



Pride in Fleetwood Board Minutes

The minutes of the Pride in Fleetwood Board meeting of Wyre Borough Council held on Thursday, 21 May 2026 in the Memorial Hall - Emmanuel on the Mount Church, Fleetwood.

Pride in Fleetwood Board members present:

Mark Spencer (Chair)
Lorraine Beaver MP
Councillor Ruth Duffy
Yvonne Johnstone
John McLellan
Amelia Sherry
Francesca Spore
Karen Pratt
Holly Martinez
Jesika Pook (VC)
Lorraine Moffat
Liam Buswell
Simon Hughes
Kirsty Soper

Apologies for absence:

Michael Gray
Courtney Isherwood (VC)
Fiona Bradford

Wyre Council Officers present:

Marianne Hesketh, Director of Communities
Marianne Unwin, Democratic Services and Scrutiny Manager
George Ratcliffe, Democratic Services Officer

Others present:

Andrea Wallace, Interim Programme Development Manager

Seven members of the public or press attended the meeting and two members of staff from the office of Lorraine Beavers MP.

22 Declarations of interest

Simon Hughes highlighted an interest in item 8(a) owing to his role at

Blackpool and the Fylde College. The Chair also noted his role as Chair of Fleetwood Trust in relation to item 10.

These interests had been reviewed with Wyre Council and it was agreed that there was no requirement to withdraw, as no financial decisions were being made and the items were for information only.

No other declarations were made.

23 Welcome, apologies and introductions

The Chair welcomed attendees and the Board introduced themselves.

Amelia Sherry was congratulated on her recent appointment as Youth Mayor for Wyre.

The Chair introduced, Andrea Wallace and she was confirmed as the Board's Interim Development Manager while recruitment progressed. She introduced herself, and her support was welcomed.

The Chair confirmed that Connor Pennington, had provided written notice to officially step down from his role on the Board. Connor was thanked for his contributions.

It was **agreed**, unanimously, to remove Patrick Hayton from the Board due to non-engagement.

It was **agreed** that upcoming meetings would have the following themes: post-16 provision/waterfront (18 June), SEND with Thrive attending (16 July), Lord Street (20 August), and a draft four year development plan (17 September).

24 Confirmation of minutes

The minutes of the Pride in Fleetwood Board meeting held on 16 April 2026 were **approved** as a correct record by those who were in attendance, subject to a minor factual amendment at minute 17b relating to the dates for Fleetwood Carnival and Tram Sunday.

25 Action log and matters arising not on the agenda

The Board considered the action log and matters arising from previous meetings.

The Chair provided members with a status update on each action.

26 Decision register

The Board considered their decision register.

It was noted that the Lead Board member for the decision on host

organisation approval ought to be changed to the Vice Chair.

The decision register was noted.

27 Expenditure Log

The expenditure log was noted.

28 Complaints procedure

The Chair introduced the draft complaints procedure prepared by Wyre Council and invited feedback from the Board.

The Vice Chair raised a query regarding the complaints form, noting the need for an independent online submission process and seeking clarity on where submissions would be directed. The need for a paper version was also highlighted to ensure accessibility for those unable to use online systems. Andrea was asked to give this further consideration.

It was **agreed** that the procedure would be reviewed and brought back to a future Board meeting.

29 Sub-group verbal updates

The Board sub-group leads provided verbal updates on the progress of each established sub-group.

29a Engagement

An update on engagement was provided. The following was discussed:

- It was reported that meetings had taken place with Wyre Council and Fleetwood Community Trust to explore joint events involving board members and the community, with dates still to be agreed.
- An update was provided that digital work could now progress, with website development ready to move forward and interim ICT support offered.
- Opportunities for involvement in local events were discussed, including the Fleetwood Food and Fish Festival, with a suggestion that the Board could host a stand.
- The importance of engaging a wider audience, evidencing engagement activity and identifying quick wins through existing events was emphasised.
- It was suggested that a coordinated engagement plan should be developed, alongside a process for recording and reporting engagement activity.
- The need for a launch event was highlighted, to set direction, manage expectations and provide clear messaging, with a focus on being both strategic and

accessible. Timing was discussed, with a view that this should take place as soon as possible.

- A number of upcoming events were identified as engagement opportunities, including Memorial Park Fun Day, Lifeboat Day and Tram Sunday, with initial costings and ideas presented. Other events were also considered, with discussion around how best to ensure meaningful community engagement.
- It was noted that community focused events would provide stronger engagement opportunities than larger visitor focused events.
- Health and safety, venue requirements, and public liability insurance were identified as key considerations for any Board led activity.
- It was agreed that a dedicated sub-group was required to lead engagement planning. Consideration was also given to working in partnership with established local organisations where appropriate.
- It was acknowledged that a significant amount of engagement activity had already taken place through surveys, focus groups and stakeholder discussions, although there had not yet been a large public facing event. Existing data and previous consultation findings should be incorporated.
- The importance of aligning activity with the existing regeneration framework was noted, alongside a need to ensure that future engagement reflects current community priorities rather than relying solely on previous consultations.
- The need for strong branding (e.g. logo, banners, materials) and accessible engagement approaches was discussed, including quieter and more inclusive spaces. Data protection requirements (GDPR) when collecting feedback were also highlighted.

Following discussions, it was **agreed**, that:

- An engagement plan to be developed, including a process for capturing and reporting activity.
- The Board to pursue a presence at key events (Memorial Park Fun Day and Tram Sunday), subject to planning, cost and compliance requirements.
- Opportunities for additional events (including Lifeboat Day) to be explored.
- Branding requirements (e.g. banners and materials) to be considered.
- Board members to further develop ideas and bring proposals back for discussion.

The update was noted.

29b Quick wins

It was reported that a number of quick win projects were being progressed. The following was discussed:

- It was highlighted that a water fountain was already installed between Marine Hall and Fleetwood Leisure Centre; however, it was suggested that additional signage would be beneficial to ensure people were aware of its location.
- Lockers were discussed; despite significant work, there had been limited engagement from Parkwood.
- An opportunity was highlighted regarding an pool inflatable at Fleetwood leisure centre, with a discounted rate for FY7 children, alongside the potential to reinstate SEND sessions previously delivered by the YMCA.
- A proposal for a mobile coffee van at Memorial Park was discussed as an affordable offer, with the added benefit of flexibility in location.
- It was suggested that further engagement (e.g. through roundtable discussions) should explore why young people were not attending youth clubs and whether current provision met their needs.
- It was confirmed that the Board could utilise its revenue budget for suitable quick win projects.
- The potential to promote Board funded initiatives through banners and signage was discussed.

The Chair requested that costings for all quick win proposals to be developed and for Andrea Wallace to be consulted to support progression of these ideas.

Andrea **confirmed** that a project initiation form to be created and shared with the Board.

The update was noted.

29c Accessibility and Memorial Park

It was reported that accessibility work was in the early stages. Discussions were ongoing to review accessibility across the area, including consideration of the proposed dropped kerbs project, which would be revisited at a later date.

Initial ideas focused on quick wins such as increasing seating provision, alongside reviewing existing seating and how information about its locations could be made accessible to the public. The potential for consistent branding of seating was also mentioned, with further work to be developed and brought back to the Board.

The Chair allowed for Iain Johnstone, Chair of the Fleetwood Memorial

Park to update the Board. Plans for the playground were shared with the Board.

Concerns were raised regarding accessibility for children with disabilities, including the need to ensure appropriate provision and links between specialist equipment. Consideration of an equality assessments was also discussed, alongside potential planning implications.

It was confirmed that accessibility had been considered within the proposals and specific design changes were outlined.

It was agreed that this work should be aligned with wider accessibility priorities, including the access to green spaces initiative and brought forward for further development.

The updates were noted.

29d Lord Street

It was reported that the sub-group had met to discuss Lord Street and had identified a number of issues and opportunities. Observations were shared on the condition of the area, noting that while some businesses continued to operate, others were struggling or had relocated. The historic architecture and potential of the buildings were highlighted, with recognition that, despite current dilapidation, there was an opportunity to revitalise the area.

Suggestions included exploring options such as artwork on shutters for empty shops and drawing on heritage-led approaches seen elsewhere, subject to obtaining costings. The potential future use of key buildings, including the former Hitchens building, was discussed, with a need to understand community priorities and balance ambition against significant costs.

Wider concerns were raised about the condition of the area, including empty properties and the need to improve cleanliness, appearance and overall environment. Opportunities for partnership working, including with organisations such as the King's Trust, were highlighted as potential quick wins.

It was also suggested that discussions take place with Blackpool's new university regarding possible future use of buildings to support employment and skills opportunities. An update was provided on community interest in asset-based approaches for other properties.

It was **agreed** that costings should be developed for the ideas presented and brought back to a future meeting, and that further engagement would be required to inform priorities and potential uses of key sites.

The update was noted.

29e Families and young children

An update was provided on a recent engagement event at Chaucer Primary School, which generated a number of engagement ideas. A summary has been attached to the minutes. The Chair suggested that this be reviewed at the next meeting.

The update was noted.

29f Young people

An update on engagement with young people was provided, including contact with local youth groups and attendance at the Hub Youth Group. A range of ideas and priorities were identified through discussions, including free water stations, improved safety through increased police presence, CCTV and lighting, gardening initiatives and enhanced recreational facilities such as expanding the skate park, a potential BMX pump track, beach gym equipment and volleyball.

Additional suggestions included more community events, improved bin provision and the potential use of empty buildings for facilities such as an indoor trampoline park. Ideas for a community fun day were also discussed, including live music, Morris dancers, bouncy castles and involvement from Fleetwood Town Football Club, alongside wider youth group engagement.

It was noted that further engagement was planned, including attendance at a Fleetwood Town youth group, and that dates needed to be arranged with other youth partners.

The importance of ensuring inclusion for children with additional needs was highlighted, alongside the need to establish social media presence with clear branding

The update was noted.

29g Post 16 education

Simon Hughes introduced his colleague from Blackpool and The Fylde College, who was leading on a proposal for a dedicated Fleetwood campus focused on vocational education for 14 to 16 year olds, plus post-16 year olds. Reference was made to similar initiatives in Blackpool, with a focus on supporting economically inactive individuals. It was explained that the proposal centred on using Fleetwood Hospital as a potential site to create a suitable college campus within the town. Supporting documentation was shared with the Board and had been attached to the minutes.

The Chair confirmed that the item was for information only and that no decisions would be taken at this meeting.

A detailed overview of the proposal was provided, including an outline of how the space could be used and the supporting business case. The aim was described as creating a sustainable education offer to address gaps in local opportunities.

Alternative potential sites were raised alongside considerations regarding the suitability and costs of different locations. It was noted that while the hospital site had been identified as a preferred option, other venues could be considered if required, including opportunities linked to wider regeneration.

Clarification was sought on the proposed scale, with it confirmed that individual spaces would accommodate approximately 18-25 students.

The update was noted.

29h SEND

It was noted that information relating to a SEND play inclusion programme, including associated costings, would be shared and passed to the relevant sub-group for consideration.

The update was noted.

30 Community led delivery model

The Chair confirmed that there was no updated from MHCLG at present.

31 Secretariat support, including dedicated Development and Governance Officer recruitment and admin support

The Vice Chair, Jesika Pook, chaired this item.

An update was provided on the employer procurement process. Five expressions of interest had been received, of which three progressed to assessment, including Fleetwood Trust, Fleetwood Town Council, and Regenda.

It was confirmed that Regenda had been selected as the preferred employer, having demonstrated good value for money. The proposed grant totalled £365,403 over four years, covering staffing costs including salaries, on-costs and pensions. It was agreed that a detailed breakdown of costs would be included in the expenditure log. It was noted that the management structure proposed was strong, and that Regenda had a significant presence in the town.

The importance of Board involvement in the recruitment process was highlighted, including participation in interview panels over the coming weeks. The Board approved the Chair's involvement in the recruitment process as he had no conflicts of interest.

The Chair thanked the Vice Chair and others involved for their time and professionalism in managing the process.

The update was noted.

32 Any other business

The Chair advised that a visit from ICON had been scheduled for Friday 3 July at the Mount Church, with sessions planned for both the morning and afternoon. Board members were encouraged to attend, particularly for the afternoon session.

Further information was provided on ICON, including its role in the development of the “Pride in Place” initiative and its focus on empowering communities.

It was also noted that, ahead of working with the appointed employer, Regenda, improvements were needed to the Board’s infrastructure and ways of working, including establishing shared systems such as SharePoint and formalising communication channels.

33 Date and time of the next Pride in Fleetwood Board meeting

The next meeting was scheduled for Thursday 18 June 2026 at 17:30pm

The meeting started at 17:30pm and finished at 19:37pm.

Date of Publication: 2 June 2026.

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Thank you for coming along to our Fleetwood Festival of Transport meeting to explore opportunities to work together.

We discussed that we could make Poulton Street, from Lord Street to Poulton Road, the Pride in Fleetwood area of the Festival of Transport.

We are looking to put a stage on that road this year and it would be great if Pride in Fleetwood could support this. We could see this as being a real focal point for the people of Fleetwood to get their views across on items that they would like the Board to take forward for the Town. We discussed the Soundavan which we have had at the festival for the last two years where we have previously asked Buzz to gather thoughts on the festival for the archives, this could be used for Pride in Fleetwood to record peoples thoughts on the day. The idea that if you make a recording or leave your thoughts and get a free ice cream was a great one and the ice cream costs have been built into costs below.

Last year we also commissioned Black Liver who created a poem and a song for Tram Sunday that they played at the event, both of which are attached to the email. We have included provisional costs for them if you would like us to commission them for the Board as they did go down well and we think it would be amazing to have a Pride in Fleetwood song.

To keep people on the street we have also looked at a share in the costs of the street theatre, who would perform on the street across the day.

Costs for the event area would be:

	£
Band Stage - with deck chair seating	1,600
Band and DJ	1,200
Generators	200
Face Painter	250
Ice Creams *	1,750
Street Theatre	1,800
Banners - street and Stage	500
Fleetwood Arts Management fee	450
	7,750
Black Liver	
Commission song	1,000
Performance fee **	800
Buzz Soundavan	
Soundavan - ideas for Pride in Fleetwood	600
	2,400
	10,150

* £3.50 each assume vouchers for 500

** £400 per performance

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NOW

- **Portable projection equipment and screens** to allow pop up screenings in community -see *attachments (CineWyreFilmFestival - Ed Greenberg)*
enrichment *community*
Provides options for youth demographic up to seniors
Can be combined with workshops
- **Free Wi-Fi** for young people and families
- **Outdoor cinema** for families (see above)
- **Sponsorship of equipment** from businesses (as modelled in New Zealand) -see *attachments*
- An **app** showing play parks in Mount/ Pharos wards.
Allows positive and negative feedback/facilities/inclusivity etc
- **Fleetwood Tale Trail** to incorporate 'The Pavilion Keeper of The Mount' previously commissioned by Wyre in 2021. Incorporating information boards and an accompanying leaflet and map – Anja Phoenix – see *example and quote*

LONG TERM PLAN

- **Linking green spaces** - green corridor/ safe cycle/ walk route
 - **Cycle path** or walkway along dock/estuary side
 - Greater connection to **nature** to improve mental health of our young people
 - Improve **access to green spaces** to engage in nature's recovery
 - Opportunities for children to immerse themselves in **culture** – from theatre, music to film making capitalizing on production in the area
-
- Make Marine Park **play equipment fully accessible** to all children
 - **SEND accessible equipment** in parks
 - **More seating** around play areas: sheltered from prevailing wind if possible
 - Multi-age street scene **Skatepark**
 - **Skate/bmx/scooter** contoured oval from the rear of the crazy golf hillock, giving a view and easy access. Far enough away from residents to avoid noise issue
 - **Wyre Light play tower** on grassland nearby - link to history of Fleetwood (see [attachment](#))
 - **Upgrade the beach park** and the old **paddling pool area**
 - Upgrade of **Memorial Park play equipment** ([Report from Friends of Memorial Park](#))
-
- Make the **Marine Hall more family-friendly**, including opening bar and cafe to the public
 - **More public toilets** along the sea front
 - **More chalets** or glamping pods
 - **Reinstate showers** on the promenade
 - More **food outlets and facilities** along the promenade and lower promenade, similar to other seaside towns
 - **Hot dog stalls** etc in Memorial Park, boating lake and along seafront
-
- More facilities at the **boating lake** (Is this out of Mount/Pharos wards?)



Pride In Fleetwood Mobile Cinema Equipment Proposal

Overview

CineWyre is Fleetwood's dedicated film festival, delivered by Lancashire Film Network CIC. Our aim is to bring high-quality film experiences, workshops and creative activity directly into Fleetwood's community spaces — including schools, community centres, retirement homes and local venues that currently lack the equipment needed to host screenings.

To expand this work and deliver more activity throughout the year, we are seeking support to purchase two complete mobile cinema setups. These will allow us to run screenings, workshops and intergenerational events across Fleetwood, creating immediate, visible community benefit and aligning with Pride in Fleetwood's focus on **quick wins**.

Why This Equipment Is Needed in Fleetwood

Many Fleetwood venues do not have the technical infrastructure to host film screenings or creative workshops. A mobile cinema setup enables us to:

- Bring high-quality cultural activity directly into local spaces
- Support schools with curriculum-linked screenings and filmmaking sessions
- Deliver intergenerational activity in retirement homes and community hubs
- Activate underused venues with engaging, low-barrier events
- Provide immediate, visible impact across multiple partners
- Strengthen CineWyre's presence in the town throughout the year

This is a practical, high-impact investment that benefits Fleetwood residents of all ages.

Updated Equipment Specification

Following clarification from suppliers and measurements taken in Fleetwood community venues, the equipment has been refined to ensure it is correctly sized and represents best value.

- A 200-inch screen is too large for most Fleetwood venues
- A 150-inch screen fits appropriately and reduces cost
- Flight case pricing has been updated based on supplier confirmation

These adjustments ensure the setups are Fleetwood-ready and suitable for immediate deployment.

Cost Summary

Two Complete Mobile Cinema Setups (Fleetwood-Ready)

Item	Cost per unit	Qty	Total
Optoma ZK608TST projector	£5,539	2	£11,078
150" fast-fold screen + drape kit	£975	2	£1,950
Swan Flight projector case	£233.18	2	£466.36
Cabling essentials	£40	2	£80

Total cost: £13,574.36

Impact for Fleetwood

This investment would allow CineWyre to:

- Deliver screenings and workshops in Fleetwood schools
- Support community groups with accessible film-based activity
- Bring cultural experiences into retirement homes and sheltered accommodation
- Activate local venues with minimal setup time
- Provide year-round creative engagement, not just festival-based events
- Offer immediate, visible benefit to the community — a clear **quick win**

Summary

Support for this equipment would enable CineWyre to expand its work across Fleetwood, delivering high-quality film experiences, workshops and intergenerational activity in venues that currently lack the infrastructure to host them. This is a practical, high-impact investment that creates immediate community benefit and long-term value.

Thank you for considering this request.

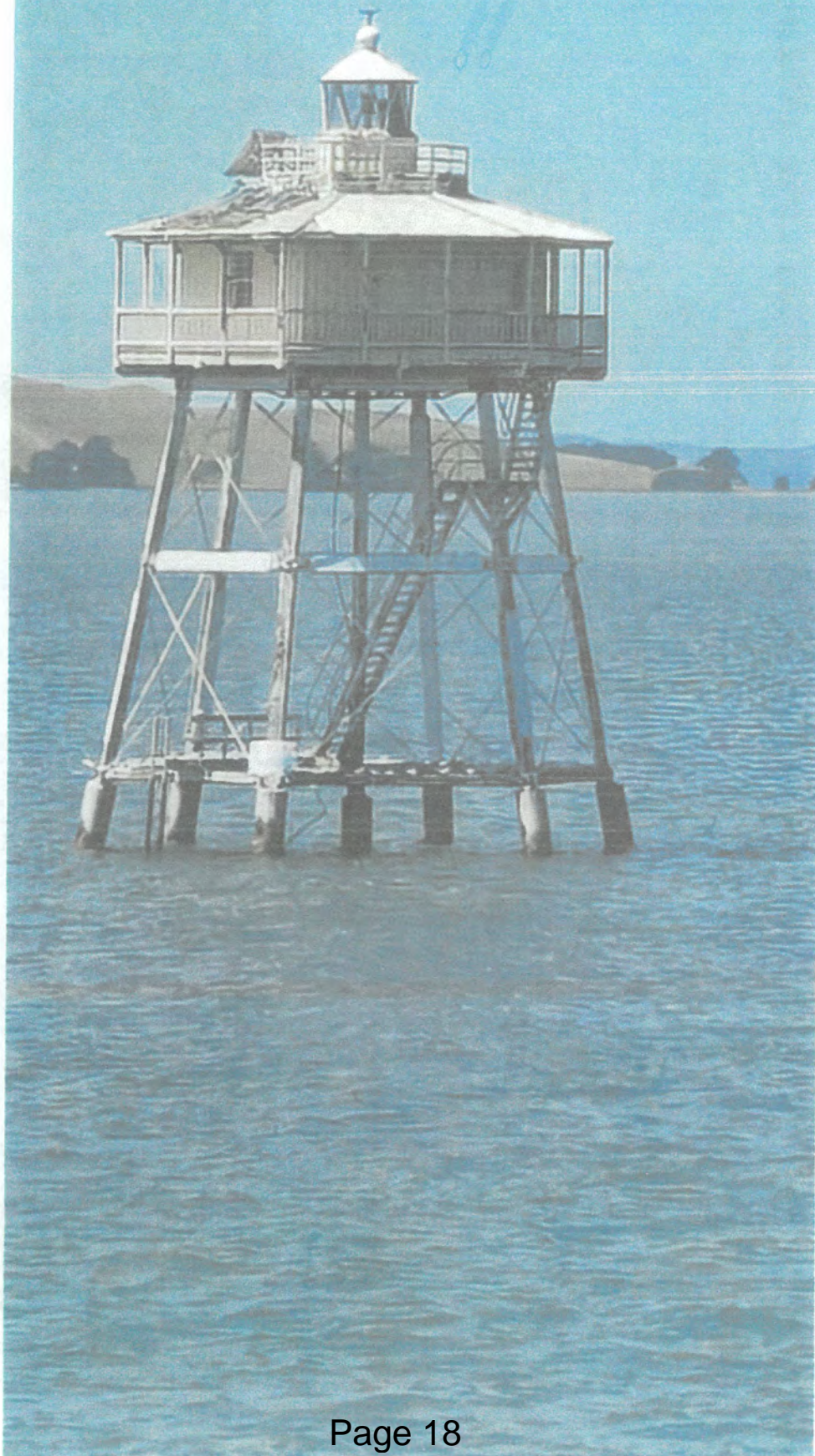
Ed

Ed Greenberg
Director
CineWyre Film Festival
director@cwfilmfest.com

Timaru, New Zealand
The 1882 wreck of the
Benvenue and City of Perth.
This is the theme of this
area.



Bear Rock Lighthouse
in Waitemata Harbour,
Auckland Harbour. Built
in 1871



Welcome to Seascale Explore the Village

Step into Seascale, a village full of history, stories and surprises. Wander down winding lanes, peek at old buildings and discover secrets hidden in plain sight. Read the information overleaf and explore in your own time. For local heritage information and to see many more old photographs of the area, please visit the village library.

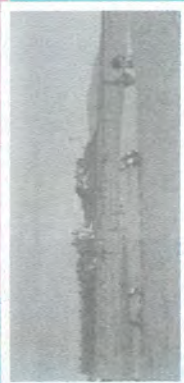
Did you know? The Grey Croft Stone Circle (1km north) is a rare Bronze Age monument, still standing after thousands of years!



Safety Information

Please remember that children should be supervised at all times, especially around the fort, play equipment and rock pools. The rocks can be slippery and tides can change quickly, so stay aware of your surroundings. Wear suitable footwear and take care near the water. Please dispose of dog poo and litter responsibly. Enjoy your visit to beautiful Seascale!

TRY IMAGINING what it was like to live in Nebbs House in the 1800s, climbing outside stairs in a storm to get to bed!



Did you know that you can take a look at lots of fantastic old photographs of the area on the Sankey Photo Archives site.



Photographs Copyright © Sankey Family Photography, Gillian, Cumbria Archives

TAKE A WALK down the coast to Drigg, past the Devil's Stone, beautiful wildlife-rich sand dunes and the hidden islands and rock pools of Barn Scar and Kokoarrah. You can hop on the train back to Seascale! Scan the QR code above to download the Drigg trail and other Tale Trails along the coast.



Heritage Trail

Take a look at the back of this leaflet for a route suggestion. You can download a digital copy here...



I St Cuthbert's Church was built in 1890. This beautiful building was named after St Cuthbert, a beloved Northumbrian saint known for his kindness and connection to nature. Step inside to admire the warm sandstone walls, colourful stained glass and tranquil atmosphere that has welcomed visitors for generations.



Ancient Beginnings...

Herding Nabb, also known locally as The Nabb, is a special spot in Seascale whose name may come from the Old Norse words "Yarda knappi", meaning "the burial point". Many years ago, when the houses at Shingle Terrace were being built, the builders uncovered a small clay pot buried in the earth. Inside were tiny ancient bones, likely the cremated remains of someone from long ago - a practice often associated with early communities, including the Vikings who once travelled these coasts.



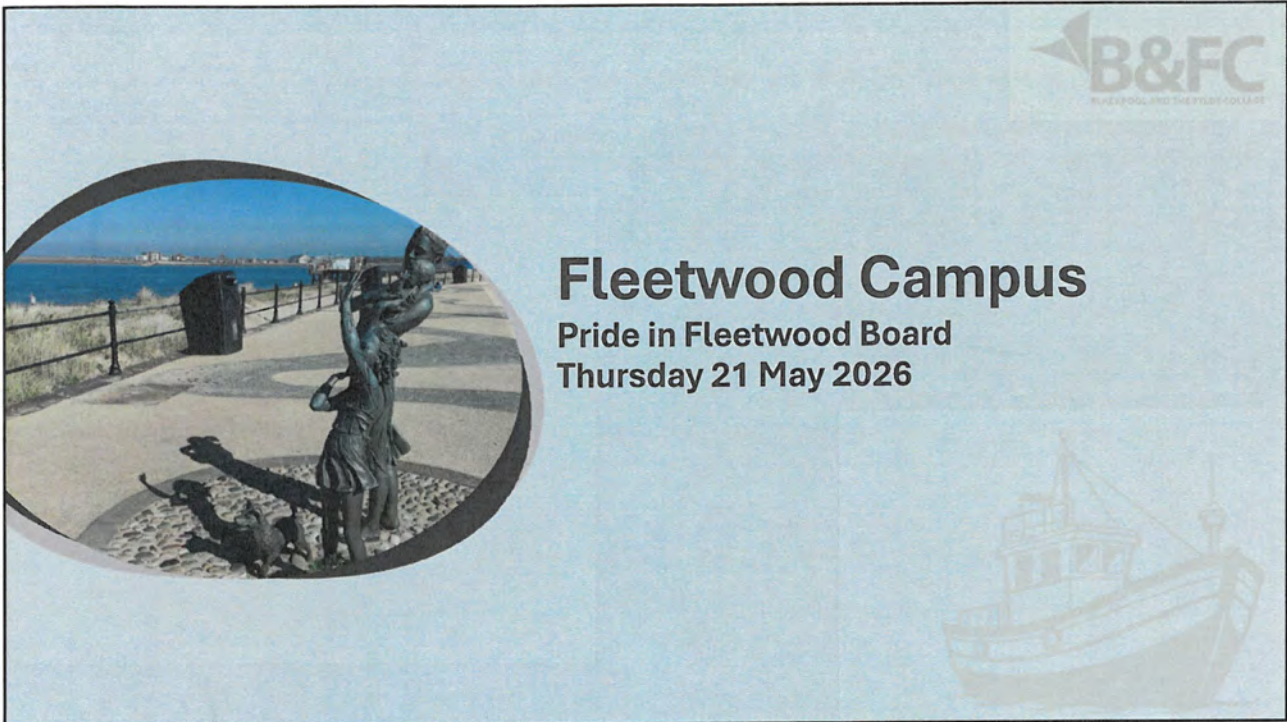
Calder House...

Calder House School for Girls private school fees in the 1900s were about £18 to £23 a year which would be roughly £2,800 to £3,500 today. Piano lessons were extra a term with the mistress would cost about £285 today, and with the master about £345!




WALK UNDER the railway bridge and into the village (400m) where you can find more shops, cafes, historic buildings and the library. In the archives there are lots of old photos and local history books too... a great spot on a rainy day!






B&FC
BIRKENHEAD AND THE FLEETWOOD COLLEGE

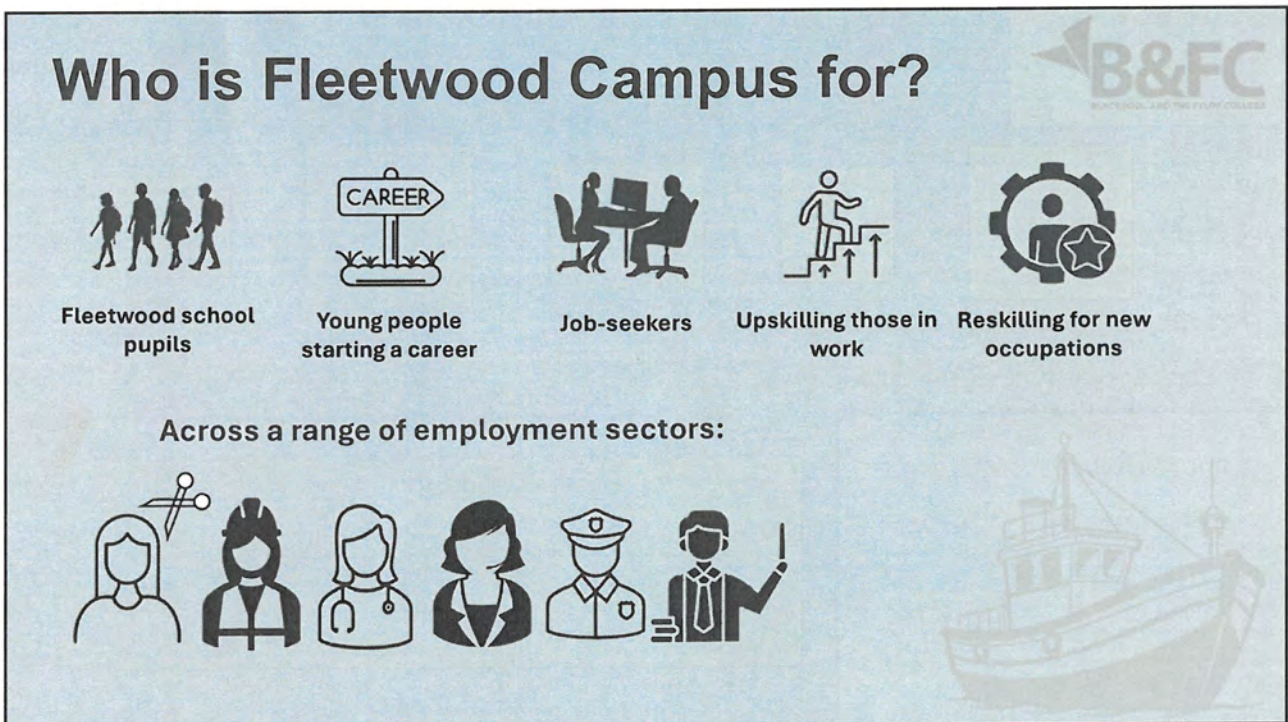


Fleetwood Campus



Pride in Fleetwood Board
Thursday 21 May 2026




1




Who is Fleetwood Campus for?




Fleetwood school pupils




Young people starting a career



Job-seekers





Upskilling those in work



Reskilling for new occupations

Across a range of employment sectors:



2

What will it be like to study at Fleetwood Campus?



A local, accessible learning experience

- A welcoming, community-based campus designed around local needs
- Study close to home, reducing travel time, cost and barriers

Flexible pathways that work for you

- Mix of short courses, qualifications and transition programmes
- Clear routes into employment, further study or specialist training

Learning that leads to real jobs and careers

- Courses aligned to local opportunities in health and care, education, construction, digital, business and service industries
- Strong links with local employers, work placements and live opportunities

Support at every step

- On-site careers advice, employability coaching and personalised guidance
- Wraparound support including wellbeing, confidence-building and pastoral support

Modern, practical learning spaces

- Digital, care and vocational training environments
- Opportunities to access specialist facilities across B&FC campuses where needed

A supportive, inclusive environment

- Small, community-based setting with strong relationships
- Designed for young people, adults, and those returning to learning



3

The Challenges



Fleetwood face several challenges:

- Lower than average educational attainment and progression rates
- Limited local Further Education options
- High demand for adult upskilling and retraining
- Regeneration priorities focusing on economic renewal, skills and community resilience
- A growing need for technical skills

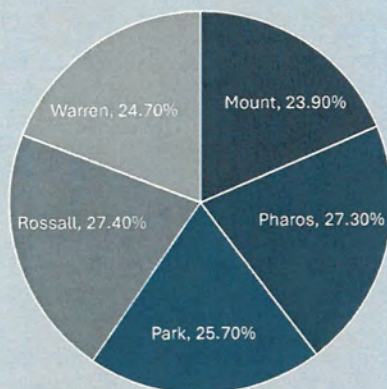


4

Qualifications



Percentage of Fleetwood residents (16+) with no qualifications

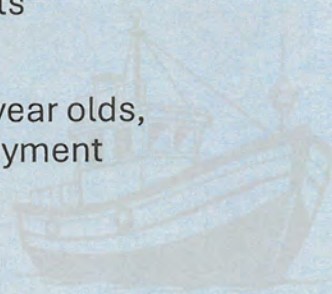


5

Curriculum Offer at Fleetwood Campus



- Core skills: English, maths, digital, ESOL
- Employability focus: work-readiness, job search, sector-based academies, confidence and wellbeing
- Targeted provision: NEET (16–18), adults, UC claimants
- Progression routes: transition programmes for 14-16 year olds, curriculum will have pathways to further study/employment



6

Curriculum Pathways



Technical & vocational pathways are aligned to local demand.

These pathways are informed by labour market intelligence and data from Lancashire Skills hub as well as employer / stakeholder conversations:

- Childcare & Teaching e.g. School teaching assistants, early years practitioners
- Health & Social Care
- Construction (multi-skills trades)
- Business/Admin
- Hair/Beauty
- Hospitality



7

Indicative Financial Request & Outcomes:



The indicative financial request per financial year:

	Revenue	Capital
Year 1 (2026/2027)	£40,551	£0
Year 2 (2027/2028)	£200,000	£670,000
Year 3 (2029/2029)	£150,000	£1,527,699
Year 4 (2029/2030)	£150,000	£244,546
Year 5 (2030/2031)	£150,000	£244,546
TOTAL	£690,551	£2,016,791

The indicative engagement and outcomes per financial year:

Year & Phase		14-16 volumes	16-18 volumes	19+ adults volumes	19+ adult enrolments	Total Student volumes
Year 1 Phase 1	Apr 2026 – Jul 2026	0	0	8	8	8
Year 1 Phase 2	Aug 2026 – Mar 2027	0	72	50	84	122
Year 2 Phase 1	Apr 2027 – Jul 2027	0	72	69	115	141
Year 2 Phase 2	Aug 2027 – Mar 2028	120	72	86	143	278
Year 3 Phase 1	Apr 2028 – Jul 2028	120	72	81	135	273
Year 3 Phase 2	Aug 2028 – Mar 2029	120	108	244	406	472
TOTAL student volumes Phase 1-6		360	396	538		1294

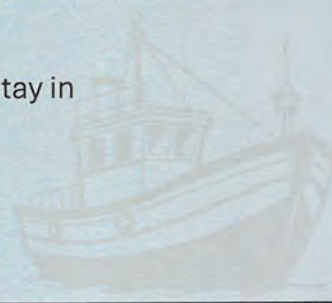
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Consultation Findings



Survey outcomes from 30 x 16-18 and 19+ Fleetwood students:

- 88% agree that more local courses would help people progress into jobs or higher-level study.
- 4.8/5 respondents would choose to study in Fleetwood if it were an option.
- Travel is a moderate barrier
- Digital, Health & Social Care, English and Maths most popular subjects
- The top benefits - save time (35%), save money (22%), would stay in learning longer (21%)
- Careers support the most requested facility (63%).



9

Consultation Findings: Adult learners



A summary of key points raised from focus group held with Fleetwood adult learners attending evening courses across 4 curriculum areas. Discussion focused on their experience of accessing education, views on local provision and feedback to inform development of Fleetwood campus:

Travel creates long and complex journeys, often involving two buses or a bus and a tram and can mean arriving home very late impacting on childcare, safety and overall sustainability of study

Learners prioritise vocational, employment focuses courses linked to real opportunities, particularly in health and social care, childcare, public services and construction.

They would have chosen to study in Fleetwood if the same courses were available locally.

There are not enough educational opportunities available within Fleetwood, particularly in vocational areas.



10

Consultation Findings: Community partners



Feedback from Community partners consultation highlighted:

- Strong demand for vocational pathways aligned to local jobs: construction (CSCS, trades) health & social care, hospitality, tourism and catering
- Clear need for digital skills (basic to advanced) alongside employability, budgeting, business early years and life skills
- Additional areas highlighted mechanics, warehousing, counselling, drug and alcohol awareness and confidence-building
- Key priority groups include 50+ (support to increase confidence, digital skills and reduce isolation) and career changers aged 25+
- Older adults face confidence issues, digital exclusion, long gaps since education and perceived/real ageism

11

Consultation Findings: Employers



We approached 21 Fleetwood-based employers (SMEs and larger businesses). 10 responded to questions on recruitment issues and skills needs, feedback included:

"We do get applicants, but a lot are not work-ready or don't seem to understand what is expected in a customer-facing role"

"Lack of hands-on experience, customer service and maintenance roles"

"Communication and customer service skills are probably the biggest gaps we see"

"Basic things like professionalism, time keeping and general workplace expectations are often missing"

"Digital skills will becoming important in the future"

"Use of AI in office functions"

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Blackpool and The Fylde College (B&FC)

Fleetwood FE College Campus - Business Case Proposal

1. Executive Summary

This business case sets out plans for an expanded B&FC campus in Fleetwood.

Fleetwood is a town with enormous potential, defined by its proud heritage, strong community spirit, and unique coastal character. It offers a compelling foundation for growth, with emerging opportunities across regeneration, skills development, and local enterprise. At the same time, Fleetwood faces well-recognised challenges that have shaped local priorities and highlighted clear areas for investment. By building on its strengths while addressing these needs with focus and ambition, Fleetwood is exceptionally well-positioned to unlock meaningful, long-term economic and social value.

Fleetwood has strong demand for technical skills that match the area's economic priorities — including Health and Social Care, Construction, Digital, and the growing green economy.

B&FC already has a long-established, internationally respected Nautical Campus in Fleetwood, supporting the maritime and offshore industries. B&FC also provides a small number of adult programmes within the Fleetwood Community Hub.

The new campus will build on this success by widening access to high-quality education for young people and adults, strengthening the local workforce, supporting employers, and contributing directly to Wyre's regeneration and Lancashire's wider skills strategy.

2 B&FC's Proposal:

Blackpool and The Fylde College's (B&FC) long-term aim is to establish a Fleetwood campus on the second floor of the Fleetwood Community Hub (the former Hospital). We propose to create an innovative, accessible, community focused training space that offers Fleetwood/wider Wyre residents the opportunity to access industry-aligned technical and vocational training that supports them into local employment. This curriculum will be carefully selected and sequenced to support progression into employment or further training.

2.1 Why B&FC?:

B&FC has been delivering high-quality technical and professional education across the Fylde Coast since 1892. We are Graded Ofsted 'Good' with Outstanding in: Behaviour & Attitudes, Personal Development, Leadership & Management, Adult Learning Programmes. We are rated 'Strong for Contribution to Meeting Skills Needs'. We focus on education and training for growing the economy, delivering a skills workforce for industry, securing jobs for students and promoting social mobility.

B&FC ranks in the top 16% of Further Education Colleges in England for student success¹.

The College has campuses across Blackpool and the Fylde coast, including the Fleetwood Nautical Campus. In addition to this, in September 2022, B&FC committed to creating a community learning space in Fleetwood with two dedicated classrooms to deliver adult sessions in English, Maths, Digital Skills and ESOL on the ground floor of the Fleetwood Community Hub. Due to strong demand and positive local community engagement a third classroom opened in 2023 to support delivery of the Multiply programme. Due to limitations of the current accommodation, delivery has been restricted to theoretical delivery only.

The existing classrooms can no longer meet demand. The new proposed campus development would enable expansion, providing an opportunity to create additional classroom space as well as specialist practical learning environments that support delivery of a wider range of vocational technical courses.

We are aware of the need to build greater engagement with residents and employers of Fleetwood to showcase the range of training and employment opportunities available and how we can support local people to raise and achieve their aspirations.

Alongside established delivery at the Fleetwood Community Hub, the College has invested in sustained adult community engagement activity across the town to raise awareness of adult education opportunities, reduce misconceptions about returning to learning, and build trust with residents who may not otherwise engage with formal education.

B&FC's Adult Community Engagement Team maintains a regular presence in locations where adults already gather, providing informal information, advice and guidance about courses, progression routes and employment opportunities. This includes engagement activity at Fleetwood Market, the Heart of the Hub Café within the Community Hub, Community First premises, Lord Street, and Strive Community Café. In addition, the College has hosted outreach and engagement events at Affinity Lancashire retail park,

¹ National Achievement Rate Tables (NARTS) from the ESFA 2022/23 (the latest data available)

enabling engagement with working adults and those seeking to enter or re-enter employment.

This approach is deliberately designed to meet people in familiar, trusted spaces, helping to dispel common myths around adult education - including concerns about cost, confidence, entry requirements and time commitment - and to demonstrate the practical value that learning can bring in terms of employment, confidence, wellbeing and progression.

The College also works closely with local professionals and partners to ensure adult education is well understood as part of the wider support system in Fleetwood. Staff regularly attend, contribute to and present at local network meetings, including the Healthier Fleetwood Network and Fleetwood Health Inequalities Network. Through these forums, the College has promoted adult education as a mechanism for supporting health outcomes, including reducing social isolation, improving mental wellbeing and supporting individuals with long-term health conditions back into learning and work. This has included discussion of collaborative working with GP practices, aligning learning opportunities with social prescribing approaches.

In addition, the College delivers a weekly on-site Information, Advice and Guidance (IAG) session at Fleetwood Jobcentre Plus. This allows DWP work coaches to book claimants directly for tailored guidance on adult courses, skills development and progression opportunities, ensuring that learning is embedded within local employability pathways and aligned to individual circumstances.

The College also has established links with local employers, we attend Business Growth and Fleetwood Business Club. Through these connections and networks we will increase opportunities for local people to understand the local job/career opportunities available.

Together, this engagement activity provides both qualitative and practical insight into local demand, barriers to participation and progression needs, which has directly informed the development of this proposal and the planned expansion of facilities and curriculum in Fleetwood.

2.2 Objectives:

B&FC proposes to establish a new Fleetwood Campus by 2030 that contributes to the regeneration and economic renewal of Fleetwood by:

- Increasing access to further education for young people and adults in Wyre
- Improving social mobility and community cohesion
- Supporting local employers to increase recruitment of local residents, particularly in Health and Social Care, Construction, Retail, Logistics and Energy sectors
- Supporting young people who are most at risk of leaving education or employment by giving them inspiring opportunities to explore a wide range of careers linked to local and regional job growth — including Digital, Health and Social Care, Education and Early Years, Customer and Service Industries, Engineering and Construction
- Delivering community-based provision to upskill local people in English, Maths, Digital and employability/work-readiness skills to increase employment opportunities
- Increasing awareness of local job opportunities and career progression to raise aspirations and progression into higher level study or employment. We will increase links between local employers, real job opportunities and the local workforce
- Offering a range of support services such as careers advice and guidance, impartial information, advice and guidance (IAG), employability support, confidence-building and personalised progression planning, delivered through both community-based and on-site provision

2.3 Facilities/Resources

In order to deliver the breadth and scale of provision outlined, locally within Fleetwood, B&FC would require:

- Additional classroom space to enabled increased delivery
- Meeting space to deliver wrap-around support e.g. careers advice and guidance, pastoral support
- Vocational learning spaces to deliver specific occupational areas such as Childcare, Health & Social Care, Construction trades (Electrical, Plumbing, Painting & Decorating), Hospitality, Digital/Computing. This would include equipment such as kitchen space, laptops, nursery/sensory settings and care home/assisted living spaces
- Minibus / Transport to facilitate transition to provision at B&FC's campuses to support further study and/or delivery of technical skills needing specialist equipment e.g. Brickwork, Plumbing, Motor Vehicle and Engineering
- Revenue funding to support engagement and delivery of programmes through a phased plan towards a financially sustainable education offer by 2030

The indicative financial request per financial year:

	Revenue	Capital
Year 1 (2026/27)	£40,551	£0
Year 2 (2027/28)	£200,000	£670,000
Year 3 (2028/29)	£150,000	£1,527,699
Year 4 (2029/30)	£150,000	£244,546
Year 5 (2030/31)	£150,000	£244,546
TOTAL	£690,551	£2,016,791

The indicative engagement and outcomes per financial year:

Year & Phase		14-16 volumes	16-18 volumes	19+ adults volumes	19+ adult enrolments	Total Student volumes
Year 1 Phase 1	Apr 2026 – Jul 2026	0	0	8	8	8
Year 1 Phase 2	Aug 2026 – Mar 2027	0	72	50	84	122
Year 2 Phase 3	Apr 2027 – Jul 2027	0	72	69	115	141
Year 2 Phase 4	Aug 2027 – Mar 2028	120	72	86	143	278
Year 2 Phase 5	Apr 2028 – Jul 2028	120	72	81	135	273
Year 3 Phase 6	Aug 2028 – Mar 2029	120	108	244	406	472
TOTAL student volumes phase 1-6		360	396	538		1294

3. Strategic Rationale

In the development of this proposal, Blackpool and The Fylde College/B&FC has undertaken desktop research to understand the local, regional and national contexts as well as primary discussions with local stakeholders, including employers, existing B&FC students (adults and 16-18 year-olds) and community partners - Youth Hub, Lancashire County Council, Wyre Council, JCP Plus work coaches, The Platform Blackpool, Senior Family Support Workers and YMCA support staff.

3.1 Local Context:

Fleetwood is within the Wyre Borough. Five wards make up the Fleetwood area – Mount, Pharos, Warren, Park and Rossall. Three of the ten most deprived Lower-layer Super Output Areas (LSOAs) in Lancashire-12² are concentrated in Fleetwood, in Pharos and Mount wards³. In 2024-25, 44.4% of B&FC learners from Fleetwood were from the most deprived areas.

DWP figures from February 2026 indicate across Wyre that the predominant Universal Credit claimant group is 'No work requirements' at 59%. This group includes individuals who are typically unable to work due to health conditions, disabilities or caring responsibilities. There is also a substantial jobseeker element at 15% of claimants.

Split by age across all Universal Credit conditions, claimant numbers peak at ages 35-39 (13.4%), with the highest concentration across ages 30-44 (37.7% combined).

This age profile is replicated at a localised Ward level. Pharos ward has the largest proportion of Universal Credit claimants (29.9%), with a further 20.7% in Park and 19.1% in Rossall wards.

Fleetwood and wider Wyre has a significant 15-19 population, which is predicted to continue growing, peaking in 2028 at 6,267⁴.

Within this context, Fleetwood faces several challenges:

- *Lower than average educational attainment and progression rates:*
Across the Fleetwood Wards, the percentage of residents aged 16 years and over who have no qualifications is 27.3% in Pharos, 27.4% in Rossall, 25.7% in Park, 24.7% in Warren and 23.9% in Mount. These are all much higher than the England average at 18.1%.

Stakeholder feedback supports this - “literacy skills in adults are low”; “English and Maths skills are needed”; “low engagement with English, Maths & Digital skills”

Department of Education NEET figures (Dec 2024-Feb 2025) show that the number of NEET young people across Wyre continues to increase⁵.

The College currently provides English and Maths for a small NEET youth cohort through the Fleetwood Youth Hub. There is growing demand for this local provision and the College has plans to expand in 2026/27.

² Lancashire-12: 12 Local Authorities across Lancashire, excludes the Unitary Authorities of Blackpool Council and Blackburn with Darwen Borough Council

³ [Indices of deprivation 2025 - Lancashire County Council](#)

⁴ [Population projections for local authorities by five-year age groups and sex, England - Office for National Statistics](#)

⁵ [Not in education, employment or training \(NEET\) - Lancashire County Council](#)

- *Limited local Further Education options:* Only one out of the ten Secondary schools in Wyre offer post-16 courses - St Aidan's Church of England High School offers A Levels and some vocational courses, however this is quite inaccessible for Fleetwood residents as it is based on the opposite side of the district. For a broader range of options young people are required to travel to Blackpool, Preston or Lancaster.

This academic year, only 8.2% of B&FC learners are from Fleetwood, just 3.1% are aged 16-18). The main qualifications for Fleetwood 16-18 year-olds are Level 1 Certificate in Construction; Level 3 Extended Diploma in Health & Social Care and Level 3 T Level in Education.

The Fleetwood 16-18 student consultation highlighted:

- 4.8/5 respondents would choose to study in Fleetwood if it was an option
- Travel is a moderate barrier
- The top benefits – save time (35%), save money (22%) and 21% said they would stay in learning longer
- 88% agree that more local courses would help people progress into jobs or high-level study

Adult learners also felt that:

- Travel creates long and complex journeys, often involving two buses or a bus and a tram and can mean arriving home very late impacting on childcare, safety and overall sustainability of study
- There are not enough educational opportunities available within Fleetwood, particularly in vocational areas
- They would have chosen to study in Fleetwood if the same courses were available locally

Feedback from the Community partners consultation also supports the need for more local facilities and challenges to travel:

- Some respondents accept occasional travel but there is a consistent preference for local delivery wherever possible
- A notable proportion believe people would not travel at all, even for specialist provision
- Even where acceptable, travel is seen as a last resort rather than a preferred option
- Some responses indicate that even travelling within Fleetwood can be a challenge, reinforcing the need for local provision.
- Key issues include cost, time, public transport limitations and conflicts with work or caring responsibilities.

- *High demand for adult upskilling and retraining:*

Whilst there is increasing evidence that more people across Wyre (43.1%) are gaining L4+ qualifications⁶, however this is not matched with the local job market, with 64% of vacancies in 2025 at Level 2 and 3 skill levels⁷.

Vacancies have risen to their highest in 2024/25. Service roles have seen year-on-year increases e.g. bar staff, early education and childcare assistants and practitioners, cleaners. In contrast there has been a decline in roles such as chefs, care workers, retail managers/directors.

DWP figures demonstrate that a high number of universal credit claimants peaking at ages 30-44, which indicates that this age group could benefit from re-skilling and progression opportunities.

Wyre has one of the lowest job density rates in the Lancashire-14 area⁸, falling into the bottom 20% of the GB rankings. Average earning results confirm that the area has lower levels of workplace-based earnings, and better earnings by place of residence. This indicates that many residents within the area commute to jobs outside of the district for better paid jobs⁹.

In 2025-2026, the largest proportion of B&FC learners from Fleetwood are aged 24+ at 47.5%, only 13% are aged 19-23.

The most popular courses for Fleetwood 24+ learners are Pre-Entry and Entry Level ESOL Skills (58) and Multiply Daily Computer Tips & Tricks (23) Maths Savvy Saver (14). All of these courses are delivered in local community venues.

In comparison, the top qualification for Fleetwood 19-23 year-olds are Pre-Entry and Entry Level ESOL Skills (12) and Level 1 Award Health & Safety in a Construction Environment (10). This is offered as part of the College's Build Up adult unemployment programme. This demonstrates that young adult learners require vocational, practical, employment specific qualifications.

In 2022, B&FC opened two dedicated classrooms at the Fleetwood Community Hub to deliver adult sessions in English, Maths, Digital and ESOL. This was developed to remove travel barriers for Fleetwood residents which would limit access, participation and progression. Due to strong demand and positive engagement, a third classroom was opened in 2023 to support delivery of the Multiply programme. In 2025/26 we have 141 enrolments in Functional Skills English, Maths and Digital Skills and 70 learners have been supported through ESOL provision.

⁶ Lightcast December 2025, (Lancashire Skills & Employment Hub report)

⁷ Lightcast December 2025, (Lancashire Skills & Employment Hub report)

⁸ All 14 Lancashire Local Authorities, including Unitary Authorities - Blackpool Council and Blackburn with Darwen Borough Council

⁹ [Jobs density - Lancashire County Council](#)

Feedback from the Community partners consultation highlighted:

- Strong demand for vocational pathways aligned to local jobs: construction (CSCS, trades) health & social care, hospitality, tourism and catering.
 - Clear need for digital skills (basic to advanced) alongside employability, budgeting, business early years and life skills.
 - Additional areas highlighted mechanics, warehousing, counselling, drug and alcohol awareness and confidence-building.
 - Key priority groups include 50+ (support to increase confidence, digital skills and reduce isolation) and career changers aged 25+
 - Older adults face confidence issues, digital exclusion, long gaps since education and perceived/real ageism
- *Regeneration priorities:* focused on economic renewal, skills and community resilience. Building on recent investments in Fleetwood Market, public realm and town centre improvements and creation of the Fleetwood Community Hub. Wyre Borough Economic Development and Visitor Economy Strategy outlines the following as key priorities:
 - Regeneration of Port of Fleetwood and adjacent industrial sites – encourage development which creates jobs, housing and supports tourism economy
 - Fleetwood Waterfront Masterplan
 - Hillhouse Technology Enterprise Zone – encouragement of SMEs to locate at the EZ and investment in a training centre. Encourage private and public sector investment in Green Energy Hub.
 - Tackle barriers to employment to reduce economic inactivity – emphasis on ‘work-readiness’
 - Make more local job vacancies more visible to Wyre residents and more opportunities for employers to showcase their opportunities for career development

Fleetwood Regeneration Framework identifies investment will be sought to redevelop ABP Port Land, regenerate Fleetwood Museum and Marine Hall, renovate Fleetwood Leisure Centre, invest in low-carbon infrastructure, support co-working/maker spaces; refurbishment of Housing Stock and encourage new housing developments.

- *A growing need for technical skills:*
Future vacancies across Wyre are predicted to remain dominated by Level 2 and Level 3 roles¹⁰, with greatest growth in Administrative and Business; Health & Social Care/Caring occupations.

¹⁰ Lightcast December 2025, (Lancashire Skills & Employment Hub report)

Apprenticeship starts in Wyre are steady, but there is limited year-on-year growth. Under-19s and Advanced Apprenticeships demonstrate the greatest increases¹¹.

Stakeholder feedback - “young people are getting low skilled, low paid work in entry roles, not much opportunity for training for them to progress”

Stakeholders identified local priority sectors/roles/skills as Childcare, Business Admin, Health & Social Care, Construction and Entry level roles; fork-lift truck; security; cleaning; factory; food hygiene; basic admin and casino sector.

Adult learners consulted felt that:

- Vocational, employment-focused courses linked to real opportunities were a priority, particularly health and social care, childcare, public services and construction
- Construction was a specific gap, alongside demand for hospitality, business and core skills (English, maths and Digital)

• *Existing delivery:*

There are a number of organisations working across Fleetwood, delivering community programmes to support local residents. These include:

- Healthier Fleetwood – supports physical and mental health by connecting residents to services/voluntary groups
- Fleetwood Town Community Trust – offer a range of education, sport, health and social inclusion programmes within Fleetwood, including delivering sessions at Fleetwood Youth Hub. Currently deliver King’s Trust ‘Achieve’ and ‘Developing Resilience’ programmes.
- One Fylde – operate the Heart of the Hub Cafe in the Fleetwood Community Hub. Offering work experience for adults and young people with learning difficulties and autism.
- Community hubs - Fleetwood Library Family Hub and The Zone in the Wyre (Youth Zone), offering family support and youth services.
- Community First – formerly volunteer centre and based on Lord Street signposting to volunteer opportunities, working alongside DWP and providing support across all age groups.

All of these groups are invested in improving the lives of Fleetwood residents and are part of the Fleetwood Community Hub. Networks such as the Thrive Network, Health Inequalities Network bring together these community organisations to increase collaboration across Fleetwood to maximise local delivery, reduce duplication and increase benefits/impact for residents.

3.2 Regional/National Alignment/Context:

¹¹ Department of Education September 2025 (Lancashire Skills & Employment Hub report)

- **Lancashire Local Skills Improvement Plan (LSIP):**

Identified in initial 2023 Plan and updated 2025 report:

- Acute labour shortages in Construction, Manufacturing, Health & Social Care, Hospitality and Transport
- Employers repeatedly state employability and work-readiness skills (attitude, communication, reliability, basic workplace behaviours) are more important than qualifications
- Digital and low-carbon skills needed across all sectors, not just specialist roles

Employers in Fleetwood and Wyre echo LSIP. We consulted 20 Fleetwood-based employers (SMEs and larger employers), nine responded, including Fleetwood Town Community Trust, PHH Solicitors, Harris & Co Estate Agents, Fleetwood Car Centre, Rory Blair Hair Salon, Fleetwood Car Centre and ICE House Joinery. They provided the following feedback:

- “Main issues we face is finding people with the right attitude and reliability. We do get applicants, but a lot are not work-ready or don’t seem to understand what is expected in a customer-facing role.”
- “Lack of hands-on experience, customer service and maintenance roles”
- “Communication and customer service skills are probably biggest gaps we see”
- “Basic things like professionalism, timekeeping and general workplace expectations are often missing”
- “Digital skills will also become important in the future and demand for maintenance and trade skills will remain strong to support both lettings and serviced accommodation.”
- Use of AI in office functions”
- “Youngsters nowadays don’t have the right attitude in general. They don’t seem to want to learn in a work environment.”
- “As we go forward, roles within business administration, finance, technology and social media re becoming more relevant”

- **Get Lancashire Working:**

Aligns Lancashire’s work, health and skills systems to support the Government’s national ambition of 80% employment by 2035. Challenges include:

- Economic inactivity is above the national average, driven primarily by long-term sickness and mental health conditions
- Persistent NEET levels and declining Apprenticeship starts for under-19s
- Concentration of low-paid, insecure jobs, limited progression routes and skills mismatches
- Key target groups – Economically inactive adults; young adults & NEET; female carers; individuals with hidden disabilities and sickness absence risk group

- **Lancashire Growth Plan:**

Identifies Lancashire's main economic priorities and major development/infrastructure projects linked to Lancashire's unique sectoral assets. The identified priorities:

- UK Security
- Clean Growth/Nuclear
- Sustainable Digital and Artificial Intelligence
- Advanced Engineering & Manufacturing
- Re-imagined Coast

These opportunities align to the Government's IS-8 sectors – Advanced Manufacturing; Life Sciences; Clean Energy; Digital & Technology; Creative Industries; Finance; Defence; Professional and Business Services.

December 2025 data shows future vacancy growth across Wyre Borough in Advanced Manufacturing and Professional and Business Services, with limited growth in Clean Energy and a decline in Digital, Culture & Tourism sectors¹².

3.3 Demand Analysis:

B&FC's ambition is to strengthen the education, skills and training ecosystem in Fleetwood. We have taken time to consider what provision, formal or informal, is already available and these proposals seek to enhance this; not compete or duplicate what is already available.

Based on the review of LMI, existing provision, local/regional/national strategies and direct stakeholder feedback. The following areas of demand have been identified:

¹² Lightcast December 2025, (Lancashire Skills & Employment Hub report)

- a) NEETs aged 16-18, Fleetwood has a significant population of young learners with limited local FE choice. The number of NEETs are continuing to grow.
- b) NEETs aged 19-24, low numbers of this age group attend B&FC
- c) 16-18, low numbers of Fleetwood learners at B&FC and rising NEETs
- d) SEND/ECHP learners
- e) Universal Credit claimants - 'No work requirements'; working with DWP and local agencies to understand barriers to learning and what support is required. This group can be split into those with caring responsibilities under 2/primary age and those with health conditions.
- f) Universal Credit claimants aged 30-44 (able to work) to support upskilling, reskilling and further training opportunities
- g) Job search/work search
- h) ESOL, based on existing local delivery, growing demand for increased delivery
- i) English, Maths and Digital skills to support employability skills as both LMI and stakeholders evidence low literacy and numeracy skills, particularly for adults
- j) Employability and work-ready skills; employers cite these are key barriers to employment
- k) Addressing travel barriers to learning, B&FC figures show low participation from Fleetwood areas at College. Consultation activities highlight the need for local delivery, this is essential to increase engagement and support progression. Higher participation in B&FC's Multiply Programme, ESOL, English, Maths and Digital skills delivered at the Fleetwood Community Hub demonstrates the benefits of local delivery and engagement with learning. This strengthens the Hub's role as a centre for accessible, community-based adult learning.

3.4 Curriculum offer:

It is important to stress that these proposals have been specifically designed to meet the needs of Fleetwood residents and employers. They are designed to address gaps in provision, they are carefully considered so as not to duplicate provision that is already available either at B&FC campuses in Blackpool, Fylde and Wyre, or with other training providers who serve the town.

The B&FC Fleetwood campus will deliver community-based education and training that will support residents to develop technical vocational skills as well as behaviours and attitudes to personal development and work-readiness as well as essential skills such as English, maths and Digital.

- **Adult community learning:**

Across the five Fleetwood wards, 20.7% of residents have no qualifications¹³, people aged 24+ are the predominant age group accessing B&FC provision and universal credit claimants peak at ages 30-44. This all highlights the need and demand for adult learning. To address this B&FC will offer:

- *ESOL provision* to support adults to develop English language skills that enable them to participate more fully in everyday life, employment and their local communities. ESOL provision will help learners to build confidence, reduce isolation, improve access to services, and support active citizenship. Improved language skills will also enable parents to better support their children's learning, engage with schools and navigate education and health systems, contributing to improved educational outcomes for families.
- *Essential skills courses in English, maths and digital*
Providing the foundational skills that underpin employability, progression and independence. English, maths and digital skills provision will support adults to build confidence, resilience and problem-solving skills needed for everyday life, learning and work. Digital skills will include a strong focus on digital confidence, digital safety and responsible online behaviour, enabling learners to safely access online services, protect personal information and navigate digital platforms with confidence. This includes supporting adults to access health and wellbeing services through digital channels, such as GP systems, NHS platforms and online appointments, as well as employment, benefits and education systems. Improved essential skills will also support parents and carers to engage more effectively with their children's education, including digital school platforms, homework and communication with

¹³ ONS Census 2021

schools, contributing to improved educational outcomes and life chances for families.

- *Employability skills*

Embedding employability and work-readiness support alongside essential skills to help adults prepare for, enter and sustain employment. This will include practical job-search skills such as CV development, application support, interview preparation and understanding recruitment processes, alongside the development of transferable workplace skills including communication, teamwork, reliability, time management and confidence. This would also include support to sustain employment, with a focus on understanding workplace culture, managing challenges and building the confidence and resilience needed to remain in work and progress locally.

Aimed at Universal Credit claimants who are able to work, provision will place a strong emphasis on helping learners to understand workplace expectations, routines and behaviours, and on building the resilience and self-management skills required to remain in work, progress within roles and adapt to changing employment circumstances.

This approach recognises that securing employment is only one step, and that sustained employment is critical to improving long-term life chances, financial stability and wellbeing.

Increased employer engagement with local employers who have live job vacancies will support transition into employment and greater understanding of workplace practices/expectations. We will deliver Sector Based Work Academies and direct work-related projects that support employers with recruitment.

- **Technical/vocational pathways:**

To support the growing local need for skilled workers in Childcare, Business Admin, Health and Social Care, Construction, Engineering, Green Energy, Customer Service industries, Hospitality, Hair and Beauty. B&FC will deliver:

- *Childcare, Education and school support pathways*

Preparing adults for childcare and school-based support roles that are in local demand, strengthening the local workforce, improving outcomes for children and enabling more parents and carers to participate in employment

- *Health and Social Care pathways*
Supporting entry into care roles across care homes and community settings, addressing local workforce shortages while helping residents maintain independence, wellbeing and access to essential care services within the local area
- *Construction pathways*
Delivering multi-skills trade courses for entry level roles on infrastructure and home building projects across Fleetwood. Providing them with CSCS card and on-site work experience to support work progression and understanding of workplace practices/expectations

These courses will be delivered for both adults and 16-19 year-olds to support transition into further study and employment.

- **NEETs**

- Delivery of short vocational courses for 16-18 year-olds in Care, Early Years, Hair and Beauty and Business Admin linked to employment, designed to re-engage learners and support transition into further study
- Sector Based Work Academies for those aged 18+ to support pathways to work in high vacancy areas such as Security, Hospitality and Casinos
- Work-readiness skills for 19-24 year-olds to re-engage and support transition into employment and further study

- **Transition Programmes:**

Evidence has demonstrated that young people and adults of Fleetwood are reluctant to travel beyond their local area for training. Whilst committed to delivering local provision, not all qualifications can be delivered locally due to need for specialist equipment and facilities. We will reduce participation barriers by offering transition programmes that breakdown misconceptions to learning and signpost to support.

This will include:

- A 14-16 pre-Compass Curriculum programme delivered with local secondary schools to support transition to College
- Supporting home-tuition learners with English and maths preparation and transition to College through taster events/activities
- For those aged 17+ summer transition programme to reduce risk of NEET
- Visits to B&FC campuses from community learning courses to reduce misconceptions and show opportunities for higher study and career progression

- **Maritime, logistics and port operations:**

Building on Fleetwood's heritage and proximity to the port and complementing the specialist provision delivered at B&FC's Fleetwood Nautical campus. Activity would

focus on providing early exposure, opportunity and preparation, supporting individuals to develop foundation level understanding of maritime, logistics and port related industries.

This will build confidence and aspiration and support readiness for transition into specialist nautical training. This represents a significant opportunity for residents, given the limited availability of nautical education provision across the North West, enabling career pathways into a nationally important sector.

4. Implementation Plan:

4.1 Delivery Plan:

B&FC propose a phased approach, the detail of which is outlined in full in Appendix A.

Year One (April 2026 – March 2027):

Phase 1 & 2 includes a delivery plan utilising existing B&FC classroom space at the Fleetwood Community Hub and through collaboration with local partners.

From September 2026, provision will be extended and will be focused on supporting transition to employment and further study, building confidence and providing support. Provision will be linked to local opportunities in early years, health and social care and hospitality sectors. **This will run alongside and build on the already successful provision at Fleetwood Learning Hub which including delivery of essential skills and ESOL courses for local adults.**

Note: April–August 2026 is limited to pilot and engagement activity only, with substantive adult delivery beginning from September 2026.

Year Two (April 2027 – March 2028):

Phase 3: April 2027 and July 2027, we propose to deliver provision continuing to utilise existing B&FC classroom space at the Fleetwood Community Hub and collaboration with local partners whilst capital building works begin on second floor.

Phase 4: August 2027 – March 2028

From August 2027, some additional space will be made available for adult provision through evening utilisation. This element of the proposal is dependent on an increase in Adult Skills Fund allocation being secured.

Year Three (April 2028 –Sept 2029):

Phase 5 & 6, between **April 2028 and March 2029**, we will continue to utilise existing B&FC classroom space at the Fleetwood Community Hub and collaboration with local partners. Phase 1 of this period reflects the additional adult evening offer detailed and likewise is dependent on an increase in Adult Skills Fund allocation being secured.

We propose that main refurbishment works of the second floor would be carried out during this financial year with **B&FC's Fleetwood Campus operational for delivery by September 2029.**

September 2029 Delivery Vision (post-refurbishment)

Indicative post-refurbishment Delivery Model from September 2029:

Learning Space	Primary Delivery Use	Curriculum & Activity	Target Groups	Purpose / Rationale
Classroom A (Downstairs)	Essential Skills, ESOL, engagement-led provision/ Classroom based delivery	English, maths, ESOL, digital basics, employability skills, wellbeing and engagement activity, including short non-accredited provision. Also general classroom-based theory provision across curriculum areas as required	16–18 NEET; Adults 19+ (reskilling and upskilling, including Universal Credit claimants)	Provides a key access point into learning, supporting early engagement and progression. Its position alongside social space supports softer entry, ongoing attendance and repeat engagement
Teaching Space 1 (Upstairs, 52 sq m)	Essential Skills, ESOL, engagement-led provision and classroom based delivery	English, maths, ESOL, digital basics, employability skills, wellbeing and engagement activity, including short non-accredited provision. Also general classroom-based theory provision across curriculum areas as required	16–18 NEET; Adults 19+ (reskilling and upskilling, including Universal Credit claimants)	Provides additional capacity for core provision and acts as a flexible classroom space to support overflow delivery and timetabling across multiple curriculum areas
Teaching Space 2 (Upstairs, 62 sq m)	Health, Care and Education (classroom and simulation)	Personal care needs, care fundamentals, childcare, teaching assistant pathways, SEND awareness and applied learning through simulation	16–18 NEET; Adults 19+ (reskilling and upskilling, including Universal Credit claimants); 14–16 learners	Dedicated pathway space ensuring all health, care and education delivery is contained within a specialist environment, supporting progression into employment and further study
Teaching Space 3 (Upstairs, 53 sq m)	Digital and IT (specialist delivery)	Digital skills, IT and administration, cyber awareness, online systems (including job search and applications) and structured IT qualifications	16–18 NEET; Adults 19+ (reskilling and upskilling, including Universal Credit claimants); 14–16 learners	Provides fixed digital infrastructure to support delivery of IT-based programmes and broader employability across all learner groups

Teaching Space 4 (Upstairs, 33 sq m)	Digital, Construction and Technical Skills (classroom-based)	Construction theory, engineering principles, CAD, technical skills and sector-based employability linked to construction and engineering pathways	16–18 NEET; Adults 19+ (reskilling and upskilling); 14–16 learners	Supports technical pathways through classroom-based delivery, preparing learners for progression into offsite practical training and employment routes
Teaching Space 5 (Upstairs, 35 sq m)	Hair, Beauty and service-led provision	Hair and beauty, personal care, customer service, introductory vocational tasters and engagement activity	16–18 NEET; Adults 19+ (reskilling and upskilling); 14–16 learners	Engagement-led vocational space designed to attract learners into provision, build confidence and support progression into structured learning and employment

Additional Spaces

Learning Space	Primary Delivery Use	Curriculum & Activity	Target Groups	Purpose / Rationale
Meeting & IAG Space	Wrap-around support	Careers guidance; IAG; employability support; partner interventions (DWP, Family Hub, Health partners)	All cohorts	Enables confidential guidance, progression planning and embedded partner working
Flexible / Shared Engagement Space	Informal learning & engagement	Workshops; employer talks; transition activity; community engagement	Cross-campus	Supports flexible use and reinforces the “trusted faces in trusted spaces” delivery model

5. Governance

B&FC has a well-established governance structure.

An accountability agreement is developed with the Department of Education. There is oversight of funding, resources, audit, quality and standards from the B&FC Corporation Board.

The Fleetwood College campus will, when fully established, benefit from the oversight of an Operations Manager to ensure that the day-to-day leadership on the campus provides an excellent student, apprentice and employer experience and ensure high levels of on-site health and safety and safeguarding of students and colleagues.

The curriculum leadership of programmes at Fleetwood will be led by Assistant Principals as with all other B&FC campuses. The oversight of student experience, quality, business development and employer engagement, IT, estates, communications and marketing will be led by Directors at B&FC, as is the case with the variety of campuses that B&FC operate from.

The campus will follow the well-established B&FC quality cycle that is designed to track the student journey. This ensures that the quality of learning, teaching and assessment meets the needs of students and apprentices to ensure they gain the knowledge skills and behaviour to gain good careers. This tracks KPIs such as attendance, retention, student and apprentice voice, employer voice, learning visits, learner feedback, achievement, progression and destinations into work or further training.

6. Financial Case:

The aim in this proposal is to deliver a sustainable, long term, educational solution for Fleetwood, it's communities, residents and employers.

There are some assumptions that have been made in developing the revenue and capital plan in each of the phases.

Revenue costs for reception/admin support, pastoral/careers advice, estates have been based on similar B&FC smaller campuses that operate on The Fylde coast.

At this stage we are unable to quantify exact revenue costs for curriculum delivery as Adult Skills Fund budgets going forward are still unclear. Therefore, the revenue costs have been increased and estimated on this basis.

B&FC have engaged with the Fleetwood Trust, who manage the whole building, to develop initial plans for the second-floor space. The capital costs are based on what we have to date, there may be movement in these as the business plans become more refined.

6.1 Financial Assumptions

Phase 1 & 2 – Current B&FC space only

- 16-18 will receive ESFA funding over time. The lagged funding methodology means that there is no current funding available to establish and deliver a new campus. In order to establish the first year of activity, revenue funding is required.
- No additional Adult Skills Funding (ASF funding) is allocated to additional activity in Fleetwood from the current allocation. In order to establish some of the additional activity revenue funds are requested to support the early stages of community engagement.
- The delivery of EHCP provision for students with educational health care needs requires a greater level of space and expertise to effectively deliver the required levels of pastoral support, engagement and wellbeing enrichment and is therefore planned for later phases.

Phase 3 & 4 – Fleetwood Campus 2nd floor rooms additional capacity newly available

- As the main campus works are completed the range of curriculum on offer and facilities available will be expanded.
- The first three years of operation will focus on establishing or further deepening community links, employer engagement, pipelines from the target groups, trust and further refinement of curriculum offers. This requires some scaffolded financial support to fund this phase of activity. Each will have a specific activity plan with associated targets that requires revenue support until continued funding streams are identified and/or the engagement is secure.
- The B&FC team will deliver the capital renovations and manage the space in order for this to become operational within the building. We are working with Fleetwood Hub to establish rent levels at a reduced rate for the initial phase of operations.

Phase 5 & 6 – Longer term

- The campus will operate as all other B&FC campuses do, on a contribution basis, using established funding streams and external project funding from bids for community activity
- ASF adult funding allocations will need to be secured to support the ongoing activity
- ESFA lagged funding will have reached a balanced level
- Depreciation of the funding allocated will be factored into long term financial plans.
- Continued capital investment in facilities and learning resources, such as IT equipment and industry current standards will be considered on an ongoing basis as the market develops, student numbers increase and new demands emerge.

The indicative financial request per financial year:

	Revenue	Capital
Year 1 (2026/27)	£40,551	£0
Year 2 (2027/28)	£200,000	£670,000
Year 3 (2028/29)	£150,000	£1,527,699
Year 4 (2029/30)	£150,000	£244,546
Year 5 (2030/31)	£150,000	£244,546
TOTAL	£690,551	£2,016,791

7. Risk Assessment:

B&FC has established risk management processes. This includes an annual risk register that is scrutinised at regular intervals throughout the academic year. Specifically for this project there will be an overarching risk register and a dedicated risk register for the campus capital works. In the development of this business case the following overarching risks have been identified;

- Funding uncertainty
- Capital works
- Facilities readiness
- Insufficient learner recruitment / retention
- Partner dependency
- Policy / funding rule changes

A more detail risk assessment with mitigations is included in Appendix B.

Appendix A: Implementation Plan

Year One (April 2026 – March 2027):

This phase includes a delivery plan utilising existing B&FC classroom space at the Fleetwood Community Hub and through collaboration with local partners.

From September 2026, provision will be extended significantly and will be focused on supporting transition to employment and further study, building confidence and providing support. Provision will be linked to local opportunities in early years, health and social care and hospitality sectors. **This will run alongside and build on the already successful provision at Fleetwood Learning Hub which including delivery of essential skills and ESOL courses for local adults.**

Note: April–August 2026 is limited to pilot and engagement activity only, with substantive adult delivery beginning from September 2026.

Phase 1: April 2026 – July 2026

Target Group	Subject	Occupational Pathway	Location
19+ DWP Reskill/Upskill Parents	Childcare Foundation Pathway	Education & Early Years	LCC FSWB (Hub)

Phase 2: August 2026 – March 2027

Target Group	Subject	Occupational Pathway	Location
16-18 NEET / Re-skill 19+ DWP Work Prep	Intro to Health, Care and Early Years	Early Years Education	Fleetwood Campus
16-18 NEET 19+ DWP Work Prep / Reskill	Hospitality passport	Catering, Tourism & Hospitality	Fleetwood Campus
19+ DWP Work Preparation/ Intensive Work Search	Gain and Sustain Employability Programme	Essential Skills	Fleetwood Campus
19+ DWP Reskill/Upskill Parents	Childcare Foundation Pathway	Education & Early Years	LCC FSWB (Hub)
19+ DWP Reskill/Upskill	Working in Care	Care	Fleetwood Campus
19+ DWP Away from Job Market	Health and Wellbeing/Reduce Isolation	Essential Skills	Fleetwood Campus
19+ Unemployed (Parents)	“Empowering You” (6 weeks) Confidence Building	Essential Skills	LCC FSWB (Hub)
19-24 Youth Guarantee	Work/Study Readiness	Youth Guarantee Transitions Programme	Fleetwood Campus
16-17 NEET	Careers Education	Hair & Beauty Construction Trades Motor Vehicle	Fleetwood Campus (with some practical provision at Bispham. Minibus transport included from Fleetwood)

Year Two (April 2027 – March 2028):

Between April 2027 and March 2028, we propose to deliver provision continuing to utilise existing B&FC classroom space at the Fleetwood Community Hub and collaboration with local partners whilst capital building begin on second floor.

Phase 3: April 2027 – July 2027

Target Group	Subject	Occupational Pathway	Location
16-18 NEET / Re-skill 19+ DWP Work Prep	Intro to Health, Care and Early Years	Early Years Education	Fleetwood Campus
16-18 NEET 19+ DWP Work Prep / Reskill	Hospitality passport	Catering, Tourism & Hospitality	Fleetwood Campus
19+ DWP Work Preparation/ Intensive Work Search	Gain and Sustain Employability Programme	Essential Skills	Fleetwood Campus
19+ DWP Reskill/Upskill Parents	Childcare Foundation Pathway	Education & Early Years	LCC FSWB (Hub)
19+ DWP Reskill/Upskill	Working in Care	Care	Fleetwood Campus
19+ DWP Away from Job Market	Health and Wellbeing/Reduce Isolation	Care	Fleetwood Campus
19+ Unemployed (Parents)	“Empowering You” (6 weeks) Confidence Building	Essential Skills	LCC FSWB (Hub)
19-24 Youth Guarantee	Work/Study Readiness	Youth Guarantee Transitions Programme	Fleetwood Campus
16-17 NEET	Careers Education	Hair & Beauty Construction Trades Motor Vehicle	Fleetwood Campus (with some provision at Bispham. Transport included)

Phase 4: August 2027 – March 2028

From August 2027, some additional space will be made available for adult provision through evening utilisation. This element of the proposal is dependent on an increase in Adult Skills Fund allocation being secured.

Target Group	Subject	Occupational Pathway	Location
14-16 Technical Curriculum for Fleetwood Schools Year 10	14-16 NEET prevention	Health and Care Construction Motor Vehicle Hospitality	Fleetwood Campus (with some provision at Bispham. Transport included for use of specialist spaces)
16-18 NEET / Re-skill 19+ DWP Work Prep	Intro to Health, Care and Early Years	Early Years Education	Fleetwood Campus

16-18 NEET 19+ DWP Intensive Work Prep / Reskill	Hospitality passport	Catering, Tourism & Hospitality	Fleetwood Campus
19+ DWP Work Preparation/ Intensive Work Search	Gain and Sustain Employability Programme	Essential Skills	Fleetwood Campus
19+ DWP Reskill/Upskill Parents	Childcare Foundation Pathway	Education & Early Years	LCC FSWB (Hub)
19+ DWP Reskill/Upskill	Working in Care	Care	Fleetwood Campus
19+ DWP Away from Job Market	Health and Wellbeing/Reduce Isolation	Care	Fleetwood Campus
19+ Unemployed (Parents)	"Empowering You" (6 weeks) Confidence Building	Essential Skills	LCC FSWB (Hub)
19-24 Youth Guarantee	Work/Study Readiness	Youth Guarantee Transitions Programme	Fleetwood Campus
16-17 NEET	Careers Education	Hair & Beauty Construction Trades Motor Vehicle	Fleetwood Campus (with some provision at Bispham. Transport included for use of specialist spaces)
19+ Adults Reskilling	Primary/Secondary Teaching Support	Education	Fleetwood Campus

Year Three (April 2028 – July 2029):

Between **April 2028 and March 2029**, we propose to deliver the following provision, continuing to utilise existing B&FC classroom space at the Fleetwood Community Hub and collaboration with local partners. Phase 1 of this period reflects the additional adult evening offer detailed and likewise is dependent on an increase in Adult Skills Fund allocation being secured.

Phase 5: April 2028 – July 2028

Target Group	Subject	Occupational Pathway	Location
14-16 Technical Curriculum for Fleetwood Schools Year 10	14-16 NEET prevention	Health and Care Construction Motor Vehicle Hospitality	Fleetwood Campus (with some provision at Bispham. Transport included for use of specialist spaces)
16-18 NEET / Re-skill 19+ DWP Work Prep	Intro to Health, Care and Early Years	Early Years Education	Fleetwood Campus
16-18 NEET 19+ DWP Intensive Work Prep / Reskill	Hospitality passport	Catering, Tourism & Hospitality	Fleetwood Campus
19+ DWP Work Preparation/ Intensive Work Search	Gain and Sustain Employability Programme	Essential Skills	Fleetwood Campus
19+ DWP Reskill/Upskill Parents	Childcare Foundation Pathway	Education & Early Years	LCC FSWB (Hub)
19+ DWP Reskill/Upskill	Working in Care	Care	Fleetwood Campus
19+ DWP Away from Job Market	Health and Wellbeing/Reduce Isolation	Care	Fleetwood Campus
19+ Unemployed (Parents)	“Empowering You” (6 weeks) Confidence Building	Essential Skills	LCC FSWB (Hub)
19-24 Youth Guarantee	Work/Study Readiness	Youth Guarantee Transitions Programme	Fleetwood Campus
16-17 NEET	Careers Education	Hair & Beauty Construction Trades Motor Vehicle	Fleetwood Campus (with some practical provision at Bispham. Minibus Transport included)
19+ Adults Reskilling	Primary/Secondary Teaching Support	Education	Fleetwood Campus

Phase 6: August 2028 – July 2029

Target Group	Subject	Occupational Pathway	Location
14-16 Technical Curriculum for Fleetwood Schools Year 10	14-16 NEET prevention	Health and Care Construction Motor Vehicle Hospitality	Fleetwood Campus (with some provision at Bispham. Transport included for use of specialist spaces)
16-18 NEET 19+ DWP Intensive Work Prep / Reskill	Intro to Health, Care and Early Years	Early Years Education	Fleetwood Campus
16-18 NEET 19+ DWP Intensive Work Prep / Reskill	Hospitality passport	Catering, Tourism & Hospitality	Fleetwood Campus
19+ DWP Work Preparation/ Intensive Work Search	Gain and Sustain Employability Programme	Essential Skills	Fleetwood Campus
19+ DWP Reskill/Upskill Parents	Childcare Foundation Pathway	Education & Early Years	LCC FSWB (Hub)
19+ DWP Reskill/Upskill	Working in Care	Care	Fleetwood Campus
19+ DWP Away from Job Market	Health and Wellbeing/Reduce Isolation	Care	Fleetwood Campus
19+ Unemployed (Parents)	“Empowering You” (6 weeks) Confidence Building	Essential Skills	LCC FSWB (Hub)
19-24 Youth Guarantee	Work/Study Readiness	Youth Guarantee Transitions Programme	Fleetwood Campus
16-17 NEET	Careers Education	Hair & Beauty Construction Trades Motor Vehicle	Fleetwood Campus (with some provision at Bispham. Transport included for use of specialist spaces)
19+ Adults Reskilling	Primary/Secondary Teaching Support	Education	Fleetwood Campus
19+ Adults Reskilling	L2 Computer Aided Design	Engineering Manufacturing	Fleetwood Campus
19+ Adults Reskilling	IT/Cyber Security/ Administration	IT/ Administration	Fleetwood Campus
19+ Intensive Work Search / Work Prep: Sector Based Work Academies **	19+ DWP Work Prep	Digital/Admin, Customer Service/Retail, Childcare Care	Fleetwood Campus
16-18 NEET /Re-skill 19+ DWP Work Prep / Intensive Work Search / Upskill	*Bricklaying Pathway/CSCS Card (L1 Award +L2 Multiskills)	Construction	Fleetwood Campus (with some provision at Bispham. Transport included for use of specialist spaces)
16-18 NEET /Re-skill 19+ DWP Work Prep / Intensive Work Search / Upskill	*Plastering/ Painting & Decorating Pathway	Construction	Fleetwood Campus (with some provision at Bispham. Transport included for use of specialist spaces)

Appendix B: Risk Assessment:

Risk	Potential impact	Likelihood	Impact	Key mitigations / controls
Funding uncertainty (revenue support / ASF availability / ESFA lagged funding)	Inability to deliver planned early outreach and provision; slower scale-up; reputational impact and reduced outcomes.	Medium	High	<ul style="list-style-type: none"> Confirm revenue support profile aligned to ESFA lagged funding timeline and phased delivery plan. Develop contingency delivery model (minimum viable curriculum) that can operate within existing allocation if required. Maintain active pipeline of external bids/commissioned programmes (e.g., DWP-linked provision) to supplement income.
Capital works (design, approvals, procurement, construction) delay and/or cost escalation	Delay to opening of second floor facilities and delivery expansion; budget pressure; re-phasing of curriculum and benefits.	Medium	High	<ul style="list-style-type: none"> Dedicated capital works risk register with clear tolerances and escalation route. Early site surveys and scope validation to reduce unknowns; staged approvals and procurement plan. Contingency in schedule and budget; agreed change control for scope/cost/time.
Facilities readiness / fit-for-purpose specialist environments not available when required	Delivery constrained to classroom/theoretical provision; reduced learner engagement and outcomes; inability to meet employer needs.	Medium	High	<ul style="list-style-type: none"> Prioritise "critical path" specialist spaces and equipment aligned to earliest curriculum needs. Temporary/partner provision for practical elements (e.g., scheduled access to existing B&FC campuses) with transport plan.

Risk	Potential impact	Likelihood	Impact	Key mitigations / controls
Insufficient learner recruitment/retention (target groups do not convert to enrolments)	Under-delivery against targets; reduced funding in future years; weakened case for ongoing investment.	Medium	High	<ul style="list-style-type: none"> Commissioning and readiness testing prior to go-live (H&S checks, equipment commissioning, staff training). Maintain and expand outreach model (community engagement, Market/Hub/Cafés, Jobcentre IAG) with measurable referral pipeline. Build progression routes and “transition programmes” (tasters, visits, transport) to reduce travel reluctance and improve retention. Use learner voice and early performance data to adapt timetable, offer, and support quickly.
Partner dependency (DWP/Jobcentre, schools, local agencies) reduces referrals or delivery capacity	Lower learner flow and reduced wrap-around support; fewer work placements/employer links; weaker outcomes.	Medium	Medium	<ul style="list-style-type: none"> Formalise key partner arrangements (referral pathways, shared objectives, data sharing where appropriate). Broaden referral routes across multiple partners to reduce single-point dependency. Regular partner review meetings and joint planning aligned to local labour market needs.
Policy / funding rule changes (devolution, tailored learning, contract models)	Planned curriculum becomes ineligible or financially unviable; redesign required; delays to delivery.	Medium	Medium	<ul style="list-style-type: none"> Horizon scanning and engagement with funders/combined authority; update assumptions at each phase gate. Maintain flexible curriculum design (modular provision; accredited/non-accredited options) to adapt quickly.

Appendix C: Consultation Summaries:

a. Student Survey results

A survey was sent out to 30 Fleetwood 16-18 and 19+ B&FC students:

- 88% agree that more local courses would help people progress into jobs or higher-level study.
- 4.8/5 respondents would choose to study in Fleetwood if it were an option.
- Travel is a moderate barrier
- Digital, Health & Social Care, English and Maths most popular subjects
- The top benefits - save time (35%), save money (22%), would stay in learning longer (21%)
- Careers support the most requested facility (63%)

b. Student Focus Group (8 16 -18 year olds)

Local need and demand

- Do you feel there are enough post 16 educational options locally in Fleetwood at the moment?
- What types of courses or training do you think are missing locally?
- *All participants had either attended a secondary school in Fleetwood or had been educated at home while living in Fleetwood, so their views were rooted in direct experience of local post-16 choices and progression routes.*
- *Progression options were seen as limited, and students described making choices based mainly on what was realistically accessible rather than from a broad local offer.*
- *Students generally felt that there are not enough post-16 options in Fleetwood at present, with the nautical college often viewed as the only clearly identifiable local offer.*
- *Only one student said they had seriously considered the nautical college, and that decision was driven by the fit of the course itself as well as the convenience of the location.*
- *Most students were aware of the nautical campus and had at least a basic understanding of what it offered, although one participant said they had not known about it at all, suggesting awareness is still inconsistent.*
- *In Year 11, schools mainly signposted students towards the Bispham offer or sixth form routes. Several students said they did not choose sixth form because the GCSE entry requirements or the A-level pathway did not suit their circumstances, attainment, or preferred style of learning.*
- *Where students had chosen Bispham, this was primarily because it offered the courses they wanted, reinforcing the view that curriculum choice remains the strongest factor in post-16 decision-making.*

Travel and barriers

How does travelling to your current place of study affect you day-to-day?

- What difference would studying locally in Fleetwood make to you personally?
- What might still stop you from choosing a Fleetwood site?
- *Travel to Bispham was a consistent issue for many students, with transport described as a practical barrier that affects attendance, punctuality, and the overall college experience.*
- *Several students said arriving on time can be difficult because the journey requires a very early start, which adds pressure to the start of the day.*
- *Students referred to recent changes to the No. 5 bus service as part of the wider transport difficulty, indicating that service reliability and route changes directly affect their ability to travel to college.*
- *Some students were not aware of the change to the No. 5 service, suggesting that communication around transport changes may not be reaching learners effectively.*
- *The timing of the No. 5 bus was seen as too early, with students saying they did not want to arrive at college as early as 8:41 am when their timetable did not always require it.*
- *A small number of students said they did not mind the commute, showing that travel is not a universal barrier but is significant for many.*
- *Some computing students noted that on one day each week they do not start until 11:00 am, which made early travel arrangements feel especially inconvenient on those days.*
- *When asked whether they would study in Fleetwood if the same course were available there, most said yes in principle, although a number of students also said they valued the chance to leave Fleetwood and experience a different environment.*
- *Some students said they would be more attracted to a Fleetwood offer if it were based in a new, modern college environment, showing that the quality and feel of the facilities would influence uptake.*
- *At least one student said they would prefer to study in Fleetwood specifically because it would reduce the burden of travel.*
- *Friendship groups were also an important influence: some students said they would still choose Bispham if their friends were going there, despite the travel challenges.*

Student experience and support

- What would make a Fleetwood campus feel like a good place to study—not just attend?
 - What support would you expect to have on-site (e.g. careers, wellbeing, tutors)?
 - *Students felt that the scale of the offer would matter: a Fleetwood campus would need to feel substantial enough in both size and course range to be seen as a genuine college option rather than a small satellite provision.*
 - *A canteen or dedicated food provision was mentioned as an important part of creating a positive day-to-day student experience on site.*
 - *Students expected access to student services on site, rather than having to travel elsewhere for advice, guidance, or practical support.*
 - *Some participants noted that food outlets in Fleetwood are already accessible, so external local amenities could complement the campus offer, though they may not fully replace on-site provision.*
 - *Car parking was identified as a practical requirement, particularly for students or staff who may travel by car.*
 - *Students also said they would expect the same level of student support that is currently available at Bispham, including visible and accessible pastoral and academic help.*
-

Delivery model

- How do you think students would feel if they studied at Fleetwood but needed to access specialist sessions at Bispham?
 - What would make that arrangement workable or frustrating?
 - *Some students noted that their courses do not include practical sessions, so a split-site model would affect different learners in different ways depending on the programme.*
 - *The most workable model discussed was theory-based learning in Fleetwood combined with specialist practical sessions delivered at Bispham.*
 - *However, students also felt that this arrangement could be isolating if Fleetwood learners felt separate from the wider college community or had fewer opportunities to mix with peers.*
 - *Overall, the group felt that a theory-in-Fleetwood and practical-in-Bispham model could work, provided it was well organised and students still felt connected to the full college experience.*
-

Outcomes and employer links

- What kinds of jobs should this campus help people progress into?
 - How important is it that courses link directly to local employers?

 - *Students identified a broad range of vocational and employment-focused pathways that they felt a Fleetwood campus should support, including mechanics and wider mechanical industries.*
 - *Electrical and electrician-related routes were also seen as important, reflecting demand for practical technical training linked to clear job outcomes.*
 - *Hair and beauty, alongside health-related pathways, were highlighted as areas that would be relevant and attractive to local learners.*
 - *Travel and tourism was mentioned as another area of interest, suggesting students see value in a campus offer that reflects a mix of local service-sector and vocational opportunities.*
 - *Students also referred to UPS, indicating that links to recognised employers and real local job opportunities are important to their view of what the campus should deliver.*
 - *There was clear support for opportunities to undertake work experience in Fleetwood, with students seeing employer links as a practical way to strengthen progression into work.*
 - *Some students said they would like to see a Fleetwood campus replicate as much of the Bispham experience as possible, suggesting confidence in a familiar model with equivalent breadth and quality.*
 - *Maths and English were also discussed, with some students saying younger siblings might be more likely to study these subjects in Fleetwood if they were available locally.*
 - *Students also felt that Maths and English delivery in Fleetwood could support attendance and achievement, either as a standalone local offer or alongside a main programme of study based at Bispham.*
-

Closing question (high-value insight)

- If you could give one piece of advice to the team designing the Fleetwood campus, what would it be?

- *Students questioned whether Year 11 learners have been surveyed directly, suggesting that the design of any Fleetwood campus should be informed by the views and intentions of the next cohort of potential applicants.*
- *There was a view that, if designed well, a Fleetwood campus could become a first-choice post-16 option for some Year 11 students in the area.*

- *At the same time, some participants felt that a Fleetwood campus may not increase overall student numbers, but might instead redistribute learners between existing local options.*
- *Students reflected that some peers who started at Bispham but did not remain there often moved into employment, sometimes influenced by friendship groups or a lack of fit with the college experience.*
- *Some participants said their Year 11 friends had chosen sixth form, and they perceived those students as being more committed to academic progression and more likely to continue to university.*
- *This reinforced a wider distinction in the discussion: students who chose sixth form were seen as more likely to be aiming for higher education, while those in further education were often more focused on progressing directly into employment.*
- *Apprenticeships were recognised as an important exception, offering a route that combines continued study with direct progression into work.*
- *Finally, some students said that college can still feel too similar to school, which suggests the Fleetwood campus should be designed to feel more independent, adult, and distinct from the school environment.*

a. Fleetwood Adult Focus Group – Headline Findings (Evening Learners)

A focus group was conducted with adults currently attending evening courses across four curriculum areas. Discussion focused on their experience of accessing education, views on local provision, and feedback to inform the development of a potential Fleetwood campus.

Local need and demand

- Learners feel there are not enough educational opportunities available within Fleetwood, particularly in vocational areas such as health and care, childcare, public services, hospitality, business and construction.
- This was linked to views about young people, with participants highlighting limited local options and restricted exposure to opportunities beyond Fleetwood, particularly where parents do not drive.
- There is a clear and consistent message that all participants would have chosen to study in Fleetwood if the same courses had been available locally.

Travel and access barriers

- Travel creates long and complex journeys, often involving two buses or a bus and tram, making it difficult to arrive on time and sustain attendance.
- For evening learners, this can mean returning home as late as 11:00pm, which impacts childcare, safety and overall sustainability of study.

- One learner explained that she had nearly left her course due to these challenges and only continued because an online option was available, highlighting the impact of travel on retention.

Awareness of existing provision

- Awareness of current provision within Fleetwood is low, with at least 80% of learners unaware of the learning hub and that maths, English and digital courses are already available locally.
- There is also limited understanding of local education routes, including uncertainty about what the Nautical College offers.
- Learners felt that clearer, more visible local information would increase participation.

Priority areas for future provision

- Learners prioritise vocational, employment-focused courses linked to real opportunities, particularly in health and care, childcare, public services and construction.
- Construction was specifically identified as a gap, alongside continued demand for hospitality, business and core skills (English, maths and digital).
- Learners indicated they would value completing the majority of their course locally, with willingness to travel where needed for specialist or practical elements.

Overall message

- Barriers to participation are mainly practical, particularly travel, time and childcare, rather than a lack of motivation.
- There is strong, consistent demand for local provision, with all learners indicating they would choose a Fleetwood option where available.
- The findings clearly indicate the need for evening provision to be delivered locally in Fleetwood, as travelling to other sites significantly impacts both access and retention.

“There needs to be patience with Fleetwood people. We can’t fill everyone’s desire straight away, but we can try — don’t give up on Fleetwood.”

b. Fleetwood Learning Consultation – Introduction

This summary brings together feedback from **14 community partners working across Fleetwood**, providing a broad and representative view of local need.

Participants included a diverse range of roles, such as:

- Senior Family Support Workers and representatives from Healthier Fleetwood (voluntary sector)
- Jobcentre Plus work coaches
- Librarians and youth workers
- Community centre managers
- Recovery support workers
- YMCA support staff

Collectively, these professionals work closely with residents across different age groups and circumstances, including young people, families, jobseekers, individuals in recovery and socially isolated adults. Their insights reflect frontline experience of the barriers, needs and aspirations within the Fleetwood community.

Fleetwood Learning Consultation – Structured Summary

Do you know what courses are currently on offer at Fleetwood Learning Centre?

- Awareness is mixed to low overall — some respondents know about maths, English, ESOL, ICT and basic skills, while many only know ESOL or have simply seen posters without understanding the offer.
 - Several respondents stated no awareness at all, indicating a significant visibility gap.
 - Where awareness is high, the centre is described as busy, positive and well-regarded, particularly staff.
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What subjects do you think are missing in Fleetwood that B&FC should offer?

- Strong demand for vocational pathways aligned to local jobs: construction (CSCS, trades), health and social care, hospitality, tourism and catering.
- Clear need for digital skills (basic to advanced) alongside employability, budgeting, business, early years and life skills.
- Additional areas highlighted include mechanics, warehousing, counselling, drug and alcohol awareness and confidence-building.

If you could add one facility/space to the B&FC offer in Fleetwood, what would it be?

- Construction training facilities or workshops were the most consistently requested, alongside health and social care hubs and digital or IT suites.
- Strong emphasis on community-style spaces such as welcoming environments, social areas, a clear reception and informal learning spaces to reduce intimidation.
- Practical additions included cooking and family learning kitchens, subsidised food and expanded flexible space to widen access.

If some practical sessions still needed to take place at another campus for specialist facilities, how acceptable would that be?

- Some respondents accept occasional travel, but there is a consistent preference for local delivery wherever possible.
- A notable proportion believe people would not travel at all, even for specialist provision.
- Even where acceptable, travel is often seen as a last resort rather than a preferred option.

How much of a barrier is travel to College for young people and adults living in Fleetwood?

- Travel is widely seen as a moderate to major barrier (typically rated between 3 and 5), making it one of the strongest themes.
- Key issues include cost, time, public transport limitations and conflicts with work or caring responsibilities.
- Some responses indicate that even travelling within Fleetwood can be a challenge, reinforcing the need for local provision.

Is there anything that you think would put people off studying in Fleetwood?

- The most common barriers are travel, finances and competing life commitments rather than the location itself.
- Social and emotional barriers include lack of confidence, stigma around education and previous negative school experiences.

- Environmental factors include lack of social or eating spaces and wider perceptions of limited local job opportunities.
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What age groups do you feel would particularly benefit from having more education opportunities in Fleetwood?

- A strong view that all age groups would benefit, with an emphasis on inclusive, lifelong learning.
 - Key priority groups include 16–25 (transition and work readiness), 50+ (confidence, isolation, digital skills) and career changers aged 25 and above.
 - Additional focus on young parents, NEET individuals and underrepresented groups, reflecting varied community needs.
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Do you feel that any particular age group faces any particular barriers and if so what would these be and how could these be overcome?

- Younger learners face lack of work experience, limited access to qualifications and travel barriers.
 - Older adults face confidence issues, digital exclusion, long gaps since education and perceived or real ageism.
 - Suggested solutions include short courses, smaller groups, familiar local settings, digital support, childcare consideration and inclusive delivery models.
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"Having more learning in Fleetwood would help people progress into jobs or higher-level study."

- There is near unanimous agreement that expanding local provision would support progression into employment and further or higher study.
 - Respondents highlight the importance of clear links to real jobs, particularly in construction, hospitality and other local sectors.
 - Some also emphasise benefits beyond employment, including improved confidence, wellbeing and a sense of belonging.
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If you could say one thing to the team designing B&FC's offer in Fleetwood, what would it be?

- Engage and co-design with the community by listening to learners and reflecting real local needs through consultation methods such as surveys.
 - Ensure provision aligns with the local economy, offering clear routes into jobs and reducing the need to leave the area.
 - Design for inclusivity and accessibility, considering age, ethnicity, neurodiversity and different starting points.
-

Any further comments you would like to make

- Strong emphasis on creating a welcoming, community-focused environment with incentives such as food, social spaces and supportive staff.
- Suggestions include Fleetwood-specific open days, transport solutions such as a minibus and stronger partnerships with local services and networks.
- A consistent message that education should support both economic regeneration and community wellbeing in Fleetwood.

c. Fleetwood Pride in Place – Focus Group Feedback

a. Engagement Overview

Met with:

- Fiona Bradford (Fleetwood Pride in Place Board, Gateway Student Support)
- Adult Learner Group (current students at Fleetwood Hub – Digital provision)

b. Venue Feedback

Fleetwood Old Hospital (Proposed Site)

Positives:

- Recognisable and accessible location
- Strong transport links (tram and bus routes)
- Co-location benefits:
 - Regenda
 - Food bank

- Potential to create a community hub feel:
 - Opportunity for informal engagement (e.g. café, drop-in learning)
 - Idea of linking participation with incentives (e.g. coffee vouchers)

Concerns:

- Initial expectation from stakeholders was use of Milton Street School, which is:
 - Larger
 - Perceived as more “college-like”
- Location may feel less accessible for those living at the far end of Fleetwood

c. Curriculum and Provision

Vocational and Skills Offer

Strong support for a practical, skills-based offer, including:

- Construction
- Woodwork
- Painting & Decorating
- Hair & Beauty
- Catering

Learners also suggested:

- Care sector courses
- Mechanics
- Cyber security
- Development of a specialist IT suite to support progression from digital courses

d. Pathways and Progression

- Clear interest in:
 - Courses linked to volunteering opportunities
 - Stepping-stone provision for those not ready for employment

- Adult learners highlighted:
 - Fleetwood Hub is attractive because it is:
 - Smaller
 - Friendlier
 - Less intimidating than larger campuses (e.g. Bispham)
 - This environment supports engagement and retention

e. Young People and NEETs

- Strong agreement that provision is needed for young people not in education
- Feedback highlighted that local NEET young people are:
 - Often capable and motivated
 - But lack direction and opportunities
- Suggestion:
 - Provide structured pathways and purposeful activity to re-engage this group

f. SEND Provision

- Mixed views:
 - Question raised about duplication with existing SEND provision (e.g. Eden Avenue, Poulton)
- Suggests need to:
 - Clearly define the distinct purpose of any SEND offer
 - Align with existing local provision to avoid overlap

g. Community & Social Offer

Wider Community Needs

- Strong support for creating a multi-purpose community space, not just a learning centre

Suggestions included:

- Café-based learning / social space
- Gym and social area

- Family/community engagement opportunities

Family Learning

- Requests for parent-focused provision, including:
 - Support on online safety and digital risks for children

Community Partnerships

- Recommendation to ensure alignment with:
 - Healthier Fleetwood
- General support for a joined-up, place-based approach

h. Key Strengths of the Proposal

Across both groups, there was clear agreement that:

- Fleetwood needs this type of provision
- The model has strong potential to:
 - Increase access to education
 - Re-engage disengaged learners
 - Strengthen community connections

Adult learners, in particular, described the concept as:

- “A great idea”
- Valuable for “people who want to improve their education”

i. Employer Research/Consultation:

Email’s survey sent to, those in yellow responded:

1. Harris & Co Estate Agents
2. Homequest Property Management Services Ltd
3. JT Byrne Funerals
4. Fleetwood NH
5. Fleetwood Car Centre
6. Fleetwood Town Council
7. Hesketh Press
8. My Dentist Fleetwood
9. Myriad Contractors
10. EAS Electrical

11. North Euston
12. PHH Solicitors
13. Farmer Parrs
14. Little Treasure Nursery
15. Northen Cremations
16. Trevor's Food supplies
17. Northan Express Glass
18. Fleetwood Town Community Trust
19. ICE House Joinery
20. Rory Blair Hair Salon

Specific Questions asked:

1. What barriers do you currently face when recruiting?
2. Are there particular roles that are consistently difficult to fill?
3. What skills gaps do you see within applicants or your existing workforce?
4. What future skills or employment needs do you anticipate over the next 1–5 years?

Feedback received:

Harris & Co Estate Agents:

- **Barriers when recruiting**

One of the main issues we face is finding people with the right attitude and reliability. We do get applicants, but a lot are not work ready or don't seem to understand what's expected in a customer-facing role. There's also a lack of hands-on experience, particularly in property, customer service, and maintenance roles.

- **Roles that are difficult to fill**

We regularly struggle to recruit for property management roles, maintenance operatives, and skilled trades. It can also be difficult to find strong sales and lettings negotiators who have both good people skills and a solid understanding of the industry.

- **Skills gaps identified**

Communication and customer service skills are probably the biggest gaps we see. Basic things like professionalism, timekeeping, and general workplace expectations are often missing. There's also a lack of awareness around compliance, problem-solving, and using industry systems and technology.

- **Future skills and employment needs (1–5 years)**

Looking ahead, there will be a growing need for people who understand property legislation and compliance, especially with changes like the Renters Reform. Digital skills will also become more important, including CRM systems, automation, and online communication with customers. On top of that, demand for maintenance

and trade skills will remain strong to support both lettings and serviced accommodation.

Homequest Property Management Services Ltd:

Unfortunately as a small business it is hard to reply to your questions. What I would say is that the clients we deal with - basic skills, getting digital etc are the requirements of the general area.

PHH Solicitors:

- **What barriers do you currently face when recruiting?**

As a firm of solicitors we are finding it increasingly difficult to recruit support staff. In particular, we find that there is a dearth of secretaries and as a result we are now adjusting our recruitment strategy with a focus on recruiting young paralegals. We find that paralegals are IT literate and we feel that they have the potential to develop their careers and become solicitors.

- **Are there particular roles that are consistently difficult to fill?**

Yes. Legal Secretaries as stated. We find that young women leaving School or College nor aspire to be lawyers rather than secretaries. This is fantastic in that young women now aspire to be lawyers. However, it also means that we find it very hard to find secretaries.

- **What skills gaps do you see within applicants or your existing workforce?**

We find that younger members of staff don't have the same hunger and drive that previous generations had. They no longer put in extra hours or go the extra mile. When I was a trainee solicitor I worked very long hours in order to prove myself. We tend to find that young lawyers / paralegals now are not willing to do that sadly.

- **What future skills or employment needs do you anticipate over the next 1-5 years?**

More secretaries and more qualified solicitors. The process of recruiting and developing paralegals is now our preferred strategy for filling those needs.

ICE House Joinery:

Telephone call with Charlotte

I have just spoken with Stuart at ICE House Joinery, however he spoke more about the current financial difficulties for SMEs than skills gaps.

As a company they are struggling with wages and NI in general, so much so they won't be taking on any apprentices this year (we discuss new incentives and plan to visit him at the end of May to discuss further).

They don't struggle with recruitment as a business, but did mention soft skills with school leavers, basic communication skills.

Hesketh Press:

- **What barriers do you currently face when recruiting?**

People not offering training specific to the print industry anymore.

- **Are there particular roles that are consistently difficult to fill?**

Litho Press Operators

- **What skills gaps do you see within applicants or your existing workforce?**

Machine operators: specific training and experience, Graphic design: younger people not taught in the correct design programmes that are needed when moving from the classroom to real life studio's.

- **What future skills or employment needs do you anticipate over the next 1–5 years?**

Factory floor type work such as print finishing and operating machinery.

Fleetwood Town FC:

- **What barriers do you currently face when recruiting?**

More often reliability of match day staff. Niche industry so full time staff usually need football experience

- **Are there particular roles that are consistently difficult to fill?**

Just matchday kiosk/waiting on staff/bar staff

- **What skills gaps do you see within applicants or your existing workforce?**

Time management and reliability

- **What future skills or employment needs do you anticipate over the next 1–5 years?**

Consistent bank of match day staff without relying on agencies so much

Fleetwood Car Centre:

- **What barriers do you currently face when recruiting?**

Lack of talent when hiring for skilled, qualified mechanics
Inundated with applications for entry-level vacancies

- **Are there particular roles that are consistently difficult to fill?**

Service roles
Car sales roles because it can sometimes attract the wrong applicant

- **What skills gaps do you see within applicants or your existing workforce?**

Usage of AI in office functions

Elements of customer service
Specific technical elements within car repair

- **What future skills or employment needs do you anticipate over the next 1–5 years?**

More knowledge of Electric Vehicle systems and repair
Accountancy AI (to support existing roles)
ADAS delivered on-site
General digital technology and systems overhaul

Rory Blair Hair Salon:

Youngsters nowadays don't have the right attitude in general. Hence why I haven't employed an apprentice for many years. They don't seem to want to learn in a work environment. Coming from college it's a false representation of life in the real world. The skills are way below average and they don't like being told what to do.

A good apprentice is like gold. There is too much emphasis on passing theory exams when actually if you are taught correctly in a practical session, you understand the theory behind it. From my own experience they are definitely not getting enough practical experience in college. For gods sake I believe they have an assessment on using straightening irons but don't do much with perming, what a joke. Juniors come and aren't prepared to work. I'm a boss, I clean, I sweep the floor but the young ones turn their noses up. In general they want to run before they can walk. I've been in business 40 years on the 8 May and I'm saddened by the lack of suitable candidates. Nationwide it's a crisis the lack of apprentices.

But they need tutors with practical skills to pass on to the students not just theory. I'd love a good apprentice but like I said very difficult.

Colleges also need "real" hairdressers to go in and talk to students and demonstrate real life hairdressing. Explain what life is like in the real world.

Sorry I had very little time to do this so it might not read very well.

Good luck

Rory @ Rory Blair

JT Byrne, Funeral Directors:

- **What barriers do you currently face when recruiting?**

The time process is particularly difficult to manage, from the initial decision to recruit through to find the right person for the role. The quality and experience of the applicants can be difficult to manage. The ability for future candidates to gain qualifications within the funeral profession before applying for roles.

- **Are there particular roles that are consistently difficult to fill?**

Due to the sensitive nature of our business, we find it increasingly difficult to engage with the right type of applicant, more so for our back of house roles rather than front of house. Our

business is very much based on experience within the profession and also life experience in order to support the families we care for.

- **What skills gaps do you see within applicants or your existing workforce?**

Specific funeral service profession experience is very difficult to gain if not already working within the profession. As we go forward, roles within business administration, finance, technology and social media are becoming more relevant.

- **What future skills or employment needs do you anticipate over the next 1–5 years?**

We will always need the experience role of back-of-house funeral service operatives. This is the most difficult role to source experienced applicants for. Also, retaining funeral service operatives within this role as due to the nature of the role, it has to be experienced before it is fully understood.

I see the need for more business focused and administration roles within our role over the coming years. More focus on technology, websites, CRM management, social media and dare I say it, AI.



1 First Floor Plan
Scale: 1:100

Existing partitions shown in grey
(note: many of these are not built full height to the underside of the concrete deck above, so will need remedials)

New metal framed partitions shown in blue

Blue outlined area: 466sq.m

Rev.	Initial	Date	Note
DRAFT			

project Fleetwood Community Hub
BLACKPOOL & THE FYLDE COLLEGE
drawing title First Floor Plan

drwg. no. 6190/d/a/400	date Mar-26	rev
scale 1:100 @ A2L	drawn by LD	checked by

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