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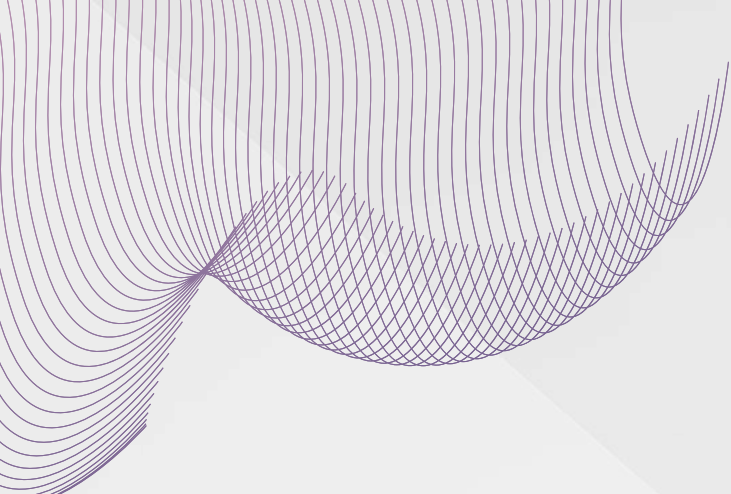
South Gloucestershire
and Stroud College

SOUTH GLOUCESTERSHIRE AND STROUD COLLEGE

SGS ACCOUNTABILITY AGREEMENT

24-25 Academic Year

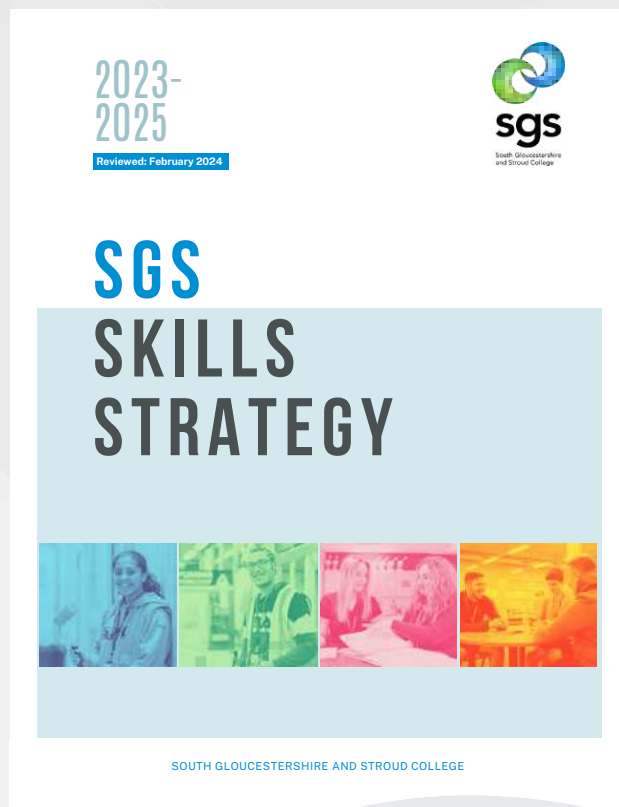




1.0: Key purpose of the Accountability Agreement:

The purpose of our annual Accountability Agreement is to offer a concise and targeted summary of our curriculum and the impact the College has on the communities and stakeholders we support.

Within the framework of our Strategic Plan, this document details any adjustments made since the Plan's endorsement, and explains the connection between the newly introduced legal requirement for the annual review of our provision and the College's operational cycle. It also ties these elements to our Skills Strategy and the resultant effects on the evolution of our curriculum.



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.

In January 2024, Ofsted confirmed the following:

'The college makes a strong contribution to meeting skills needs. Leaders and managers work highly collaboratively with South Gloucestershire, Gloucestershire and City of Bristol local authorities, Business West, the regional Employer Representative Body, and over 1500 employers, including many small medium and large organisations, such as the NHS and Amazon. Leaders and managers use the knowledge they gain from these associations to inform and continually develop the curriculum. For example, in response to feedback from employers in the creative sector, managers have introduced the digitisation of and also the subsequent Gloucestershire Local Skills Improvement Fund for a further £2.5m of county-wide investment.

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.

Meeting Local Needs Report



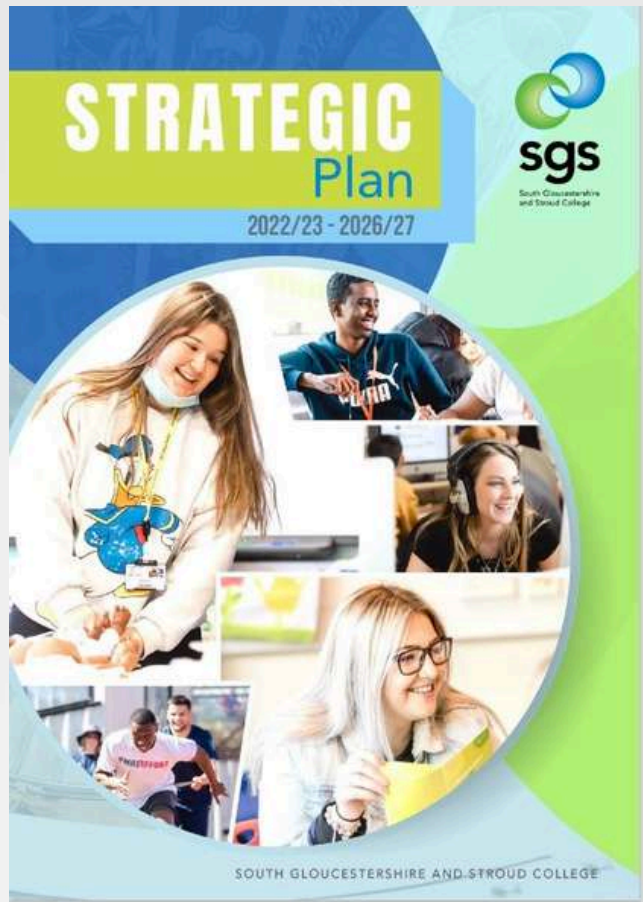
1-2: Strategic Planning and our priorities:

Our Strategic Plan was last 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. Post Ofsted and the anticipated sale of SGS Commercial Services a full review of the College's Strategic Plan will be held Summer 2024.

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 ([V2SGSCollege Strategy Nov 22](#)), the College has opened our new Apprenticeship Construction Centre at SGS Horizon 38, supporting over 500 apprentices annually.

We also opened in September 2023 our new 14-16 Centre 'SGS Create' at our Stroud Campus for learners with Social Emotional and Mental Health Issues. In January 2024, we were graded Good by Ofsted with Outstanding Adult Education and Personal Development for learners.



Collaboration is essential to our mission, and we remain committed to working jointly with employers, communities, civic leaders, and other educators. Our goal is to strategically coordinate skills development and regional talent resources. This approach facilitates continuous growth and investment in emerging technologies and markets, minimizes overlap, and ensures the availability and specialization of resources as needed.

Our achievements will be measured by how effectively we align with the priorities set in the regional Employment and Skills Plan and the Local Skills Improvement Plans. Success includes guiding learners towards positive outcomes and sustainable careers, expanding our network of employer partnerships that foster improved work placements, apprenticeships, and the joint creation and implementation of our curriculum.

We have four main strategic targets:

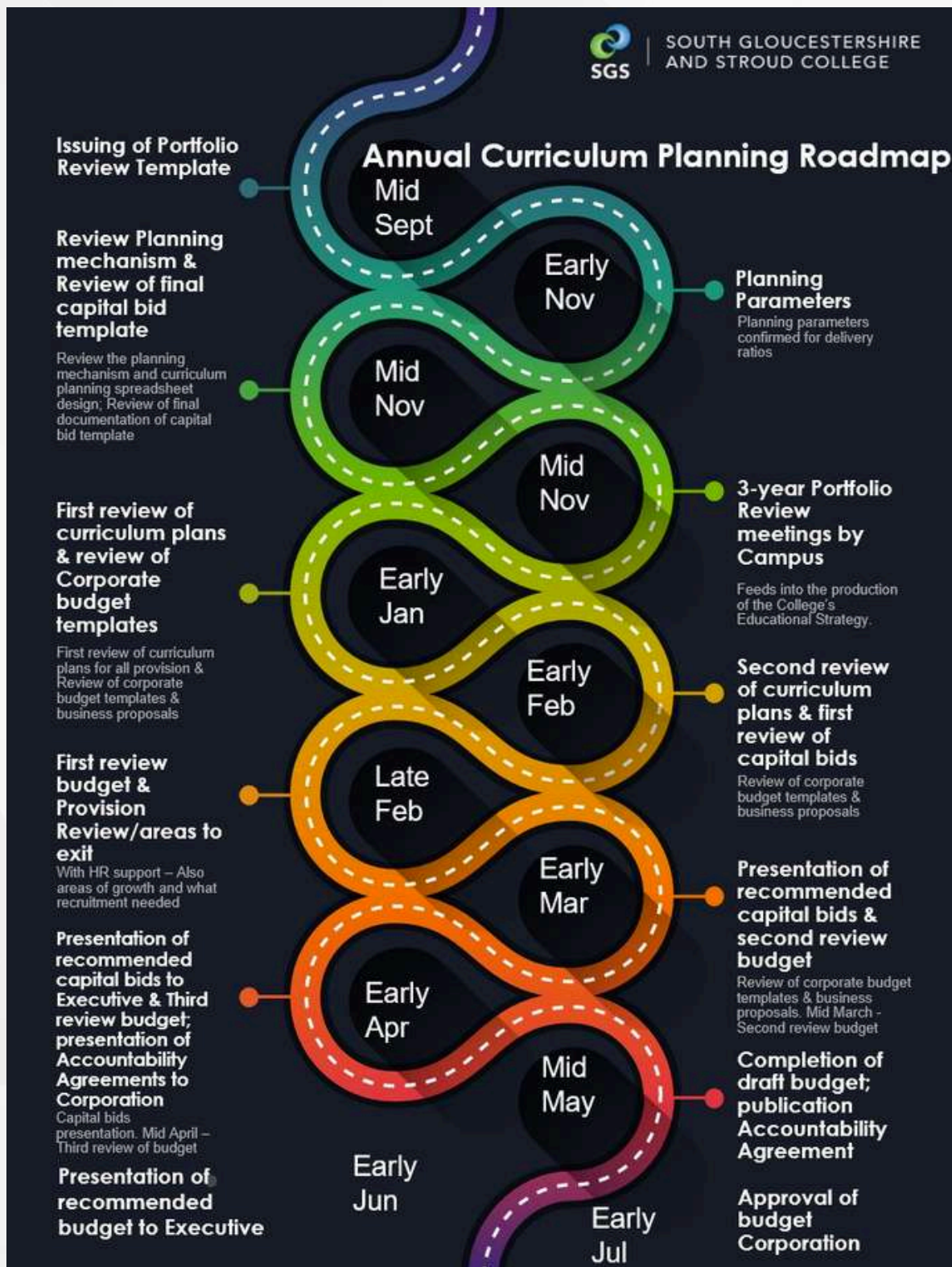
1. To be recognised as an outstanding College by enhancing the quality of the experience we provide for all learners - Our Students
2. To ensure we invest and develop our staff to support our Plan - Our Staff
3. To be visionary and innovative in providing educational opportunities by anticipating and 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:

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.



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 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 one main campus:

Stroud Campus:

Supporting nearly 1000 learners from across the surrounding town and rural valleys of Stroud with a significant focus on Sustainability, Creativity and Wellbeing programmes. This campus is also home to SGS Create, which supports direct entry for 14-16 learners with a specific focus on those with social, emotional and mental health needs.

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 designated region encompasses Gloucestershire in the North and South Gloucestershire within the West of England area.

Gloucestershire boasts a thriving and robust economy, nestled in a stunning natural landscape, providing a high quality of life for most of its inhabitants. However, it's important to note that there are areas within the county that experience significant socio-economic challenges, with 12 lower super output areas identified as having multiple deprivation issues.

The county's landscape is primarily rural, punctuated by two urban centers that form the economic and commercial nucleus. These urban areas are flanked by lively market towns, which play a crucial role as centers of employment and service provision.

Gloucestershire's development and accessibility have been significantly shaped by its strategic location, with the M5 corridor offering direct links to the Midlands and South West, and the M4 corridor facilitating connectivity to London and the South East.

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 G First (Gloucestershire) LSIP

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

Labour market

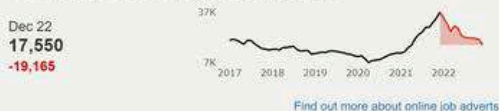
People employed



Employment rate



Online job adverts (experimental)



Share of businesses with 0-9 employees (micro)

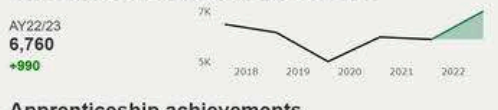


Year on year projected employment growth

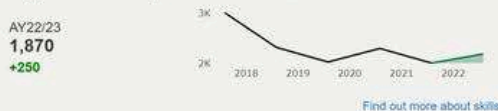


Skills

Education and training achievements



Apprenticeship achievements



Key Stage 5 positive destination rate



People with a qualification at level 3 or above



South Gloucestershire lies within the West of England and is part of the West of England Local Enterprise Partnership (LEP) region. Despite being an area of economic prosperity with one of the highest employment rates in the country and recognized for its high quality of life, there are still pockets of significant poverty. This is particularly evident around the College's Filton Campus, where the socio-economic background of our learners often does not mirror the overall prosperity of the area.

The residents of South Gloucestershire cherish their quality of life, which is enhanced by a blend of urban and rural settings. The area is known as a hub of excellence for high-tech manufacturing industries, including aerospace and advanced engineering, contributing to its economic success. However, it's important to acknowledge the diverse needs of our learners, especially those at the Filton Campus, reflecting a broader spectrum of the community's socio-economic realities.

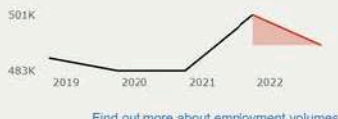
Overview of local landscape in West of England MCA

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

Labour market

People employed

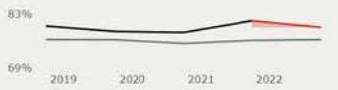
Oct 2022-Sep 2023
491,400
-10,000



[Find out more about employment volumes](#)

Employment rate

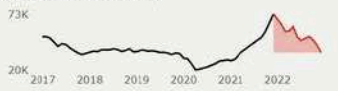
Oct 2022-Sep 2023
79%
-2ppts



[Find out more about employment rates](#)

Online job adverts (experimental)

Dec 22
36,005
-36,855



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

Share of businesses with 0-9 employees (micro)

Mar 2023
88%
-1ppts



[Find out more about businesses](#)

Year on year projected employment growth

8%
growth 2023 to 2035



[Find out more about employment projections](#)

Skills

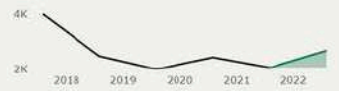
Education and training achievements

AY22/23
8,180
+1,120



Apprenticeship achievements

AY22/23
2,910
+530



[Find out more about skills](#)

Key Stage 5 positive destination rate

AY21/22
83%
+3ppts



[Find out more about destinations](#)

People with a qualification at level 3 or above

Jan 2021-Dec 2021
70%
+2ppts



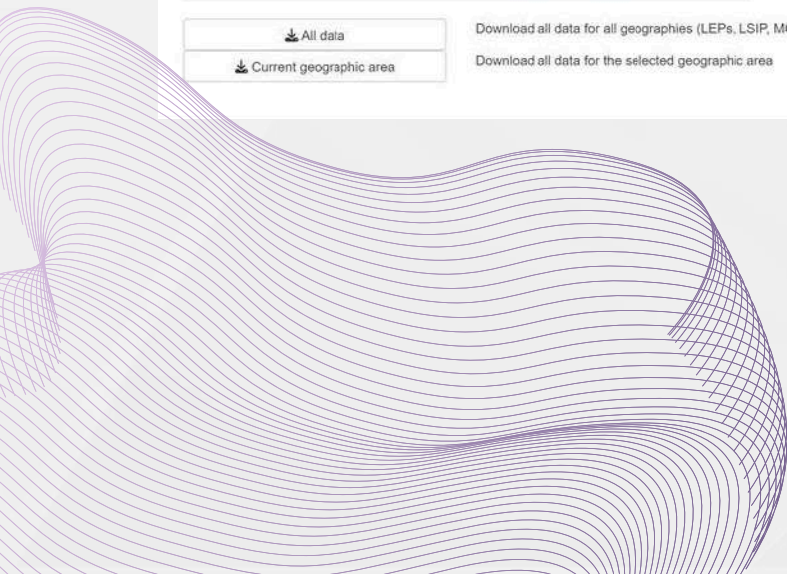
[Find out more about qualification level](#)

[Download all data](#)

[Current geographic area](#)

Download all data for all geographies (LEPs, LSIP, MCA areas, LAs)

Download all data for the selected geographic area



SECTION 3: DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT: A STRATEGIC OVERVIEW

Our Annual Accountability Agreement is a pivotal component of our yearly Skills cycle, integrating both qualitative and quantitative insights through essential sources including:

1. Insights from the Local Skills Improvement Plans (LSIPs) for both the West of England and Gloucestershire, alongside the West of England regional Employment and Skills Plan.
2. Direct feedback from employers via our termly Employer Partnership Panels, covering all areas of the curriculum.
3. In-depth Gap Analysis of education and training provision across the West of England and Gloucestershire, commissioned by our College.
4. Evaluations from our internal quality review mechanisms, including the annual self-assessment report.
5. Guidance from national skills policy.

In collaboration with other colleges in the West of England, we have jointly crafted our Accountability Agreements, reinforcing our shared commitment to educational excellence.

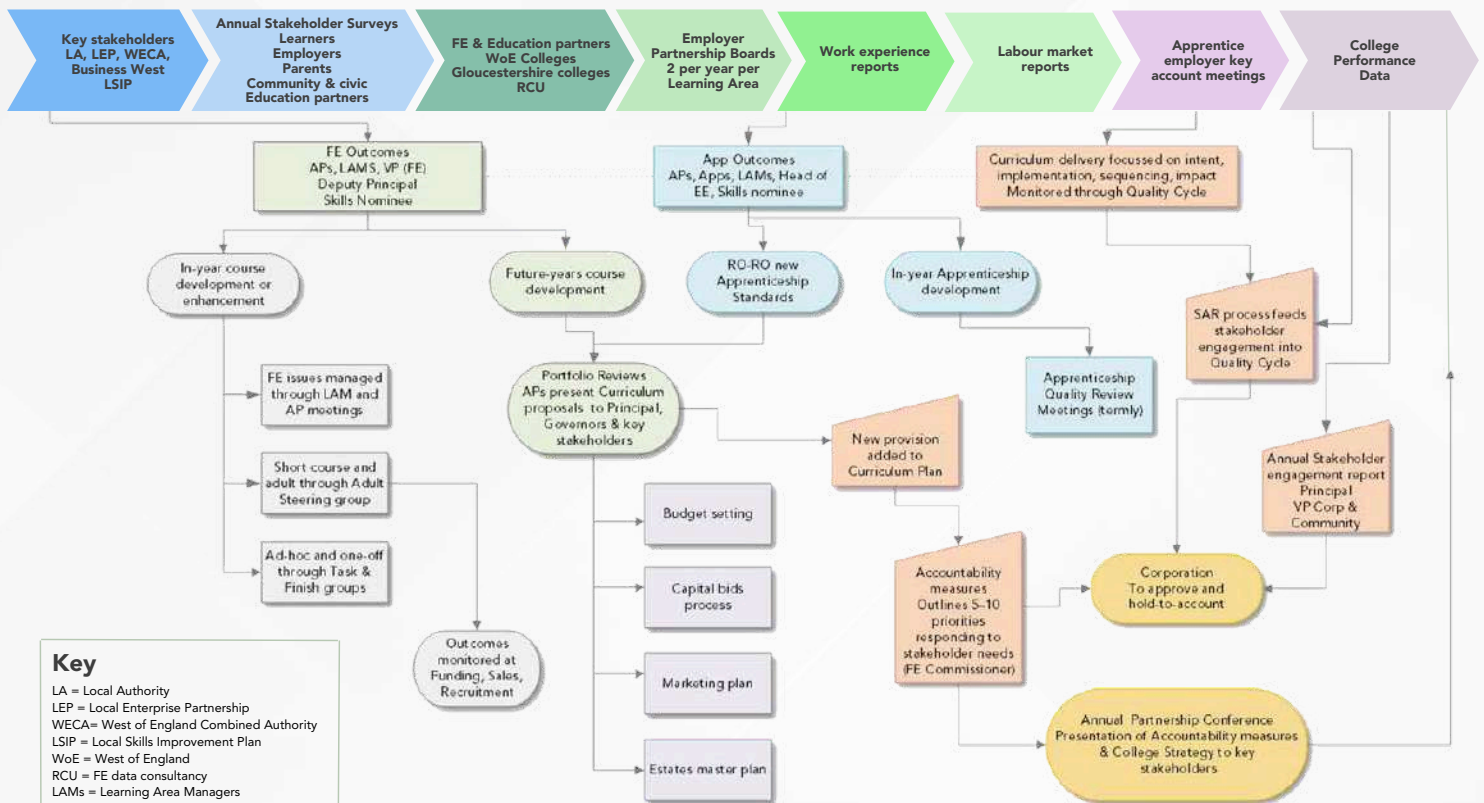
This collaborative effort, rooted in established partnerships previously coordinated with the Local Enterprise Partnership and now with the West of England Combined Authority (WECA) and its Employment and Skills Panel (ESAP), allows all further education institutions to align their Accountability Agreements.

This alignment ensures we collectively tackle recognized skills shortages, avoid program overlap, and support the objectives outlined in both the West of England Combined Authority Skills Plan and the Business West LSIPs, thereby enhancing our region's educational and economic landscape.



Finally, annually and following the consolidation of feedback from employers through our cycle of Employer Partnership Panels, we will hold an Annual Employer Conference – June 28th 2024, 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 principal theme emerging from the Gloucestershire Local Skills Improvement Plan (LSIP) highlights a significant concern regarding readiness for employment across all sectors, particularly among young people entering the workforce.

Key areas identified where improvement is needed include behavioral qualities, attitudes, communication abilities, resilience, digital literacy, awareness of sustainability issues, and foundational skills in literacy and numeracy.

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 the College
Advanced Manufacturing and Engineering	<ul style="list-style-type: none"> • SGS no longer offers Engineering, after exiting this provision to enable the College-sponsored Berkeley Green 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 over the last 12 months the College has focused on stabilizing our workforce in this area and is in a position to now respond to growth opportunities. • There continues to be a 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 the College
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 Stroud Campus. • 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>west_of_england_lsip_creative_industries_priority_findings1.pdf (businesswest.co.uk)</p> <ul style="list-style-type: none"> • 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. • 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 areas: cultural and creative skills, creative freelancers, start-ups and small to medium-sized enterprises, placemaking, wellbeing, environmental sustainability, digital technology, and innovation inclusion. • The occupational shortages within this sector are: programmers, software developers, Marketing, managers and professional roles. • 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>west_of_england_lsip_health_and_social_care_priority_findings1.pdf (businesswest.co.uk)</p> <ul style="list-style-type: none"> • 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. • 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:

Throughout the academic year 23/24, we have successfully convened over 50 Employer Partnership Panels. The consistent message received from these panels, involving employers from both Gloucestershire and South Gloucestershire, underscores the importance of behavioural competencies over technical skills. The feedback points to a critical need for our graduates to be better equipped for the workplace environment, a sentiment that holds true across all our campuses.

Moreover, this year has seen us engage in over 400 stakeholder engagement activities, many of whom were small and medium sized enterprises. These interactions have been instrumental in informing our employer-responsive curriculum further.

Below is a summary document highlighting the key themes identified by employers and our corresponding actions:



YOU SAID, WE DID

Employer Partnership Boards - March 2024

You Said	We Did
You wanted to observe practical sessions to ensure learners are learning appropriate trade techniques; and learner timetables should reflect industry requirements	Mitie, Your Electrical, CITB, Chappell & Dix, Keyplan and Stephens & Giles have attended sessions and offered relevant advice and guidance to ensure practical learning is meeting industry requirements. Construction learners are now scheduled to start college 1 hour earlier in line with industry
Learners need further development of Microsoft Office Skills to ensure they are more employable	SGS College Digi-Ed Academy have designed and incorporated additional learning and resources for all learners to access
Young people are lacking fundamental mathematics skills within industry	Core Maths has been added as an additional academic subject
Animal Management learners need further development of large animal and livestock experience	Sessions have been arranged at Horseworld and St Werburghs City Farm to support the delivery of livestock unit
Beauty learners have a limited understanding of specific beauty techniques	The Industry Placement team have linked with Enrichment and sessions have been delivered in Gel Nails, Nail Art, Ear Piercing and Brow Lamination. Beauty staff have received additional external training
Further exposure for professional apprenticeships is required to support recruitment	KPMG, Aviva, Morrisons, Lloyds Banking, Babcock, Balfour Beatty, NHS, Bristol City Council, Motability and South Glos Council have all delivered careers talks and employability sessions during National Apprenticeship Week
Block release would be beneficial for some trade apprenticeships	Painting & Decorating and Bricklaying has now moved to a block release model
Creative industry increasingly requires higher level digital skills	A new Digital Suite has been developed at Stroud Campus
Creative learners require further exposure in engaging with clients to develop technical and employability skills	New links developed with Aardman, Forest Green Rovers, Five Valleys Centre, Stroud Brewery, Oxfam and Gloucester Police who have supported design of curriculum project briefs
Foundation learners require more support in engaging employers	New appointed Industry Placement Coach for Foundation groups. New links developed with Access Sport, Aramark, PACE, Forestry England and Good Smalls Farm to support industry placements
Health learners need better awareness of industry placement expectations	Industry Placement team and curriculum staff have worked with NHS and Sirona to develop an onboarding induction programme which supports smooth transition into extended industry placement. SGS College have recruited Adult Nurse and Occupational Therapist to support deliver of T-level course
Media learners would benefit from additional Production skills to support their recruitment into the industry	Media curriculum team have linked with BBC and South West News to now include Factual Production unit
Sport learners need better awareness of career opportunities with industry and have lack of knowledge of practical fitness testing	Shine Coaching, Circadian Trust and Pure Gyms have presented to groups and organized recruitment events. Anytime Fitness have supported the development of Fitness based units and developed workshops
Travel learners could benefit more from seasonal employer support	Department have now aligned units to support SS Great Britain and Aztec West Hotel

4.3: National Skills Priorities:

We have undertaken a thorough review of the National Skills Priorities, aligning our objectives and strategies with the government's ambitions delineated within The Skills and Post-16 Education Act. This assessment ensures our aims are in sync with the outlined government priorities, despite the anticipation of minimal changes in national policy due to the upcoming election.

The identified National Skills Priorities reflect a consensus across government, pinpointing sectors with significant and growing vacancy volumes, persistent structural recruitment, retention, and progression challenges, and sectors critical for employment opportunities in expanding fields such as green jobs, creative industries, and science and technology sectors, including AI and quantum computing.

The government has designated priority sectors including Construction, Manufacturing, Digital and Technology, Health and Social Care, Haulage and Logistics, Engineering, and Science and Mathematics. There's a strong encouragement for colleges to focus, where feasible, on a select number of high-quality programs co-developed with employers, known for achieving positive learner outcomes. Emphasized too is the importance of green jobs, defined as roles contributing to environmental protection or restoration, including climate change mitigation and adaptation efforts.

The Government's priority sectors are:

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

Furthermore, attention is given to pivotal initiatives such as T levels, Apprenticeships, Free Courses for Jobs, Skills Bootcamps, and Higher Technical Qualifications (HTQs). The recommendations from the West of England Green Skills Report are also under consideration.

Moreover, there is a push for providers to enhance essential skills offerings up to Level 2 in English and mathematics, and Level 1 in digital skills, as these are statutory entitlements fully funded for adults in need, an initiative critical even within Mayoral Combined Authorities.

Given the recent decline in adult education participation, there's a concerted effort to reverse this trend to bolster improved outcomes and engagement with priority programs. The College is actively participating in the government's flagship 'Multiply' scheme, reflecting our commitment to adapting to these national educational and skills development directives.



4.4: Self-Assessment and Quality Review Process:

In line with the College's internal quality review mechanisms, we have pinpointed several critical areas for enhancement, including Employability Skills, Behaviours and Attitudes, Literacy and Numeracy, Digital Competencies, embracing Artificial Intelligence, Awareness of Decarbonisation, and support for High Needs learners.

These areas are essential drivers in the formulation of our Accountability Targets. Moreover, our vision extends towards achieving an Ofsted rating of Outstanding across all areas by 2028, underscored by our unwavering commitment to the principle of 'Taking Learners Further'.



This ambition not only reflects our dedication to continuous improvement but also emphasizes our commitment to delivering exceptional education and support to our learners, preparing them comprehensively for the challenges and opportunities of the future workforce.

Our strategic focus and initiatives are carefully aligned to ensure that we address the identified areas for improvement, thereby enhancing our learners' outcomes and ensuring that our educational provisions meet the highest standards of excellence.

Inspection of South Gloucestershire and Stroud College - Inspection dates:

30 January to 2 February 2024

Overall effectiveness - Good

The quality of education - Good

Behaviour and attitudes - Good

Personal development - Outstanding

Leadership and management - Good

Education programmes for young people - Good

Adult learning programmes - Outstanding

Apprenticeships - Good

Provision for learners with high needs - Good

Overall effectiveness at previous inspection - Good

4.5: Last year's Accountability Targets and how we did (23/24):

Education programmes for Young People:

1) Launch of SGS Create – Direct 14-16 facility at Stroud focussed on Creative/Digital Curriculum (SEMH focus) - *Achieved*

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). – *Partially Achieved, more work needed on Hair and Construction T Levels*

3) Development and introduction of the UAL Sustainable Futures programme at the Stroud Campus – national pilot – *Achieved*

4) Embedding of preparation for Work Experience, digital delivery, problem solving and sustainability modules within all programmes with greater co-delivery from employers – *Partially Achieved, more work needed on sustainability and problem solving*

5) Expansion of Science provision and additional science laboratories – *Achieved*

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. Focussed on modern methods of construction, 'solar photo-voltaic, solar thermal, air source and ground source heat pumps and retrofit insulation and air-tightness'. -*Partially Achieved and ongoing through the next round of LSIF Funding.*



7) Growth Skills Bootcamps - Green / Environmental / Digital Technologies -- *Achieved*

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. – *Achieved*

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 – *Not yet Achieved*



4.5: Last year's Accountability Targets and how we did (23/24):

Apprenticeships:

10) Expansion of Construction Apprenticeship options with a specific focus on clean energy and a further expansion in Electrical once staffing has stabilised. – *Partially Achieved, more work needed now staffing stabilised*

11) Relaunch of Cyber Security Apprenticeship programmes -*Not yet achieved*

12) Development of a Preparing for Apprenticeship Transitions Programme – pilot in full-time Construction areas Summer 2023. - *Not yet achieved, but now in development via Wave 5 Bootcamps.*

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. – *Achieved*



4.6: Our Accountability Targets 24/25:



After conducting thorough data analysis and reviewing the major factors influencing the skills demands of the region, we have formulated our curriculum goals for the Academic Year 24/25.

In our mission to meet diverse needs, we have honed in on specific targets. This strategic focus is designed to maximize our impact by capitalizing on our existing strengths and addressing sectors where there is considerable potential for improvement or expansion.

Our approach ensures that we not only reinforce our areas of excellence but also strategically evolve our curriculum to effectively meet the changing needs of the region. Our targets for 24/25 are as follows:

1. Enhance digital and technological integration by implementing advanced digital tools and AI across curricula, preparing students for a technologically-driven future.
2. Strengthen industry and employer engagement by deepening collaborations with industry partners to ensure curriculum relevance and enhance employability skills.

3. Focus on sustainability and green practices by integrating sustainability into the curriculum and campus operations, aligning with global environmental trends.

4. Expand access to online and blended learning by increasing the availability of these options to offer flexible and accessible education.

5. Improve student support and well-being services by enhancing pastoral care, mental health support, and career guidance services across all campuses.

6. At the WISE Campus, develop a dedicated Maths/English delivery centre and increase classroom capacity, while also implementing a 10-year rolling replacement plan for sports facilities.



4.6: Our Accountability

Targets 24/25:

7. Within higher education, Integrate Cert HEs, HTQs, and focus on twilight sessions in business education, while also improving retention and support for ESOL students, particularly in Sports Degree programmes.

8. At the Stroud Campus, develop new UAL art offers and technical/science-based programmes for Level 1 and 2 students and retract from Level 3 provision where there are low numbers.

9. At SGS Create, our direct entry 14-16 facility at the Stroud Campus, recruit a Deputy Head to support growth and manage pastoral issues, and expand vocational specialisms including practical options like Construction.

10. In the SGS Sixth Form - Filton, transition to linear A-levels, enhance strategies for Maths and English GCSE resit improvement, and increase capacity to respond to rising demand.

11. At Filton Vocational, strengthen T-level collaborations focusing on health, social care, construction, and digital skills sectors, while developing social spaces like the Active Hub to improve learner behaviours.

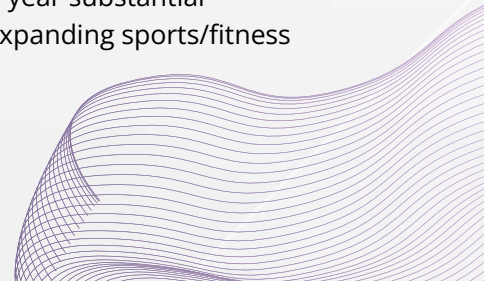


12. In SGS Life - Community Provision, increase ESOL delivery capacity for both adult and younger learners, and rebrand and relaunch digital community offerings to better serve the community.

13. In SGS Apprenticeships and Employer Engagement, enhance the flexibility of apprenticeship programmes with a focus on transferable and digital skills, and expand into new areas like sports coaching and creative apprenticeships.

14. At the Bristol School of Art WISE & Queens Road, strengthen links with creative stakeholders and improve work experience opportunities, while upgrading infrastructure and addressing space limitations for adult learning.

15. In the Foundation programme, improve employment outcomes for individuals with SEND through initiatives like Project Search, and implement a 2-year substantial qualification while expanding sports/fitness Level 1 options.



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 25th April 2024. 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: *Matt Atkinson*

Dated: 25th April 2024

