions are finalised. 4CAST is a tool that helps colleges create a robust curriculum plan, model funding methodology, reflect costs, and highlight relative efficiency.

As part of this process, the College has carried out an extensive review of curriculum provision across all levels, with detailed discussions involving Heads of Curriculum, the Assistant Principal for Curriculum and Quality, and the Director of MIS. This review has considered current performance, recruitment trends, progression routes, learner demand, staffing and resource requirements, quality indicators, and the extent to which provision aligns with the Local Skills Improvement Plan, local employer priorities and wider national skills needs. Particular attention has also been given to courses that do not currently meet suitable contribution levels, ensuring that decisions about continuation, growth, redesign or rationalisation are based on a balanced assessment of educational value, strategic importance, quality, demand and financial sustainability. This more systematic approach provides the College's Corporation with assurance that the curriculum plan is coherent, responsive and affordable, while remaining focused on delivering high-quality outcomes for learners and supporting the College's strategic role in meeting local and national skills priorities and as laid out in this document.

The College has used the following activities to shape its approach to meeting local, regional and national skills priorities:

- LMI (Labour Market Intelligence) gathered directly from employers through business development activity and sector specific Future Skills Partnership meetings.
- Use of published LMI, including Vector and Nomis data, to inform strategic objectives and curriculum intent.
- Established partnerships with local and county councils, alongside the Department for Work and Pensions, to identify and respond to regional priorities.
- Engagement with the Dorset Local Skills Improvement Plan (LSIP), using published priorities to inform planning and delivery.
- Ongoing collaboration with the Dorset Chamber of Commerce, the Employer Representative Body (ERB) leading the LSIP for the region.
- Governance oversight, including feedback from governors and formal approval of the Strategic Plan and accountability statement objectives.

The Dorset LSIP reflects the breadth and diversity of employers across the region. It identifies a number of high-demand, growth and innovation sectors that form the core priority areas, including:

- Advanced Manufacturing and Engineering (including defence and marine)
- Construction
- Digital Technology and Creative Industries
- Financial Services and Professional and Business Services
- Health and social care
- Clean energy

Section 4: Contribution to National, Regional and Local Priorities

This section sets out how professional skills are applied to ensure meaningful contribution to national, regional and local educational priorities, with a clear emphasis on accountability and impact. It demonstrates a clear commitment to ensuring that both individual practice and organisational approaches are closely aligned with key policy priorities, including national improvement strategies, local authority expectations, and the requirements set out in the Local Skills Improvement Plan (LSIP).

Table 1 Reflection on the previous year's performance (2025-26) against outcome targets.

LSIP Priority 25-26	Our Response	Progress Towards Target
1. Provision Aligned to Business Need Employers across Dorset report persistent difficulties in recruiting skilled staff in technical roles, particularly in health and care, digital, construction, advanced engineering,	At Weymouth Campus, we have expanded Health and Social Care programmes to include Level 3 pathways with a clear progression to HE and clinical apprenticeships. For September 2025, this will include T levels in Health and Social Care. At Kingston Maurward Campus, we deliver industry-aligned qualifications in Agriculture,	Health and Social Care programmes included specialist pathways starting at level 1 and progressing up to level 3 with a clear progression to HE and clinical apprenticeships. This has included T levels in Health (Adult Nursing pathway) where we recruited an additional 12 students this year. At Kingston Maurward Campus, we are delivering industry-aligned qualifications in Agriculture,

agriculture, and visitor economy sectors.	Horticulture, Equine Science and Animal Management. A new Agriculture Centre on the Kingston Maurward site will increase the focus on regenerative agriculture and biodiversity as part of the curriculum and this will be in place for September 2025. Launch of new T Levels in Health, Digital Production, and Construction, from September 2025 alongside higher technical qualifications (HTQs) in Engineering. Regular review of curriculum intent and employer forums to co-develop qualifications in emerging sub-sectors such as digital health, green construction, and marine conservation. These reviews will continue in the 2025-26 academic year.	Horticulture, Equine Science and Animal Management. The new Agriculture Centre on the Kingston Maurward site has increased the focus on regenerative agriculture and biodiversity as part of the curriculum. Furthermore, the college has relaunched apprenticeships in agriculture for 26/27 The college has invested in resources to support the launch of new T Levels in Engineering, Digital Supports Services and Construction, planned to start from September 2026 alongside higher technical qualifications (HTQs) in Engineering. This investment in digital resources and ICT ensures students have access to the very latest state-of-the-art technology. Future Skills Partnerships events in Engineering, Digital and Agriculture have been facilitated alongside stakeholders to review curriculum intent and to co-develop qualifications / curriculum plans. Further Future Skills Partnership events will follow in the 2026-27 academic year. Our Kingston Maurward Campus has hosted the Dorset Engineering and Manufacturing Cluster group (DEMC), which allowed the college to introduce the new Coastland brand and showcase our agriculture and land-based engineering facilities and future curriculum plans. The college has developed a five-year plan for its apprenticeship provision linked to local, regional and national priorities across eight key areas. These being Construction, Engineering, Digital, Health, Business Professionals, Professional Studies, Teaching & early years and Land-based. Designated Business Partnerships Team who attend local and regional
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		events to liaise with stakeholders to understand their challenges in recruitment, skills and training to allow the design of delivery to meet these needs. Coastland has created two skills bootcamps to meet the needs highlighted in the LSIP specifically to develop Leaders and Managers and to address the lack of digital skills at various levels.
2. Improve the Employer Engagement Infrastructure The Dorset LSIP highlights that employer input into curriculum planning is inconsistent across the county. There is a need for a more structured and proactive approach to employer engagement.	Creation of a cross-campus Employer Engagement Strategy Group for the 2025-26 academic year. Continue to establish and develop sector-specific feedback from industry (e.g. land-based industries, health care, construction, and digital) to advise on curriculum content, work placement design, and assessment practices, in the 2025-26 academic year to continue to shape curriculum against the needs of industry. Engagement with Dorset Chamber, Dorset Engineering Group, and care provider networks to co-host skills roundtables and CPD forums.	Future Skills Partnership events have been delivered in Digital & Engineering and Agriculture. This has provided further opportunity to work with stakeholders and plan them into the curriculum (e.g. through industry speakers and work placement opportunities). The college has continued to establish and develop sector-specific feedback from industry (e.g. land-based industries, health care, construction, and digital) to advise on curriculum content, work placement design, and assessment practices, helping to continue to shape the curriculum against the needs of industry. Engagement with Dorset Chamber, DEMC and local stakeholders, has further enabled the college to align our offer to the skills needs of the community, and where possible adapting the college curriculum offer following employer feedback. The college has taken an active role in engaging with the LSIP curriculum conversations, attending events with partners across the county and working alongside other educational providers. By assisting in the creation of education / skills provision maps, it is hoped that this will provide a clear overview of training opportunities across the LSIP priority sectors,

	Appointment of new Work Placement Officers across both campuses to provide a single point of contact for local businesses – these roles will be in place during the 2025-26 academic year.	benefiting stakeholder groups and promoting a co-ordinated skills system for Dorset and BCP. The college continues to develop its approach to work experience across both campuses with a growing work placement team providing more contact with local businesses. The development of a new CRM system will ensure that the Business Development and Work Experience team have a single point of contact for local businesses.
3. Responsive Careers Information, Advice and Guidance The LSIP identifies a need to strengthen CEIAG, particularly by raising awareness of the full range of technical pathways and by addressing misconceptions about vocational education.	Comprehensive CEIAG programme aligned to the Gatsby Benchmarks, delivered across both campuses by trained Level 6 advisers and a refreshed approach to CEIAG as a newly merged college, which will be in place for September 2025. Sector-specific progression pathways prominently displayed on course literature and a new college website, in place for December 2025. Integration of local Labour Market Information (LMI) into tutorials, subject guides and parent engagement sessions from September 2025.	The college has continued to develop a comprehensive CEIAG programme aligned to the new Gatsby Benchmarks, delivered across both campuses by trained Level 6 advisers and led by Assistant Principal – Student Life and Wellbeing. This academic year our Principal and CEO has personally visited all our feeder schools to promote through school assemblies the newly branded college and to showcase the new opportunities that Coastland now offers. The college has produced new 'Z-cards' to detail the broad career pathways that it now offers across both campuses. The new college website was launched in April 2026 and details sector-specific curriculum details / progression pathways. The college continues to integrate local Labour Market Information (LMI) into tutorials, subject guides and open event sessions so that students and parents / NOK are aware of skills requirements for the different curriculum areas. Personal Development Tutors have delivered Digital Skills, Communication and teamwork / leadership sessions across the student body to highlight their importance and prepare students appropriately. Our strategic partnership with Dorset Careers Hub, local schools and

	Strategic partnership with Dorset Careers Hub, schools and employers to deliver careers fairs, employer encounters and curriculum-linked employer visits, which will be in place for September 2025.	employers is supporting the delivery of employer encounter events and curriculum-linked employer visits. Careers and Primary College are two examples of this, alongside new employer encounter activities with the NHS and Cyber First South planned for later this year. Introduction of sector-based apprenticeship evenings across both campuses to ensure the correct CEIAG is given to all interested in apprenticeships as their preferred route of education. These events ensure the key elements of what an apprenticeship entails, industry advice as to how to find an opportunity and the career pathways post completion. Introduction of an apprenticeship 'talent pool' for all who apply for an apprenticeship. Monthly newsletter to provide guidance on C.V writing skills, apprenticeship job applications, job interview techniques and CEIAG on opportunities other than an apprenticeship if unsuccessful. CEIAG given to adult learners who may be career flippers, unemployed or wishing to accelerate their careers through education. Designated job coach within the College to review prior attainment, opportunities available and tailor these to the individual.
4. Skills for Green and Net-Zero Economy The Dorset LSIP calls for urgent upskilling in green skills, across sectors such as construction, agriculture, marine, logistics and tourism. Employers also emphasised the need for sustainability to be a core element of all programmes.	Development of a Green Curriculum Framework to embed sustainability into all curriculum areas from September 2025.	The college careers lead has participated in an Education and Training Foundation (ETF) course on Education for Sustainable Development and received specialist status (March 2026) to recognise the college's approach to green skills and environmental awareness. The college supports the promotion of 'Green Skills / Careers' and lead an information session organised by the Dorset Careers Hub to explain how this priority is impacting the curriculum at Coastland College. The session covered the cross-college approach with Environment Week 2025 and also focused on Green

	In the 2025-26 academic year, explore the potential of new modules and qualifications in areas such as renewable energy, low-carbon transport and sustainable land use. Industry partnership with NFU, local landowners and environmental NGOs to offer practical learning in biodiversity monitoring, regenerative farming and carbon offsetting. Greater utilisation of current resources, for example with the decarbonisation of the Kingston Maurward estate, including the use of biomass heating and solar energy, use this for student-led energy audits and research, during the 2025-26 academic year.	Skills projects in construction. A variety of stakeholders from Educational and Civic organisations attended and consequently careers leaders were able to return to their organisations informed and enabled to promote the college curriculum. In the 2026-27 academic year, there will be continued exploration of the potential of new modules and qualifications in areas such as renewable energy, low-carbon transport and sustainable land use. Through the Future Skills Partnership event in February, the college has strengthened industry partnerships with NFU, local landowners and environmental NGOs to offer practical learning in biodiversity monitoring, regenerative farming and carbon offsetting. In the 2026-27 academic year, there will be further focus on regenerative farming, environmental stewardship, and sustainable business models within the curriculum.
5. Boosting Essential and Work-Ready Skills Employers consistently cite the need for enhanced employability, communication, confidence, resilience and digital fluency.	Embedding of employability and enterprise skills within all study programmes. Bespoke work-readiness curriculum for learners with SEND or those on transition to employment programmes. Digital skills framework adopted to ensure learners gain practical skills in Microsoft 365, cybersecurity awareness, digital collaboration and data handling.	The college continues to embed employability and enterprise skills within all study programmes through the cross college personal development programme. Through the college Foundation Studies curriculum on both Weymouth and Kingston Maurward campus, there is a bespoke work-readiness curriculum for students with SEND or those on transition to employment programmes. Digital skills framework adopted in the personal development programme across both campuses to ensure students gain practical skills in

	Employer-developed scenarios used in assessment practices to contextualise learning. Focus on the building of confidence and resilience through tailored personal tutoring to empower every student to be their best.	Microsoft 365, cybersecurity awareness and data handling. Curriculum areas utilise employer-developed scenarios used in assessment practices to contextualise learning (e.g. in media, students utilise a live brief that mirrors an authentic industry task). Personal Development Tutors have utilised 1-to-1 meetings to focus on student holistic wellbeing, building on confidence and resilience through tailored personal tutoring to empower every student to be their best.
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Using identified skills priorities as well as theory underpinning economic drivers, **Table 2** summarises where and how Coastland College's core subject provision supports local and national skills priorities.

Table 2

Coastland College Curriculum Offer and alignment to national and local skills priorities

Coastland College Curriculum Offer	Direct Link to National Skills Priorities (taking into account of Skills England report, Industrial Strategy Priorities and Plan for Change)	Direct Link to Local Skills Priority (as identified in Dorset Council's Economic Growth Strategy – 2025-2040 and in Dorset LSIP – 2026-29)
A Levels & Applied Science	- Life Sciences - Professional and Business Services - Creative Industries	- Digital Technology and creative - Professional and business services
Animal Welfare and Science	- Life Sciences - Professional and Business Services - Digital & Technologies	- Tourism and Visitor Economy
Agriculture and Land Based Engineering	- Digital & Technologies (including AI and data economy) - Life Sciences - Professional and Business Services - <i>Global Food Production and Security</i>	- Agriculture, Food and Rural Business - Agri-tech - Clean Energy
Advanced Manufacturing	- Advanced Manufacturing - Digital & Technologies - Clean energy industries	- Advanced Manufacturing and Engineering - Digital Technology - Clean energy

Business	- Professional and Business Services - Financial Services - Digital & Technologies	- Financial Services and Professional and Business Services
Computing and IT	- Digital & Technologies	- Digital Technology
Construction and Building Services	- Construction - Digital & Technologies - Clean energy industries	- Construction - Digital Technology - Clean energy
Creative Industries	- Creative Industries	- Digital Technology and Creative
Equine	- Life Sciences - Professional and Business Services - Digital & Technologies	- Professional and business services - Digital Technology
Health and Social Care	- Health - Life Sciences - Digital & Technologies	- Health and Social Care - Digital Technology
Service Industries (Hair, Beauty, Catering and Hospitality)	- Professional and Business Services	- Professional and business services - Tourism and Visitor Economy
Sport	- Health - Life Sciences - Professional and Business Services - Digital & Technologies	- Professional and business services
Public Services	- Health - Life Sciences - Professional and Business Services - Digital & Technologies	- Professional and business services - Digital Technology

To meet key national, regional and local priorities—and to fulfil our Local Needs Duty—the College has identified a set of priority areas that will guide our activity over the coming year. Through these priorities, we aim to deliver a transformational impact on opportunities for our communities, providing high-quality skills training that enables individuals to realise their full potential and achieve their aspirations.

Alignment with the Dorset LSIP

Meeting Growth Sector Skills Needs

Coastland College welcomes the priorities set out in the Dorset LSIP (2026–29) and is strongly aligned with its focus on supporting the development of skills across Dorset’s six priority sectors. As a key local education provider, we are committed to playing an active role

in delivering a responsive, inclusive and forward-looking skills system that supports economic growth and social mobility.

Coastland College recognises the importance of the identified priority sectors and will continue to align its curriculum planning and investment to support:

- Advanced manufacturing and engineering, including defence and marine
- Construction
- Digital and creative industries
- Financial, professional and business services
- Health and social care
- Clean energy

Our curriculum offer provides clear progression pathways from entry-level through to higher-level skills, ensuring learners can access and progress within sustainable careers in the local economy.

From 2026/27, Coastland College will introduce cross-college Future Skills Partnerships to strengthen employer engagement and ensure curriculum delivery reflects current and emerging labour market needs.

These partnerships will:

- Identify skills shortages and emerging sector needs
- Co-design curriculum and training programmes with employers
- Align provision across:
 - Study programmes for young people
 - Apprenticeships
 - Adult learning and upskilling

This model will ensure a two-way dialogue, enabling employers to shape provision while helping the College design effective educational pathways into employment.

This approach has already been piloted successfully in 2025/26, bringing together employers from the digital and engineering sectors.

Key outcomes included:

- Co-design of the Engineering T Level (Manufacturing and Design)
- Development of a Digital Skills Bootcamp
- Planning for new apprenticeship standards launching September 2026

This pilot demonstrates the effectiveness of collaborative, employer-led curriculum planning.

LSIP Priority 1: Advanced manufacturing and Engineering, including Defence and Marine

Coastland College Curriculum Offer	Contribution to LSIP Priorities
- Engineering qualifications from Level 1 Welding, Level 2 Engineering, T-Level Engineering (Level 3), Level 4 HNC Engineering - Mechanical and electrical engineering - Fabrication and welding – both campuses - Advanced manufacturing techniques	- Supports defence and marine sector growth - Aligns with Dorset Innovation Park and defence skills needs - Develops pipeline of skilled technicians and engineers

Apprenticeships, Skills Bootcamps and Adult Skills Provision

Coastland College is responding proactively to regional skills needs through the implementation of a five-year Apprenticeship Strategy, which establishes clear and progressive skills pathways across priority sectors. This strategy focuses on delivering provision at Levels 2 to 4 in:

- Advanced manufacturing
- Fabrication and welding
- Maintenance engineering
- Technical design
- Food and drink production
- Automotive

These apprenticeship pathways are designed to meet both current employer demand and future workforce requirements, ensuring alignment with Dorset's economic growth strategies. Coastland College is also exploring emerging partnerships with regional universities to align Level 4 provision with degree-level progression routes, strengthening higher-level skills pathways within the local area.

Responding to Emerging Skills Needs

Through engagement in Future Skills Partnerships and employer consultation, Coastland College has identified the Level 3 Mechatronics Maintenance Engineer apprenticeship as a key future priority. The College is currently reviewing its curriculum and planning targeted investment in specialist equipment and staff expertise to support delivery of this standard and ensure responsiveness to employer need.

Digital Skills Development

To address increasing demand for digital capability across sectors, Coastland College has developed a Digital Skills Bootcamp, covering:

- Computer-aided design (CAD)
- Artificial intelligence (AI)
- Programming
- Data analysis

In addition, the College delivers basic digital literacy programmes to support individuals with limited digital skills, ensuring wider participation in the workforce and access to further training opportunities.

Adult Learning and Inclusion

Coastland College's adult learning offer is designed to support inclusive progression into employment and further study. Provision includes:

- ESOL (English for Speakers of Other Languages)
- Entry Level and Level 1–2 Functional Skills (English and maths)
- Foundation and pre-employment programmes

These pathways ensure that individuals without prior qualifications can develop essential skills and progress into apprenticeships, employment or higher-level study.

Leadership and Management Skills

Recognising a regional shortage in leadership capability, Coastland College has introduced a Leadership and Management Skills Bootcamp, designed to:

- Upskill current employees
- Support progression into supervisory and management roles
- Strengthen organisational capacity across sectors

Employer Engagement and Support

Coastland College has strengthened its employer-facing approach through:

- A dedicated Apprenticeship Team providing guidance through the apprenticeship system
- A redesigned employer website landing page, offering clear access to information, funding guidance and support services
- The development of sector-specific skills booklets, which mirror digital content and include QR codes linking directly to relevant resources

This approach ensures employers can easily navigate the apprenticeship landscape and engage with the College to co-develop workforce solutions.

LSIP Priority 2: Construction

Coastland College Curriculum Offer	Contribution to LSIP Priorities
- Entry Level Mult skills, level 1, level 2 and level 3 trades across EPYP, Apprenticeships and Adult learning; - Carpentry and joinery - Plumbing and heating - Electrical installation - Brickwork and multi-trades - T Level - level 3 (Design, Surveying and Planning)	- Addresses local housing and infrastructure needs - Supports green construction and retrofitting - Provides progression from entry-level trades to higher technical roles

The five-year Apprenticeship Strategy is designed to expand and strengthen provision across skilled trades and civil engineering sectors. The aim is to provide clear progression pathways from Level 2 to Level 4, helping to address current and future skills shortages. It will also align with regional economic priorities and infrastructure growth.

A key element of this strategy is the reintroduction of Level 4 apprenticeship standards in:

- Construction Site Supervision
- Construction Design and Build

These programmes aim to develop higher-level technical and leadership skills as well as supporting workforce progression into supervisory roles. This will help to address gaps in advanced construction capability within the region.

Plumbing and Heating Apprenticeship Redesign

The College is undertaking a redesign of the Plumbing and Heating Engineer apprenticeship, aligned with forthcoming national apprenticeship reforms.

This redesigned programme will incorporate green technologies, retrofitting skills and low-carbon heating system. This development will enable Coastland College to respond to increasing demand for sustainable construction practices and support the transition to net zero targets. It will also equip apprentices with future-focused skills relevant to evolving industry needs.

Green Skills Provision

Through its Green Skills curriculum, Coastland College delivers short, targeted training programmes to support rapid workforce upskilling.

Current provision includes:

- Electric Vehicle Charge Point (EVCP) installation
- Solar energy systems
- Heat pump technologies

These courses support both existing workforce upskilling and new entrants, helping to address immediate skills gaps in low-carbon technologies. It also contributes to regional clean energy and sustainability ambitions.

Professional Standards and Industry Recognition

Coastland College ensures its apprenticeship provision aligns with industry-recognised professional standards.

Key features include:

- ECS Gold Card embedded within the Installation and Maintenance Electrician apprenticeship
- Development of progression pathways towards Black Card status through Level 4 construction provision

This approach enhances apprentice employability, supports compliance with industry expectations and promotes long-term career progression within the sector.

Apprenticeship Personal Development – T.H.R.I.V.E (thinking, health, resilience, independence, values and employability)

The College is redesigned its apprenticeship personal development programme to better support learner success in the workplace.

The programme focuses on developing:

- Resilience and adaptability
- Critical thinking and problem-solving skills
- Independence and self-management
- Values
- Professional behaviour

This ensures that apprentices are not only technically competent but also equipped with the transferable skills and behaviours required for sustained employment and career progression.

LSIP Priority 3: Digital Technology and Creative Industries

Coastland College Curriculum Offer	Contribution to LSIP Priorities
- Level 1 Introductory courses in IT and Digital Technologies, Level 2 IT and Media, Level 3 Media and T Level in Digital Support Services (level 3). - Cyber security and networking - Software development - Media production and design	- Supports digital transformation across all sectors - Develops skills for creative and tech industries - Enables flexible and remote working opportunities

Our Digital Technology and Creative Industries curriculum is designed to equip learners with the technical, creative and professional skills required to succeed in Dorset’s rapidly evolving digital and creative economy, as identified in the LSIP. We aim to develop industry-ready, adaptable learners who can contribute to productivity in digital roles by combining:

- Technical expertise (software development, data, web technologies, cloud and cyber awareness)
- Creative digital capability (content creation, design and multimedia production)
- AI-enabled and automation skills to reflect current and future workplace practices
- Professional behaviours including communication, collaboration, and project delivery

We also aim to raise awareness of digital careers, particularly technical roles whilst supporting social mobility and local retention of talent.

We deliver the curriculum through a sequenced, industry-informed and skills-integrated model, structured around three core pillars:

1. Integrated Skills Model (Technical + Creative + Commercial)

Students experience a curriculum that combines:

- Technical digital skills (coding, data, systems, web)
- Creative production (design, video, immersive media)
- Business application (project management, client briefs, digital marketing)

Projects are deliberately designed to mirror industry practice, requiring students to:

- Design, build and deliver digital products
- Work to live or simulated client briefs

2. AI and Emerging Technology Embedded Across Delivery

AI is integrated as a core learning tool and subject, not a standalone topic (e.g. Century Tech, Nearpod and Teachermatic)

Students:

- Use AI tools to support content creation, coding and workflow automation
- Develop understanding of ethical, effective and productive AI use
- Explore emerging technologies including:
 - Cloud platforms
 - Data systems
 - Immersive and 3D technologies

3. Specialisation Pathways

Students develop depth through focused pathways, such as:

- Software and Web Development
- Creative Media and Content Production
- Digital Marketing and Data
- Games, Animation and Immersive Media

This reflects identified regional skills gaps and career opportunities.

Employer Engagement and Industry Links

To address limited placement capacity, we adopt a flexible employer engagement model with the use of industry-set briefs and project challenges / Media Industry week. Industry speakers and employer masterclasses are also utilised alongside portfolio reviews and feedback panels. This helps ensure learners gain authentic, work-relevant experience.

The Dorset Digital Skills Partnership (DDSP) aims to enhance digital skills across the region by collaborating with various organisations to address the digital skills gap and support the local economy. Several key initiatives are supported through areas identified as part of the

LSIP, examples include Skills Bootcamps and Community Engagement programmes such as coding week. The DDSP actively engages with schools, businesses and community organisations to inspire and build digital skills among residents. This includes initiatives to promote digital inclusion and support individuals who may be at risk of digital exclusion.

[Dorset Digital Skills Partnership, 2026](#)

Development of Professional Skills

The Digital / Media curriculum explicitly develops communication (presentation, pitching, teamwork) as well as problem solving and adaptability. Digital professionalism and collaboration is developed through structured work in teams.

LSIP Priority 4: Financial Services and Professional and Business Services

Coastland College Curriculum Offer	Contribution to LSIP Priorities
- Level 2 and Level 3 Business Courses - Business administration - Accounting and finance - Customer service - Leadership and management	- Responds to identified need for deeper skills understanding in this sector - Supports local SMEs and professional services growth - Builds transferable business skills across sectors

The Colleges Financial Services and Professional and Business Services curriculum provides a strong and responsive pipeline of talent aligned to LSIP priority 4. The level 2 and 3 Business programmes directly address the LSIP identified need for a deeper and more applied understanding of business and financial skills across the region. Through a blend of technical knowledge, practical workplace competencies, and transferable employability skills, the curriculum equips learners with the capabilities required by local SMEs, professional service firms, and the wider business ecosystem.

The offer supports business growth by developing students who can contribute immediately to roles such as administrative support, finance operations, customer engagement, and team coordination. In doing so, Coastland College strengthens the local skills base, enhances progression into higher-level study and employment, and ensures that learners are prepared for the evolving demands of the financial and professional services sector.

To further support the LSIP priority apprenticeships are delivered at intermediate and advanced level to introduce and facilitate long term careers in the sector. These allow all age groups to gain the knowledge and skills required through practical work-based experience and classroom activities. For those outside of the sector wishing to upskill for a career our adult learning offer facilitates the qualifications required either through distance learning or a classroom environment.

LSIP Priority 5: Health and Social Care

Coastland College Curriculum Offer	Contribution to LSIP Priorities
- Health and social care – Level 1 – Level 3 including T-Level Health (Adult Nursing pathway) - Early years and childcare - Public services and wellbeing - Coastland College is establishing a strategic higher education partnership with Health Sciences University to deliver new health and healthcare-related provision for learners in West Dorset. The partnership will create clear progression routes from further education into higher education and healthcare professions, supporting local learners to access specialist health-related study without needing to leave the area. - From September 2027, Coastland College will offer a Year Zero / Foundation Year route in partnership with Health Sciences University. This will provide a direct pathway for learners to progress onto HSU degree-level provision in health, rehabilitation, healthcare and related professional areas. - This provision forms part of a wider collaborative offer between Coastland College and HSU, including progression arrangements, validated or franchised higher education delivery, jointly developed programmes, and workforce development activity aligned to local health and care skills needs in West Dorset. The MoU confirms the parties' commitment to developing progression arrangements, new health, rehabilitation and healthcare-related educational provision,	- Addresses critical workforce shortages - Supports entry into essential public service roles - Provides clear pathways into higher-level qualifications and professional roles

pathways into higher education and healthcare professions, and opportunities for validation and franchised delivery.	
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Coastland College’s comprehensive health and social care curriculum—spanning Level 1 to Level 3 Health and Social Care, the T Level in Health (Adult Nursing pathway), Early Years and Childcare, and Public Services and Wellbeing—is purposefully designed to address the region’s most urgent workforce challenges identified in LSIP Priority 5: Health and Social Care.

These programmes equip students with the technical knowledge, practical competencies, and professional behaviours required for frontline roles across adult care, early years settings, community health, and essential public services. By providing clear, structured pathways from entry-level study through to higher-level qualifications and professional routes, the curriculum directly supports the expansion of the local health and care workforce at a time of acute shortages.

Strong employer engagement, including clinical placements and sector specific partnerships, ensures learners develop real world experience aligned to NHS and social care expectations, strengthening the pipeline into roles such as adult care support, early years practitioners, health care assistants, and public service officers. The offer also supports wider wellbeing and prevention priorities by developing transferable skills in safeguarding, communication, person-centred care, and community engagement. Through this provision, Coastland College plays a critical role in sustaining essential public services, improving local health outcomes, and meeting the region’s long-term skills needs.

Coastland College is working with Health Sciences University, Dorset Council, Dorset County Hospital Foundation Trust, Dorset HealthCare, Care Dorset and other local partners to establish a new health sciences, education and skills presence in Weymouth. This partnership will support the development of local pathways into health, care and allied health professions, strengthen progression from further education into higher education, and respond directly to workforce needs across West Dorset.

In the short term, the partnership is delivering Wave 1 activity to establish Health Sciences University provision in Weymouth and build proof of concept for a wider skills-based campus. This includes the development of clinical and teaching activity, outreach physiotherapy provision, collaborative use of local health and education spaces, and the creation of health and care skills pathways linked to Coastland College. The College will support this work through its role as the local further education partner, helping to create clear progression routes for learners into higher-level study, clinical placements, employment and healthcare careers.

From September 2027, Coastland College will offer a Year Zero / Foundation Year route in partnership with Health Sciences University. This will provide a direct pathway for local learners to progress from further education into HSU degree-level provision in health, rehabilitation, healthcare and related professional areas. The offer will support learners who

may not otherwise be able to access higher education locally and will help to build a sustainable pipeline of skilled health and care professionals for the Dorset workforce.

In the longer term, this work forms part of the development of a multi-functional, skills-based campus in Weymouth. The campus will bring together education, health, care, workforce development and regeneration activity, supporting the Weymouth 2040 vision and Dorset Council's wider ambitions for economic renewal, social mobility and improved access to preventative health provision. The long-term vision is for Weymouth to become a regional hub for health education, innovation, community wellbeing and place-based skills development, with Coastland College playing a central role in supporting local learner progression and employer-led workforce pathways.

LSIP Priority 6: Clean Energy

Coastland College Curriculum Offer	Contribution to LSIP Priorities
- Renewable energy technologies - Sustainability and environmental practices - Green construction and retrofitting	- Supports Dorset Clean Energy Super Cluster ambitions - Prepares workforce for low-carbon economy - Aligns with future infrastructure and investment plans

Coastland College's curriculum offer in Renewable Energy Technologies, Sustainability and Environmental Practices, and Green Construction and Retrofitting is strategically aligned to LSIP Priority 6: Clean Energy, supporting the region's transition to a low carbon economy and the ambitions of the Dorset Clean Energy Super Cluster.

Through Construction and Engineering programmes students are equipped with the technical, practical, and problem-solving skills required for emerging roles in solar, wind, energy efficiency, environmental management, and sustainable construction. By embedding industry standard technologies, carbon literacy training, and real-world project experience, the curriculum prepares a workforce capable of supporting future infrastructure, retrofitting programmes, and clean-energy investment across the region.

Within our agriculture curriculum clean energy and low carbon skills are increasingly required across modern land-based industries. Learners are introduced to renewable technologies used in farming—such as solar-powered systems, biomass, anaerobic digestion, and energy efficient machinery—alongside sustainable land management and carbon-reduction practices. Through practical training on college farms and with local employers, students gain hands-on experience applying clean energy solutions that improve efficiency and reduce environmental impact. This provision supports the region's clean growth ambitions, strengthens the rural workforce, and prepares learners for future roles in a rapidly evolving, low carbon agricultural sector.

The apprenticeship five-year plan looks to offer apprenticeships in key green energy sectors focusing in five key areas. Electronic engineering, design engineering, maintenance and

advanced manufacturing and higher-level construction professions. With the regions plans for offshore wind and battery storage there will be a demand for engineers who are skilled in computer aided design, manufacturing of both small PCB technologies as well as large scale machines (wind turbines) as well as needing the skills to maintain the electrical, hydraulic and controls of these machines. Higher level professionals in the construction industry will be needed to plan the development and construction of the infrastructure required prior to its installation and operation.

The curriculum offer also builds transferable green skills—such as resource efficiency, environmental compliance, and sustainable design—that are increasingly essential across all sectors. Through this provision, Coastland College strengthens local capacity for clean energy innovation, supports employers in meeting net-zero commitments, and ensures learners can progress into high value careers within the rapidly expanding green economy.

Our Strategic Approach for the 2026-2027 academic year

We will deliver a cohesive and forward-looking curriculum that reflects the needs of local learners and employers. Our offer will be shaped by the key economic sectors identified within the LSIP and the Dorset Local Industrial Strategy, ensuring that programmes directly support regional growth and workforce demand.

Launch cross-college Future Skills Partnerships to ensure curriculum delivery reflects current and emerging labour market needs

On both our Weymouth and Kingston Maurward campuses we will hold Future Skills Partnership meetings across the key LSIP areas.

Launch further T Levels in Digital (Support Services), Design, Surveying and Planning and Engineering (Manufacturing, Processing and Control) working alongside key stakeholders to support student industry placements

Further develop our inclusive curriculum offering specifically targeting provision at those that would otherwise become NEET and also those who are currently EHC (Elective Home Educated)

Continue to develop an inclusive support offering that supports our most vulnerable, but particularly those who are care experienced, have a SEND need, or have not studied in a mainstream setting, to access education and move into positive meaningful destinations

Further develop our offer for local employers, particularly SMEs and enhance the college's ability to respond flexibly and in a timely fashion to their needs

Continue to strengthen the partnership we have with Health Sciences University specifically focusing on the development a Year Zero / Foundation Year route that will provide a direct pathway for students to progress onto HSU degree-level provision in health, rehabilitation, healthcare and related professional areas.

Supporting Adults and Lifelong Learning

Adult learners are a key part of our strategy to boost participation and upskilling in priority sectors. We provide:

- Modular and flexible delivery models for adults in health, green skills, business and digital sectors.
- Development of adults to aid inclusion in the workplace and society through deaf awareness and sign language courses.
- Sector-based Work Academy Programmes (SWAPs) in partnership with Jobcentre Plus.
- ESOL, English and maths provision at all levels to support migrant workers and adult returners.
- Fully funded adult courses aligned to the Lifelong Learning Entitlement.
- An extensive distance learning offer for adults to learn at their own pace and in a setting other than classroom attendance.
- Funded tailored learning courses to facilitate adults returning to the workplace through employability skills, pre functional skills stepping stone development in both English and Maths and also fundamental digital skills.
- Skills bootcamps in intermediate digital skills (coding, AI, Microsoft 365) and Leadership and Management.

Inclusive Practice and Social Mobility

We are committed to reducing barriers to education and ensuring our provision supports social mobility. Our provision includes:

- Foundation Learning pathways for learners with SEND or who are not yet ready for Level 1 study.
- Supported internships and inclusive apprenticeships, with wraparound support.
- Bursaries and hardship funds to reduce financial barriers.
- Mental health, counselling and safeguarding services across both campuses.

Workforce Development and CPD

Our staff are central to our ability to deliver this strategy. We invest in continuous professional development (CPD) to ensure teaching staff:

- Maintain occupational currency and industry-standard skills.
- Understand and embed green and digital skills in all delivery.
- Have access to teacher training and pedagogical development.
- Are supported through coaching, mentoring and peer-led improvement.

Section 5: Inclusive Mainstream Fund

Coastland College provides inclusive education and training for students aged 16–25 with special educational needs and disabilities across its Weymouth and Kingston Maurward campuses. Our provision includes full study programmes, vocational or academic learning,

English and mathematics where required, personal development, work-related learning, and tailored support for students with and without Education, Health and Care Plans.

The Inclusive Mainstream Fund allows the college to strengthen its mission by: -

- Expanding opportunity pathways for underrepresented students / apprentices
- Driving inclusive economic development across the region
- Embedding equity as a core driver of institutional performance
- Supporting innovation aligned with Coastland's strategic plan and statutory duties

The College's provision is broadly aligned to local needs, with a clear focus on accessibility, transition, preparation for adulthood, independence, employability, wellbeing, and progression into further study, apprenticeships or employment. Support is delivered through learning support in class, adapted teaching approaches, assistive technology, specialist SEND input, pastoral support, and partnership working with parents, carers, local authorities, schools, health professionals and external agencies. Specific actions arising include continuing to review SEND provision regularly, strengthening transition arrangements, ensuring support remains responsive to individual need, and using feedback from students, parents and partners to inform ongoing improvement.

The Inclusive Mainstream Fund is expected to help the college to deliver:

- Improved equity in access, retention, and achievement
- Expanded pathways into high-value employment
- Stronger employer partnerships with inclusive practices
- Enhanced community impact and regional mobility

In summary, Coastland College's Inclusive Mainstream Fund will act as a strategic investment mechanism for accelerating equitable student success, inclusive economic mobility, and community centred innovation. It operationalises the College's accountability commitments by directing resources toward initiatives that deliver both high educational impact and measurable inclusion outcomes.

Section 6: Local Needs Duty

At Coastland College, our purpose is to partner with industry and our community to inspire students and apprentices to achieve individual success beyond expectation. We are committed to ensuring all learners are future-ready—confident, resilient, and fully prepared for life and work in today's and tomorrow's world.

In line with our strategic objectives and our duty under the Skills and Post-16 Education Act (2022), we work collaboratively with local providers and employers across Dorset to ensure our curriculum meets evolving local, regional, and national skills needs. Through continuous curriculum review, employer engagement, and active participation in the Dorset Local Skills Improvement Plan (LSIP), we align our provision with priority sectors and labour market demand.

We will lead on the educational response to the ecological emergency by embedding sustainability across our curriculum and championing regenerative farming, rural skills, and heritage skills. We are also proud to collaborate regionally through the Great Southwest partnership, contributing to joint efforts to address fuel and food sustainability, which are essential for long-term resilience and opportunity in the region.

We use our commercial strength strategically to benefit our students and our community, investing in high-quality learning environments, real-world experiences, and community-focused initiatives that enhance both educational outcomes and social value.

Our focus on technical excellence, sustainability, and inclusive growth ensures we contribute meaningfully to the prosperity and resilience of the Dorset region. We aspire to be a destination of choice—valued for our innovation, collaboration, and impact on learners' futures and the wider economy.



Section 6: Corporation Statement

The Coastland College Board of Governors reviewed and approved this Annual Accountability Statement at a meeting held on 30 June 2026.

Approved by the Governing Body:



Chris Evans

Chair of Corporation

30 June 2026

Hyperlink

Please use this link to access the Coastland College Website where the Annual Accountability Statement 2026-2027 is available: www.coastland.ac.uk

Alternative Formats:

If you require this document in an alternative format, please use the following contact information: welcome@coastland.ac.uk

Section 7: Supporting Documentation

WKMC OFSTED Report – May 2025

Dorset Local Skills Improvement Plan (Dorset LSIP) Progress Reports

[Dorset Local Skills Improvement Plan 2026-2029](#)

We are proud of our strong foundations and optimistic about our future impact.