

SOUTH GLOUCESTERSHIRE AND STROUD COLLEGE



SGS ACCOUNTABILITY AGREEMENT

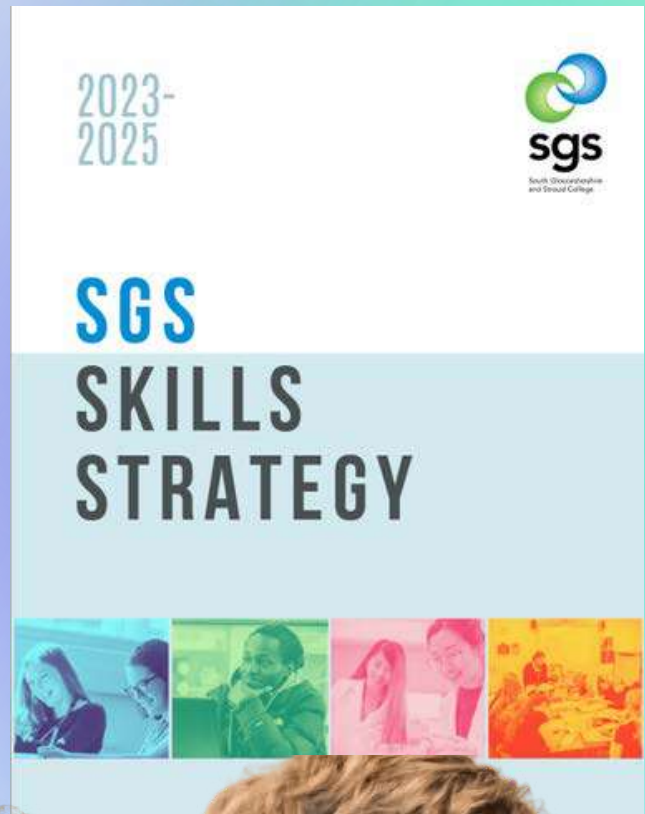
23/24 Academic Year



1.0: Key purpose of the Accountability Agreement:

The aim of our annual Accountability Agreement is to provide a succinct and focussed overview of why our provision is important and the contribution the College makes to the communities and stakeholders we serve.

Set against the context of our Strategic Plan, this document outlines any changes since the approval of that plan, and how the new statutory duty to review our provision annually links to our College business cycle, our Skills Strategy and the overall impact on our curriculum development.



1.1: The impact of SGS College on the regions we serve:

As a regional College, delivering to nearly 10,000 learners annually across South Gloucestershire, Gloucestershire and Bristol, SGS has immense experience of working with a range of public bodies including the West of England Mayoral Combined Authority, local authorities, district councils, local enterprise partnerships and education providers at both further and higher education levels in addition to our sponsored Multi-Academy Trust (SGSAT) which was established in direct response to our local authority need.

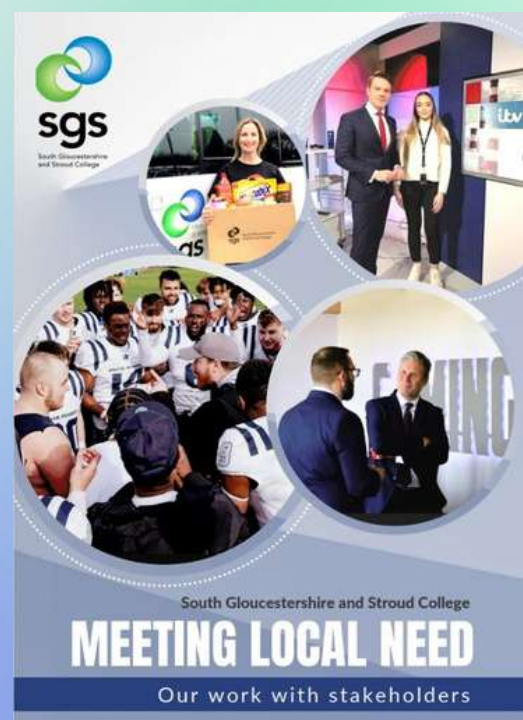
As a sub-regional College, we will continue to play a critical role in advancing an inclusive and prosperous economy for the communities that we serve. Building on our extensive skills expertise and curriculum knowledge, we will work collaboratively with others to draw on a wealth of knowledge and experience in order to continue to provide the skills that the employers we serve need in a rapidly changing world.

We have an excellent track record of working collaboratively with stakeholders in order to collectively benefit and contribute to our communities, however, there is more we need to do to ensure we provide a skilled regional workforce for the future and continually develop our curriculum in response to emerging technologies and careers. We are confident our targets within this Accountability Agreement will continue to contribute to regional prosperity.

As a College we have benefitted from being part of the national Department for Education Skills Development pilot, plus we have led on the £2.7m Strategic Development Fund project for Gloucestershire. We excel at working with other educational partners to ensure the regional offer enables economic growth and prosperity. We also deliver Adult Education Budget (AEB) funded provision and other programmes funded by the Combined Authority.

As outlined within both our Strategic Plan and Skills Strategy, working in collaboration with stakeholders is at the heart of all we do and the impact that we make is evidenced in our annual 'Meeting Local Needs' report.

SGS College Employer Engagement 2022



1-2: Strategic Planning and our priorities:

Our Strategic Plan was updated and approved in January 2023 and sets the College's direction of travel towards 2030 and delivering the Government's global goals, as well as regional priorities.

As a regional College, we will respond to the expected demographic growth in the north of Bristol and the capacity issues this raises at our Filton and WISE campuses, whilst looking to innovate and diversify at our Stroud Campus, in order to increase capacity and turnover.

Since approving our Strategic Plan (V2SGS College Strategy Nov_22), the College has since completed and opened our new Apprenticeship Construction Centre at SGS Horizon 38, supporting over 500 apprentices annually.

We have also received approval from the ESFA for direct recruitment of 14-16 year olds to our new SGS Create facility at the Stroud Campus and we have decided to pause pursuing higher education accommodation at our WISE Campus as we reconsider our Higher Education Strategy, in order to focus on a more regional higher technical offer rather than competing with our local universities in the national market.



V2SGS College Strategy Nov_22



Working in partnership is vital to us and we will continue to work collaboratively with employers, communities, civic leaders and other providers in order to strategically plan skills provision and regional skills capital that enables sustained growth and investment in new technologies and markets whilst reducing duplication and promoting accessibility and specialisms where required.

Our success will be defined by responding to the priorities within the regional Employment and Skills Plan and the Local Skills Improvement Plans, supporting learners into positive destinations and sustained employment, the growth of our employer partnerships that enable enhanced work experience, apprenticeships and the co-design and delivery of our curriculum.

We have four main strategic targets:

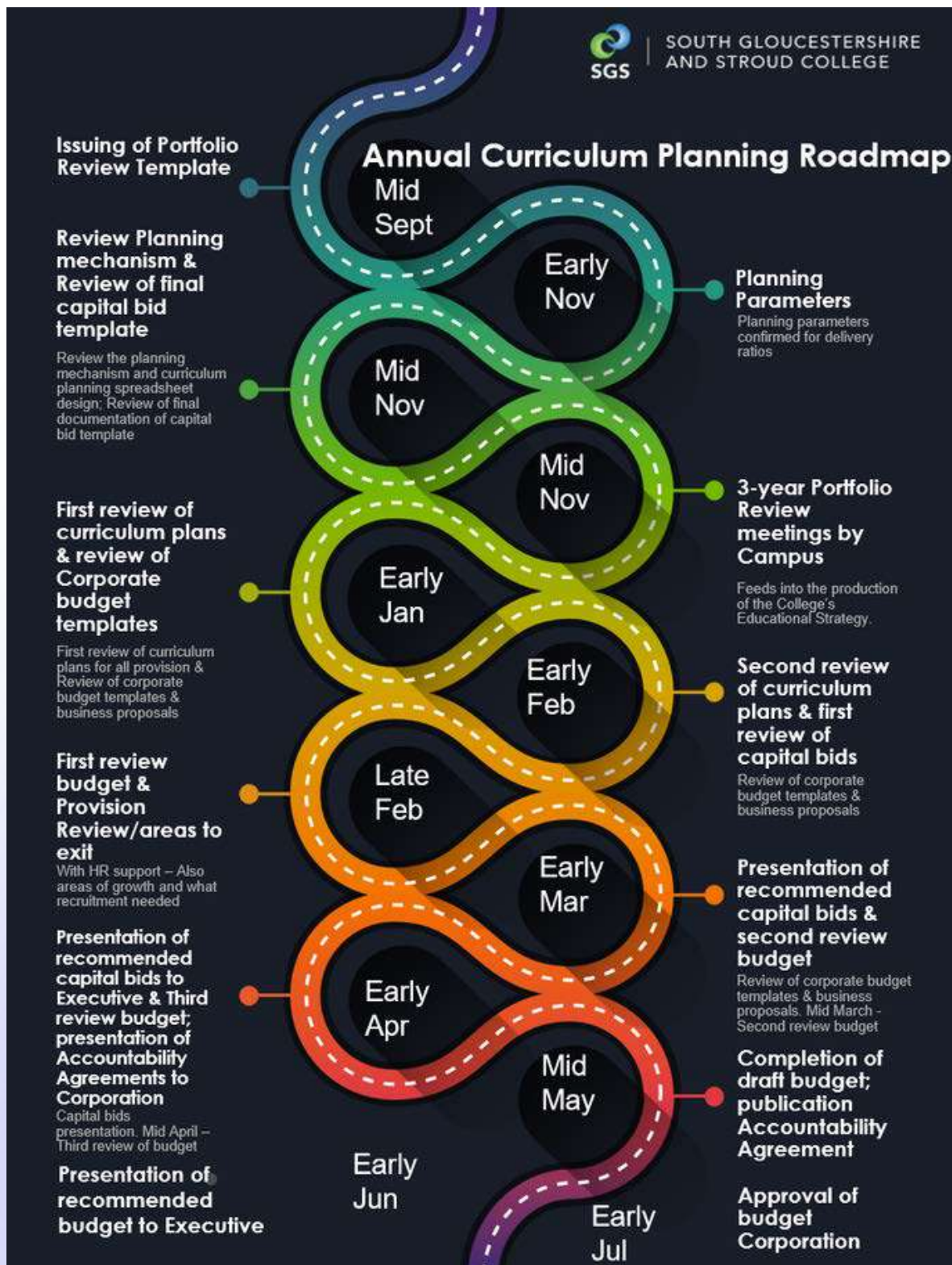
1. To be recognised as an outstanding College by enhancing the quality of the experience we provide for all learners - Our Students
2. To ensure we invest and develop our staff to support our Plan - Our Staff
3. To be visionary and innovative in providing educational opportunities by anticipating and meeting demand through our responsive partnerships with stakeholders - Our Stakeholders & Communities
4. To provide a sustainable educational and training environment which is equipped for the delivery of high-quality learning - Our Finance & Resources



1-3: The College's Curriculum Planning Cycle and Skills Strategy:

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SECTION 2: CONTEXT AND PLACE:

2.1: Our Campuses

SGS College is a regional college with three main campuses. Within South Gloucestershire and Bristol, our main sites are:

Filton Campus:

Nearly 3000 16-18 learners, adults and apprentices studying vocational and academic provision, with a significant concentration of level 1/2 learners studying construction. The majority of learners travel to site by public transport from the surrounding catchment areas of Thornbury, Yate, Filton, Newport and a considerable proportion of North Bristol residents. This Campus also supports adult learners in Financial and Professional Services and a high volume of ESOL learners.

WISE Campus:

Over 1000 learners studying at a purpose-built state-of-the-art Sport and Visual/Creative/Media and the Arts Centre. 500 adults are also engaged in Sport and Well-being programmes. Within walking distance of Parkway and Filton Abbeywood stations, this Campus attracts learners from further afield due to the proximity to the main Birmingham-Plymouth rail route.

SGS Horizon:

Opened in 2023, this professional environment supports over 500 construction apprentices annually from across the West of England and we have ambition to expand our provision into adult construction courses.



Queens Road:

Within the Centre of Bristol, this rented facility adjoining the Royal West of England Academy, provides an art school facility for 150 students transitioning onto University programmes. In addition, over 250 adult learners are supported with Art for Well-being provision.



Within Gloucestershire we have two campuses:

Stroud Campus:

Supporting 750 vocational learners from across the surrounding town and rural valleys of Stroud with a significant focus on Sustainability, Creativity and Wellbeing programmes. This facility will also be the base for SGS Create, opening in September 2023, supporting direct entry for 14-16 learners with a specific focus on those with social, emotional and mental health needs.

SGS Berkeley:

The home of the Gloucestershire Science and Technology Park and the College's Sponsored University Technical College. This Campus will be our base for our new Low Carbon Training Centre for adults (opening Autumn 2023)

In addition, the College supports over 450 learners with Special Educational Needs across all of our sites and this is a growing area of our work.

Community Venues:

We also work in community centres and libraries, delivering a range of adult provision with a focus on literacy, numeracy, ESOL, Art and Well-being.



2.2: The Economy of our region:

Our region is viewed as Gloucestershire in the North, and South Gloucestershire within the West of England area.

Gloucestershire has a prosperous and resilient economy set within a highly attractive natural environment, which offers a high standard of living for the majority of local residents, however there are pockets of deprivation and the county has 12 lower super output areas of multiple deprivation.

The county is predominantly rural with two urban centres that serve as the main business and commercial heartland. The urban settlements are complemented by vibrant market towns that act as valuable employment hubs and key providers of services.

The development of the county has been strongly influenced by connectivity to the Midlands and South West via the M5 corridor and to London and the South East via the M4 corridor.

The Local Skills Dashboard presents a very positive picture in terms of the future opportunities for Gloucestershire <https://department-for-education.shinyapps.io/local-skills-dashboard/> 8%

projected growth outlines the potential for the College to support this growth, however the College needs to contribute with an improvement in apprenticeship achievements which has seen a significant decline in line with national trends since the Pandemic.

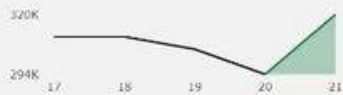
Overview of local landscape in Gloucestershire LEP

Change metrics are measured against the same period in the previous year. NB non-zero axes.

Labour market

People employed

Oct-Sep 2022
320,000
+26,000



[Find out more about employment volumes](#)

Employment rate

Oct-Sep 2022
79%
+2ppts



[Find out more about employment rates](#)

Online job adverts (experimental)

Dec 2022
17,550
-19,165



[Find out more about online job adverts](#)

Share of businesses with 0-9 employees (micro)

Mar 2022
89%
-0.4ppts



[Find out more about businesses](#)

Year on year projected employment growth

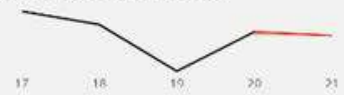
8%
growth 2023 to 2035



Skills

Education and training achievements

2021/22
5,770
-80



Apprenticeship achievements

2021/22
1,620
-400



[Find out more about skills](#)

Key Stage 5 positive destination rate

2020/21
83%
-1.4ppts



[Find out more about destinations](#)

People with a qualification at level 3 or above

Jan-Dec 2021
64%
+1.3ppts



[Find out more about qualification level](#)



South Gloucestershire is part of the West of England and West of England LEP area. Despite some areas of significant poverty, especially around the College's Filton Campus, South Gloucestershire is an area of economic prosperity with one of the highest levels of employment in the country and is regarded as having one of the highest qualities of life in the United Kingdom, however this is not reflective of the learners that we recruit, especially at the Filton Campus.

Local residents value their quality of life and the local environment with its mix of urban and rural centres. South Gloucestershire is a centre of excellence for high-tech manufacturing industries such as aerospace and advanced engineering.

Overview of local landscape in West of England and North Somerset LSIP

Change metrics are measured against the same period in the previous year. NB non-zero axes.

Labour market

People employed

Oct-Sep 2022
591,300
+6,700



[Find out more about employment volumes](#)

Employment rate

Oct-Sep 2022
82%
+3ppts



[Find out more about employment rates](#)

Online job adverts (experimental)

Dec 2022
38,860
-40,990



[Find out more about online job adverts](#)

Share of businesses with 0-9 employees (micro)

Mar 2022
89%
-0.4ppts



[Find out more about businesses](#)

Year on year projected employment growth

8%
growth 2023 to 2035



[Find out more about employment projections](#)

Skills

Education and training achievements

2021/22
9,730
-1,620



Apprenticeship achievements

2021/22
2,890
-380



[Find out more about skills](#)

Key Stage 5 positive destination rate

2020/21
80%
-1.8ppts



[Find out more about destinations](#)

People with a qualification at level 3 or above

Jan-Dec 2021
69%
+2.8ppts



[Find out more about qualification level](#)



SECTION 3:

APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

Our Accountability Agreement is a key output within our annual Skills cycle and augments both qualitative and quantitative data in the form of the following key sources:

1. The outcomes from both the West of England and Gloucestershire Local Skills Improvement Plans (LSIPs) and the West of England regional Employment and Skills Plan
2. Feedback directly from employers from our termly Employer Partnership Panels across all curriculum areas
3. Our own commissioned Gap Analysis of provision across the West of England and Gloucestershire
4. Our own quality review processes and annual self-assessment report and
5. National skills policy guidance

The College has worked collaboratively with the other colleges within the West of England on the production of our collective Accountability Agreements.

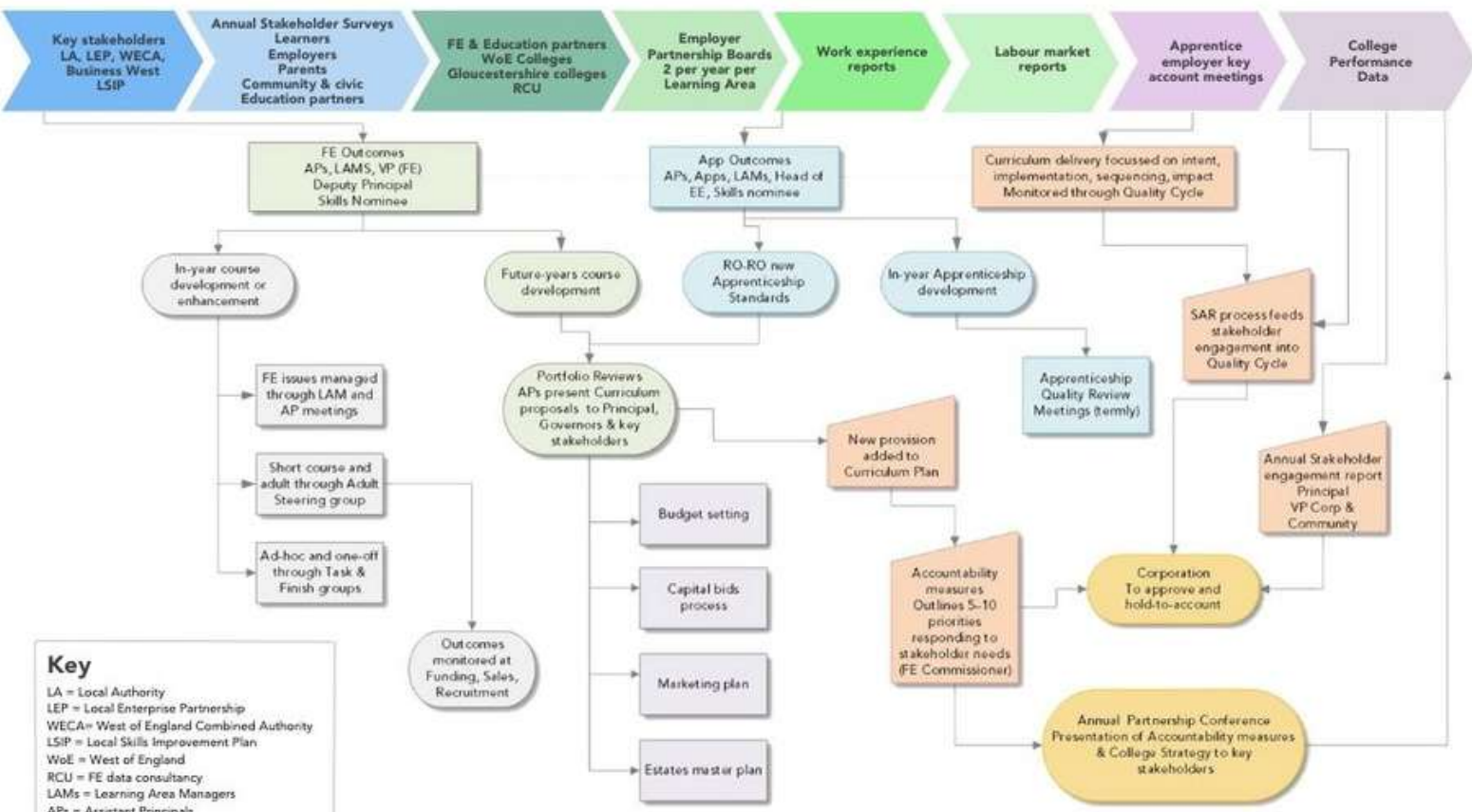
Having worked collectively through existing close working relationships, forged through joint skills planning formerly with the Local Enterprise Partnership and latterly with the West of England Combined Authority (WECA) and its Skills Advisory Panel (SAP), all further education partners have shared their priorities within their individual Accountability Agreements to ensure that collectively we are addressing known skills gaps, avoiding duplication, and supporting the targets set within both the West of England Combined Authority Skills Plan and in the Business West LSIPs.



In addition, collaboration and consultation has been a key focus of the development of our Accountability Agreement and our measurable targets for the 23/24 year have been shared with colleges across both the West of England and Gloucestershire in order to ensure we ease duplication, agree on new opportunities and growth areas, but also where we collaborate.

Finally, annually and following the consolidation of feedback from employers through our cycle of Employer Partnership Panels, we will hold an Annual Employer Conference – on June 30th 2023, to share our ambitions for our curriculum and the content of our Accountability Agreement, and this will be in partnership with Business West who have also led on the development of the two LSIPs that shape this Agreement. Our approach to Stakeholder Engagement, is outlined in the below visual:

SGS College Stakeholder Engagement Cycle



Key
 LA = Local Authority
 LEP = Local Enterprise Partnership
 WECA = West of England Combined Authority
 LSIP = Local Skills Improvement Plan
 WoE = West of England
 RCU = FE data consultancy
 LAMs = Learning Area Managers
 APs = Assistant Principals
 VP = Vice Principal
 EE = Employer Engagement
 Ro-Ro = Roll-on, Roll-off

Stakeholder data capture



SECTION 4:

CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES:

4.1: Local Skills Improvement Plans - Gloucestershire and the West of England:

The College has worked collaboratively with Business West on the research and development of the Local Skills Improvement Plans for both Gloucestershire and the West of England as our campuses fall across both of these LSIP regions.

The focus areas for the Gloucestershire LSIP has been on the sectors of:

Advanced Manufacturing and Engineering:

[gloucestershire_lsip_advanced_engineering_and_manufacturing_priority_findings1.pdf](#) (businesswest.co.uk)

Agriculture, Agri-Tech and Land Management:

[gloucestershire_lsip_agri-food_priority_findings1.pdf](#) (businesswest.co.uk)

Construction:

[gloucestershire_lsip_construction_priority_findings1.pdf](#) (businesswest.co.uk)

Digital Industries:

[gloucestershire_lsip_digital_sector_priority_findings1.pdf](#) (businesswest.co.uk)

The focus areas for the West of England LSIP has been on the sectors of:

Advanced Manufacturing and Engineering:

[west_of_england_lsip_advanced_engineering_manufacturing_priority_findings1.pdf](#) (businesswest.co.uk)

Construction:

[west_of_england_lsip_construction_priority_findings1.pdf](#) (businesswest.co.uk)

Creative Industries:

[west_of_england_lsip_creative_industries_priority_findings1.pdf](#) (businesswest.co.uk)

Health and Social Care:

[west_of_england_lsip_health_and_social_care_priority_findings1.pdf](#) (businesswest.co.uk)



"SGS College is really pleased to be working with Business West again on the development of an LSIP.

"We are especially keen as a college on working with other providers in a strategic and joined up way to ensure that the collective curriculum offered meets the needs of both young people as well as the county's workforce for the future."

Sara-Jane Watkins, Principal
South Gloucestershire and
Stroud College



The main overarching headline theme from the Gloucestershire LSIP has been the lack of preparedness for employment within all the sectors, especially from young people who are joining the world of work. They especially cite behaviours, attitudes, communication skills, resilience, digital competency, sustainability awareness, literacy and numeracy as key deficiencies.

These are themes that the College also recognises from our own research. In addition, and from a detailed curriculum perspective, the following presents opportunities from a Gloucestershire perspective:

Gloucestershire LSIP Sector	LSIP Findings and curriculum considerations for SGS Stroud/Berkeley
Advanced Manufacturing and Engineering	<ul style="list-style-type: none"> • SGS no longer offers Engineering, after exiting this provision to enable the SGS Berkeley UTC to focus on this activity, despite this the overarching theme and need for this sector is digital skills and therefore we need to consider enhancing our digital provision at Stroud. • Electrical sits within Engineering, and this is an area of considerable growth whilst also being an area the College struggles to recruit staff to deliver in. • There is a greater need for awareness of electrification, batteries and storage and energy efficiency.
Agriculture, Agri-Tech and Land Management	<ul style="list-style-type: none"> • The need for learners to have a greater focus on communication skills, including sales and external stakeholder interaction, including in data and engineering/ technician/MOR roles; extended practical experience (such as in sandwich courses) is seen widely as immensely beneficial. • A wider understanding of digitalisation and its impacts on industry/sector especially automation/robotics/drones/sensors (including data/image capture, potentially service improvement or delivery (spraying), CPD approach preferred (modular upskilling).



Gloucestershire LSIP Sector	LSIP Findings and curriculum considerations for SGS Stroud/Berkeley
Construction	<ul style="list-style-type: none"> • There is huge opportunity for Gloucestershire to demonstrate how the Construction and Built Environment sector can deliver sustainable growth whilst meeting the needs of the UK's Net Zero Strategy 3, benefiting the wider region as a result. This is an important growth opportunity for both Stroud and Berkeley Campuses. • The construction sector is anticipated to increase its demand for green skills as more than a third of green jobs to be created in Gloucestershire by 2030 will be in low carbon heat and energy efficiency – two areas in which construction plays a significant role. The retrofitting of the existing building stock and the implementation of energy efficient and green measures will require over 1,751 additional jobs in the installation of heat pumps and 1,265 additional jobs in installing insulation - there will be a particular need to develop skills in solid wall insulation and heritage property which is some way is already identified and being addressed via funding mechanisms such as regional and national bootcamps, but will require additional delivery within reskilling and existing post 16 technical educational routes. • The CITB have also forecast occupational gaps in: Wood trades, bricklaying and electrical.
Digital Industries	<ul style="list-style-type: none"> • Digital professional services are of significant importance to Gloucestershire and the UK as a whole, with UK annual revenue within the UK's cyber security industry alone worth an estimated £10.1bn, up 14% on the previous year, supporting 52,700 employees¹. Home to GCHQ and the National Cyber Security Centre (NCSC), Gloucestershire has the largest cluster of cyber businesses outside of London, with its own cyber cluster representative body, Cynam, which is active at promoting the region, cluster and opportunities on a national scale. • There are occupational shortages within: IT Business Analysts, Software development professionals, software engineers and programmers and Cyber security professionals and we need to look to expand our range of apprenticeships, adult training schemes and Bootcamps in these areas. We also need to consider our modes of delivery as the sector prefers short, flexible, modular and online delivery. • We also need to consider and embed: Augmented Reality (AR)/Virtual Reality (VR), Virtual Production and wider use of 'green screen' technologies • Videography, animation and motion graphics • Coding, software engineering • Artificial Intelligence (AI) both as a product and a tool • Cloud development • Various sub-sets of Computer Aided Design (CAD) including graphic design, graphic interfaces and User Experience software.



Similarly, to the Gloucestershire LSIP, the key themes are behaviours and attitudes within the West of England LSIP, but in addition there is an even greater focus on digital competencies and technological innovations and awareness especially in the areas of Creative and Health and Social Care.

West of England LSIP Sector	LSIP Findings and curriculum considerations for SGS WISE/Filton/Horizon/Queens Road
Advanced Manufacturing and Engineering	<p>west_of_england_lsip_advanced_engineering_manufacturing_priority_findings1.pdf (businesswest.co.uk)</p> <ul style="list-style-type: none"> • Engineering is well represented by other providers within the West of England and is not an area of provision that SGS plans to expand into. Electrical however, both through 16-18, adults and apprenticeships is a large area of business for the College. We need to consider Electrification as a core sectoral change (and needs attached to high voltages, H&S, batteries and storage, codes and standards) gas systems and replacements – significant needs for electrical engineers.
Construction	<p>west_of_england_lsip_construction_priority_findings1.pdf (businesswest.co.uk)</p> <ul style="list-style-type: none"> • Since Brexit, 73% of construction sector firms surveyed faced difficulties in finding skilled manual or technical workers. As identified in the Gap Analysis SGS commission, we are the largest provider of construction training within the West of England and there is significant demand for further training, although SGS is currently at capacity in this area and lobbying for a new Net Zero Regional Construction Centre. • The construction sector is anticipated to account for 52% of the green jobs to be created in the West of England. The retrofitting of the existing building stock and the implementation of energy efficient and green measures will require over 11,000 additional jobs in the installation of heat pumps and 2,500 additional jobs in installing insulation - there will be a particular need to develop skills in solid wall insulation and heritage property which is some way is already identified and being addressed via funding mechanisms such as regional and national bootcamps, but will require additional delivery within reskilling and existing post 16 technical educational routes. • A number of roles have existing skills shortages, and many will need large increases in numbers to meet government targets, including: <ul style="list-style-type: none"> • Energy assessors, as the use of Energy Performance Certificates increases. • Retrofit coordinators will be essential to ensure quality as different systems are installed alongside each other – forecast suggest 50,000 by 2030. • Project managers with an understanding of the retrofit process – 86,500 required by 2028. • Insulation installers. Existing installers will need to be upskilled if minimum qualifications are set in PAS2035 – the standards everyone has to follow in retrofitting buildings. • Heat pump installers. Starting by upskilling existing Gas Safe engineers, existing training needs to be improved and standardised – 50,000 required by 2030.



West of England LSIP Sector	LSIP Findings and curriculum considerations for SGS WISE/Filton/Horizon/Queens Road
Creative Industries	<p data-bbox="580 293 1426 360">west of england lsip creative industries priority findings1.pdf (businesswest.co.uk)</p> <ul data-bbox="580 360 1426 1099" style="list-style-type: none"> <li data-bbox="580 360 1426 555">• The West of England was identified as a “globally significant, high-growth creative cluster” in the Creative Industries Sector Deal. In the West of England LOCAL ENTERPRISE PARTNERSHIP region, there are more than 6000 SMEs within the sector with over 190 production companies and an estimated GVA contribution in 2017 of £5.1 billion from ceative and cultural industries. <li data-bbox="580 555 1426 808">• The West of England LSIP has identified that across Creative Industries, core business and management skills are skills frequently difficult to find when recruiting. The West of England Combined Authority has set a target of 40,000 additional jobs to be created in the region by 2036 according to the West of England Cultural Plan²⁹ . Launched in February 2022, the plan has objectives structured around four focus a reas: cultural and creative skills, creative freelancers, start-ups and small to medium-sized enterprises, placemaking, wellbeing, environmental sustainability, digital technology, and innovation inclusion. <li data-bbox="580 808 1426 869">• The occupational shortages within this sector are: programmers, software developers, Marketing, managers and professional roles. <li data-bbox="580 869 1426 1099">• The ‘Creative Digital Skills Revolution’ report produced by Nesta created a model to illustrate relationships between the probability of a job growing in the future (as estimated in the Future of Skills (2017)) and the proportion of ‘createch’ skills in job adverts for that job. This tracked the importance of ‘createch’ skills and occupational outlook and the average proportion of ‘createch’ skills mentioned, highlighting strong correlations of job adverts which list a requirement for ‘createch’ skills with an increase in this job role’s probability of future growth.
Health and Social Care	<p data-bbox="580 1099 1426 1167">west of england lsip health and social care priority findings1.pdf (businesswest.co.uk)</p> <ul data-bbox="580 1167 1426 1442" style="list-style-type: none"> <li data-bbox="580 1167 1426 1301">• For the West of England region, the ‘Human Health and Social Work Activities’ industry section is reported to include approximately 1,640 employers, employing over 90,000 people. Of these, 42,600 are within hospital activities and 13,195 within residential care activities. <li data-bbox="580 1301 1426 1442">• There will also be significant changes in skills’ needs in the medium term within this sector, as UK industry as a whole, the care industry and the NHS move towards a more technologically and digitally driven service provision, although needs are hard to forecast specifically.



4.2: SGS Employer Partnership Panels:

So far during the academic year 22/23, we have hosted over 40 Employer Partnership Panels. The overarching feedback from all panels has been about behaviours over skills, and the need for our completing learners to be more prepared for the workplace, this was echoed by employers from both Gloucestershire and South Gloucestershire and is therefore relevant across all of our sites.

We've also evidenced over 400 stakeholder engagement activities during this year, all of which feeds into our continued employer-responsive curriculum. A summary document in terms of the key themes suggested by employers, and our associated response, is as below:

YOU SAID, WE DID



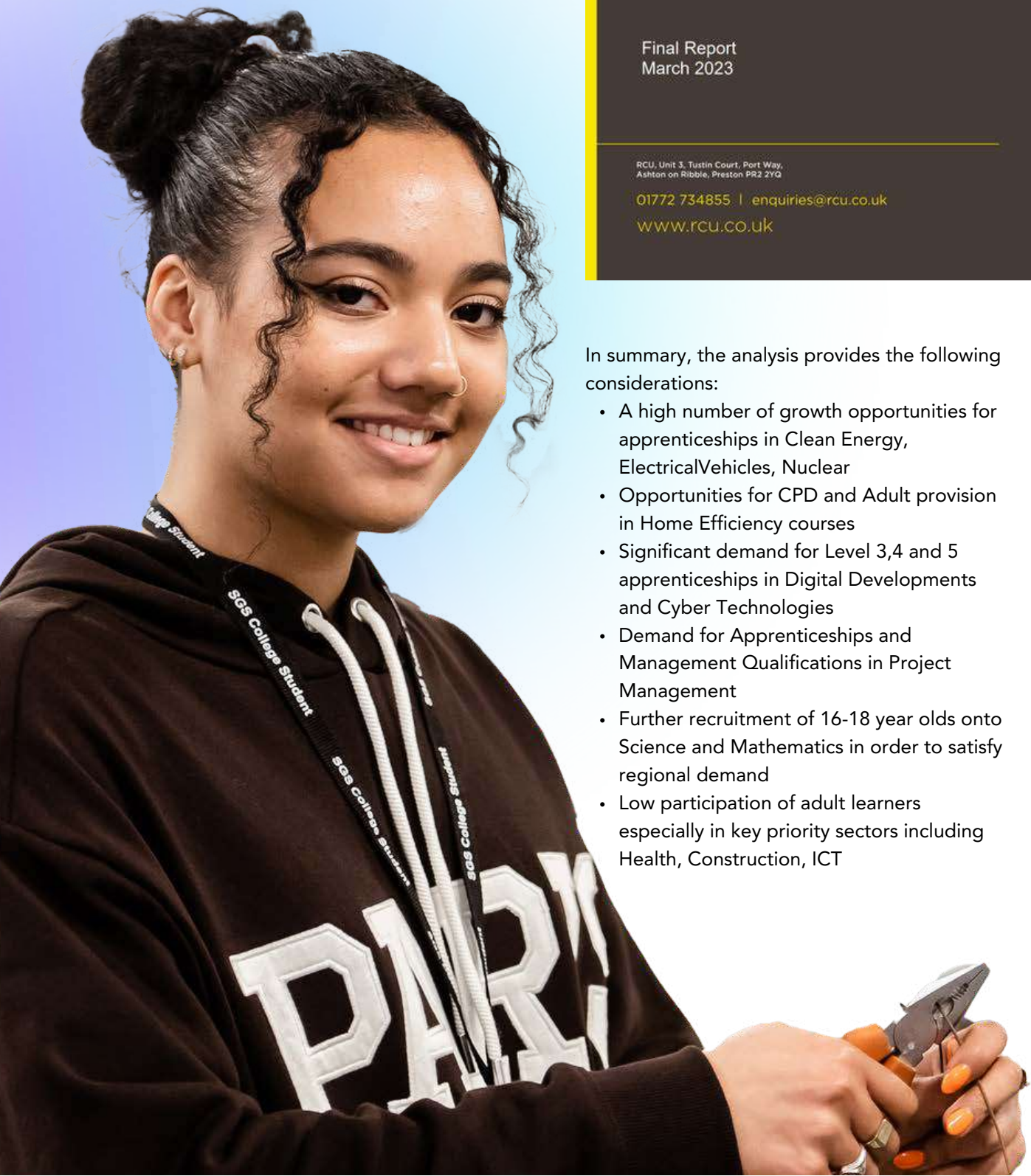
Employer Partnership Boards

You Said	We Did
You are really finding value in employer-based projects delivered as part of the full-time curriculum and would like this expanded further	<ul style="list-style-type: none"> • Business are now working on project briefs with Lloyds Banking, Experian, Southern Brooks Partnership • Creative are now working on project briefs with Ken Stradling Art and National Bullying Helpline • Media are now working on a project brief with Gutsy Animation • Further departments are revising curriculum to incorporate future employer projects
You really value taking learners on work experience and see how positively learners respond to opportunities; placements could also be extended to embrace community-based projects	<ul style="list-style-type: none"> • Construction students to complete maintenance work at Stroud Leisure Centre and Concorde Museum • Creative learners to complete mural at Stroud Hospital • Media students have been working with Off The Record to create Mental Health videos • Designated TEAMS page set up to promote creative opportunities for our Creative students
You have benefitted from speaking to learners through guest lectures and 'toolbox talks' but would like to increase this further to ensure a greater focus on industry specific requirements and the relationship to the curriculum and would like us to increase our amount of employer co-delivery	<ul style="list-style-type: none"> • Health will be arranging Dementia Awareness session and will incorporate Care Certificate as part of T-level. Staff to attend NHS Manual Handling/End of Life Care CPD to deliver back to students • Games Design now working with Aurouch Digital who have delivered on-site workshops • Construction inviting several employers including BPM, Your Electrical, Ian Williams Academy in for National Apprenticeship Week to deliver workshops • Public Services have arranged sessions with RNLI, Crown Courts, Prison Service • Early Years now offer Paediatric First Aid and reintroducing the Level 2 EYP qual which is more relevant for employers • Creative investigating Level 3 specialist courses and have new link with Birmingham University who can support with workshops • Animal Care to deliver Health and Safety workshop and to arrange Enrichment sessions on hand tool use • Travel will be working with Aztec Hotel to deliver Events Management Unit
Learners are incredibly enthusiastic to engage in work placements and we value the opportunity to support them and watch them develop. Further work is needed on preparing learners on the expectations of progression into employment and the importance of professional behaviours	<ul style="list-style-type: none"> • WEX Team designing new employability sessions • All curriculum areas will work with WEX team to ensure employers are invited in during first few weeks of term • WEX Team arranging with key employers to offer interview practice • Helpful resources now available on new WEX E-campus page • Media have incorporated WEX application process into Scheme of Work • WEX Team working with Travel to develop Professional Passport
We are impressed with the practical vocational skills of many SGS learners however we would like to see wider transferrable skills such as problem solving and digital competency	<ul style="list-style-type: none"> • Enrichment programme has been developed which focuses on core skills • Public Services have moved Expedition Y2 to Y1 to help students focus on these skills at an earlier stage • Development of WEX Employability Skills sessions • Employers (Equans, Lloyds Banking and Bell Group) have delivered employability workshops
Learners are really enthusiastic to transfer their theoretical knowledge into practise, however more employability scenarios and learning opportunities would be welcomed within lessons	<ul style="list-style-type: none"> • Travel students now undertaking Customer Service role plays to develop communication and professionalism • Public Services working on Command Task sessions to develop teamwork, leadership and problem solving • IT to incorporate more problem solving/initiative activities which are key skills IT employers have asked for • Classrooms re-arranged to help develop group discussion/work which develops communication, respect and teamwork
We would love to retain many of your work placement learners as apprentices and would like more support in that transition process	<ul style="list-style-type: none"> • Employers invited in during National Apprenticeship Week (Renishaw, Redrow, Babcock, Immersa etc) • Work Placement Coaches and Apprenticeship teams have arranged sessions with student groups to promote opportunities • Employers invited to College campuses to conduct interviews and recruit full-time students • Apprenticeship employers now linked with relevant Work Placement Coach

4.3: RCU Provision

Gap Analysis:

In order to further support the development of our data analysis, we commissioned the RCU national data organisation to complete a review of further education provision within Gloucestershire and the West of England, specifically in relation to digitisation and decarbonisation, in order to understand the gaps, duplication and opportunities.



South Gloucestershire and Stroud College

FE Skills Gap Analysis in Gloucestershire and West of England

Final Report
March 2023

RCU, Unit 3, Tustin Court, Port Way,
Ashton on Ribble, Preston PR2 2YQ

01772 734855 | enquiries@rcu.co.uk

www.rcu.co.uk

In summary, the analysis provides the following considerations:

- A high number of growth opportunities for apprenticeships in Clean Energy, Electrical Vehicles, Nuclear
- Opportunities for CPD and Adult provision in Home Efficiency courses
- Significant demand for Level 3,4 and 5 apprenticeships in Digital Developments and Cyber Technologies
- Demand for Apprenticeships and Management Qualifications in Project Management
- Further recruitment of 16-18 year olds onto Science and Mathematics in order to satisfy regional demand
- Low participation of adult learners especially in key priority sectors including Health, Construction, ICT

4.4: National Skills Priorities:

Finally, we have reviewed the National Skills Priorities (updated April 2023 - Accountability agreements for 2023 to 2024 (publishing.service.gov.uk) to ensure that our targets and priorities link to the Government's ambitions outlined within The Skills and Post-16 Education Act.

The National Skills Priorities have been agreed across Government and are areas with high volumes of vacancies which are expected to increase; long-term structural barriers to recruitment, retention, and progression issues; and are important in providing opportunities for employment in key growth areas such green jobs, creative industries and science and technology (including AI and quantum computing).

The Government's priority sectors are:

- Construction
- Manufacturing
- Digital and Technology
- Health and Social Care
- Haulage and Logistics
- Engineering
- Science and Mathematics

In addition, they would also like colleges to prioritise delivery, where practical, through a small number of high-quality programmes that have been co-designed with employers and have a strong track record of delivering good outcomes for learners. Green Jobs are also seen as vitally important defined as "Employment in an activity that contributes to protecting or restoring the environment, including those that mitigate or adapt to climate change." and there also remains a significant focus on key initiatives including T levels, Apprenticeships, Free Courses for Jobs, Skills Bootcamps, and Higher Technical Qualifications (HTQs). We are also mindful of recommendations from the West of England Green Skills Report.

Finally, providers are encouraged to offer more essential skills up to Level 2 in English, mathematics, and Level 1 for digital. These are statutory entitlements to full funding for adults who need them so apply even in Mayoral Combined Authorities. Participation has dropped in recent years, and there is a desire to reverse this decline to support improved outcomes and take-up of priority programmes. The College is engaging with the Government's flagship 'Multiply' scheme.



4.5: Self-Assessment and Quality Review Process:

Within the College's own quality processes, we have also identified that Employability Skills, Behaviours and Attitudes, Literacy and Numeracy, Digital competencies, Decarbonisation awareness and High Needs are areas for improvement and are key drivers that need to be considered in the development of our Accountability Targets.



4.6: Data analysis - our key drivers:

Further to analysing all of our key data sources, both national and local, quantitative and qualitative, we have compiled the following drivers, that will then shape the targets within our Accountability Agreement.

LSIP Gloucestershire	LSIP West of England and West of England Employment & Skills Plan	Employer Partnership Boards PLUS LSIP 'Golden Threads'	RCU Gap Analysis	SGS Self-Assessment and Quality Processes	National Skills Priorities
To ensure a greater awareness of electrification, batteries and storage and energy efficiency within engineering/construction (AA1).	Growth of Electrical through 16-18, adults and apprenticeships especially in relation to high voltages, H&S, batteries and storage, codes and standards) gas systems and replacements (AA7).	The need for learners to have a greater focus on communication skills and the ability to talk professionally with others (AA12).	A high number of growth opportunities for apprenticeships in Clean Energy, Electrical Vehicles, Nuclear (AA19).	A need for improved Employer-based projects and co-delivery as part of the full-time curriculum in order to prepare learners for employment (AA25)	National focus on construction, manufacturing, digital and technology, health and social care, and haulage and logistics (AA31).
Growth in sustainable Construction and the Built Environment sector to achieve Net Zero (AA2).	Significant growth opportunities in Construction, especially Low Carbon construction (AA8).	A wider understanding of digitalisation and digital and technical competencies (AA13).	Opportunities for CPD and Adult provision in Home Efficiency courses (AA20).	Increasing learner awareness and expectations before commencing external placements (AA26).	Ensuring a pipeline of individuals for 'Green Jobs' to ensure Net Zero (AA32).
Expansion within construction to address shortages within Wood trades, bricklaying and electrical (AA3).	The embedding of core business and management skills as these skills are frequently difficult to find when recruiting within the Creative sector (AA9).	Greater resilience, professionalism and commitment as well as transferrable skills (AA14).	Significant demand for Level 3,4 and 5 apprenticeships in Digital Developments and Cyber Technologies (AA21).	Improved transition between full-time provision and apprenticeship to ensure learners are prepared for employment (AA27).	Growth in key government programmes - apprenticeships, T Levels, Skills Bootcamps, and the Free Courses For Jobs - Level 3 offer (AA33).
To enhance digital opportunities as occupational shortages within: IT Business Analysts, Software development professionals, software engineers and programmers and Cyber security professionals with a need to look to expand our range of apprenticeships, adult training schemes and Bootcamps in these areas (AA4).	Linking technical and digital innovation into the Creative sectors in order to develop industry resilience for the future in line with the 'Createch' concept (AA10).	Improved literacy and numeracy (AA15).	Demand for Apprenticeships and Management Qualifications in Project Management (AA22).	A greater focus on improvements in Literacy, Numeracy, Communication and Digital Competencies (AA28).	A continued focus on adult provision focussed on Level 2 in English, mathematics, and Level 1 for digital (AA34).
To consider our modes of delivery as the sector prefers short, flexible, modular and online delivery (AA5).	Further embedding of digital and technologies within our Health and Social Care provision (AA11).	A greater understanding of sustainability and the Net Zero targets (AA16).	Further recruitment of 16-18 year olds onto Science and Mathematics in order to satisfy regional demand (AA23).	Improving the learning experience and progression opportunities for those with SEND and Educational Health Care Plans (AA29).	
To embed: Augmented Reality (AR)/Virtual Reality (VR), Virtual Production and wider use of 'green screen' technologies <ul style="list-style-type: none"> • Videography, animation and motion graphics • Coding, software engineering • Artificial Intelligence (AI) both as a product and a tool • Cloud development • Various sub-sets of Computer Aided Design (CAD) including graphic design, graphic interfaces and User Experience (AA6). 		Enhancing the core skills of learners, to include skills such as problem solving (AA17).	Addressing the Low participation rate of adult learners especially in key priority sectors including Health, Construction, ICT (AA24).	Improving the triangulation between employer (for both work placements and apprentices), the learner and the tutor to ensure continuous skills development and improvements (AA30).	

4.7: Our Accountability

Targets:

As a result of the data analysis that we have undertaken, plus the review of the key drivers impacting the skills needs of the region, we have developed the following curriculum targets for the Academic Year 23/24. Whilst we endeavour to respond to all requirements, we have been focussed in the development of the following targets to ensure we deliver the greatest impact in areas where we are currently strong, or in areas where we have large areas of provision that needs to either improve or diversify. Against each of our targets, we have referenced against the key drivers as outlined in 4.6:

Education programmes for Young People:

- 1) Launch of SGS Create – Direct 14-16 facility at Stroud focussed on Creative/Digital Curriculum (SEMH focus) - AA4, AA6, AA13
- 2) Growth T Level in Education and Health with removal of overlapping L3 provision; launch T level Digital; prep for T levels Animal, Hair, Construction (2024) - AA1, AA2, AA4, AA6, AA13, AA7, AA8, AA9 AA10

- 3) Development and introduction of the UAL Sustainable Futures programme at the Stroud Campus – national pilot – AA2, AA16, AA32
- 4) Embedding of preparation for Work Experience, digital delivery, problem solving and sustainability modules within all programmes with greater co-delivery from employers – AA12, AA13, AA14, AA15, AA16, AA17, AA18, AA25, AA26, AA27, AA28, AA30
- 5) Expansion of Science provision and additional science laboratories – AA23



Adult Curriculum:

6) Development of the Gloucestershire county wide curriculum for Green Skills resulting in Ecofutures 'low carbon' Green Technology Centre @ SGS Berkeley – funded through £1m SDF/SEDF capital investment - open Sept 2023.

Focused on modern methods of construction, 'solar photo-voltaic, solar thermal, air source and ground source heat pumps and retrofit insulation and air-tightness' - AA1, AA2, AA3, AA16, AA20, AA32, AA33

7) Growth Skills bootcamps - Green / Environmental / Digital Technologies – piloted 2022 – AA32, AA33

8) Growth in work with Asylum seekers/refugees/adult first engagement – ESOL (plus ESOL with IT and Employability), Maths (Multiply), English, mental health and well-being, sport and health – AA15, AA24, AA34

9) Expansion of Professional and Financial Services portfolio to include lower level entry qualifications to enable access to professional qualifications including accredited transferable units, bite-sized modules, CPD programme of 'pick and mix', entry level programmes, incorporating a functional skill, personal development – AA4, AA5, AA22, AA24



Apprenticeships:

- 10) Expansion of Construction Apprenticeship options with a specific focus on clean energy and a further expansion in Electrical once staffing has stabilised – AA3, AA7, AA19, AA33
- 11) Relaunch of Cyber Security Apprenticeship programmes - AA4, AA6, AA13, AA21, AA33
- 12) Development of a Preparing for Apprenticeship Transitions Programme – pilot in full-time Construction areas Summer 2023 - AA12, AA13, AA14, AA15, AA16, AA17, AA18

SEND:

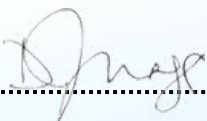
- 13) Rebranding of Prep for Work SEND to 'Foundation Studies'; hub/spoke model with expansion of sub Level 1 provision in number of vocational areas for high needs learners providing wrap around support – AA29



SECTION 5:

CONFIRMATION OF GOVERNANCE SIGN OFF:

On behalf of the South Gloucestershire & Stroud College Corporation, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 27th of April 2023. The plan will be published on the college's website within three months of the start of the new academic year and can be accessed from the following link: <https://www.sgscol.ac.uk/accountability>

Signed: 

Dated: 10/07/23

