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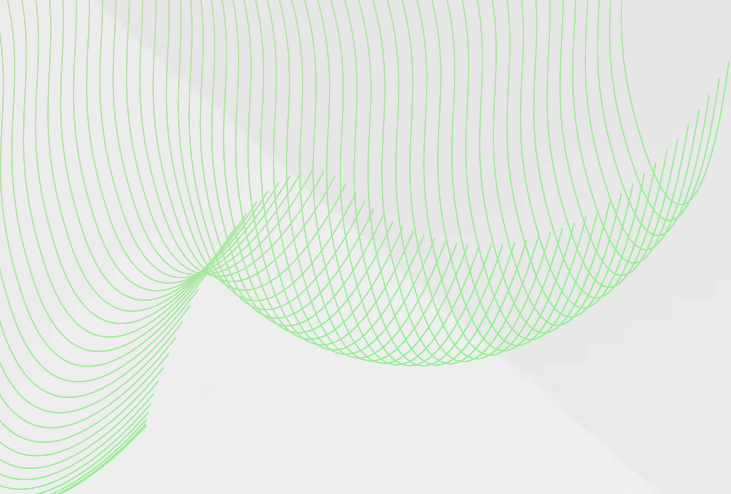
South Gloucestershire
and Stroud College

SOUTH GLOUCESTERSHIRE AND STROUD COLLEGE

SGS ACCOUNTABILITY STATEMENT

Meeting local, regional and national skills needs
Academic Year 2025-26

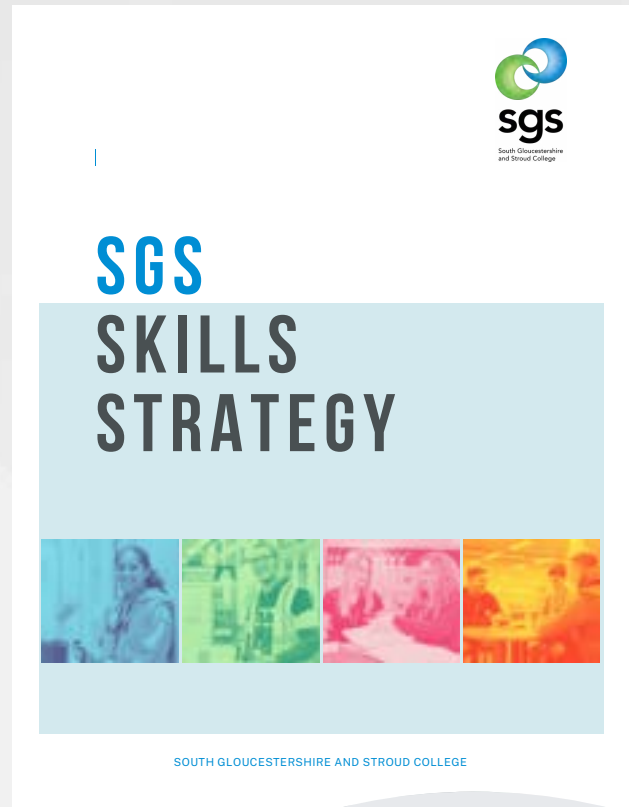




1.0: Key purpose of the Accountability Statement:

The purpose of our annual Accountability Statement 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 Statement 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 current Strategic Plan sets our strategic direction to 2026/27. The College is currently considering a new Strategic Plan which will set the strategic direction for the college beyond 2030, led by our new CEO & Principal.

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, the College opened our new Apprenticeship Construction Centre at SGS Horizon 38, supporting over 500 apprentices annually.

In 2023 we also opened 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:

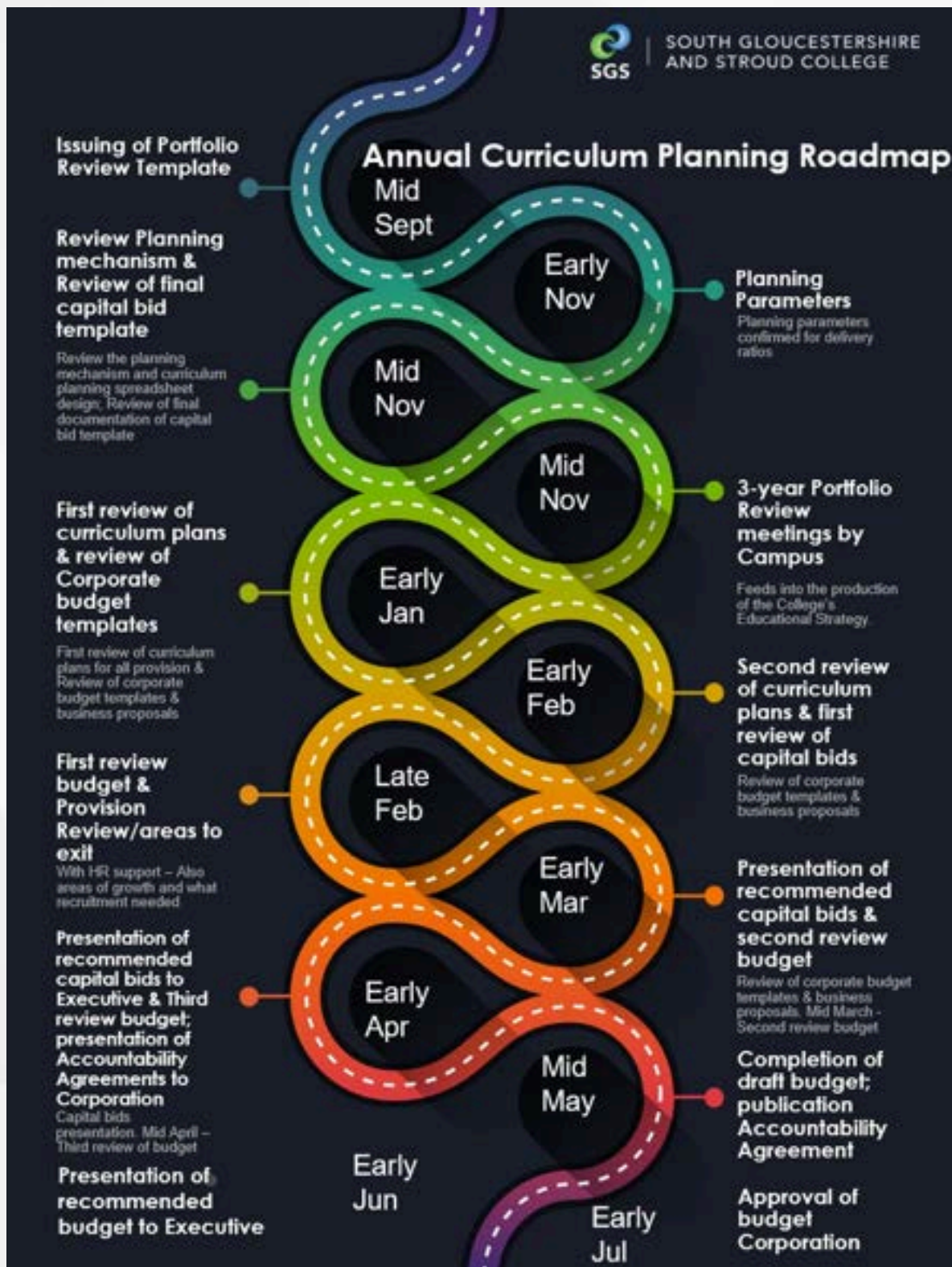
1. To be recognised as an outstanding College by enhancing the quality of the experience we provide for all learners - Our Students
2. To ensure we invest and develop our staff to support our Plan - Our Staff
3. To be visionary and innovative in providing educational opportunities by anticipating and 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 Statement is to provide a succinct and focused 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 current Strategic Plan, this document outlines 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.



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, Creativity and 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.

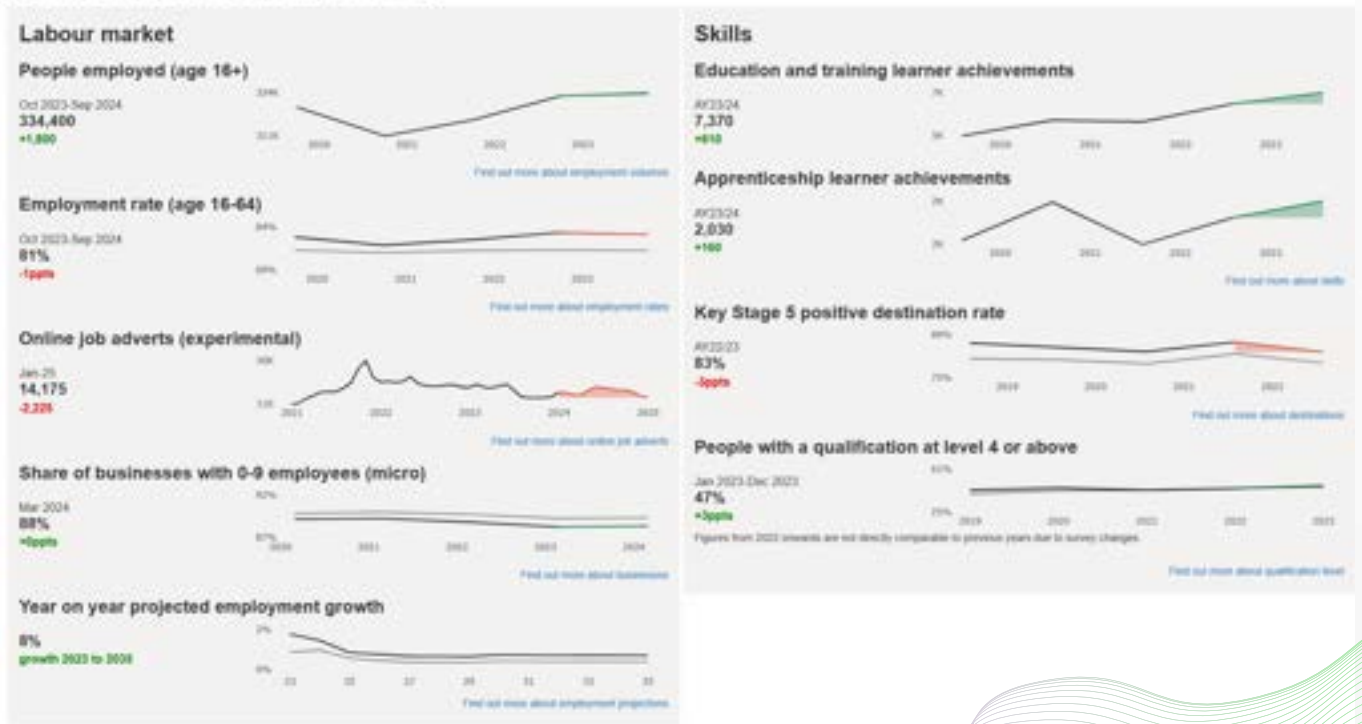
The county's landscape is primarily rural, punctuated by two urban centers that form the economic and commercial nucleus. These urban areas are flanked by lively market towns, which play a crucial role as centers of employment and service provision.

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/> 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 GFirst LEP

Change metrics are measured against the same period in the previous year (000-000,000 scale)

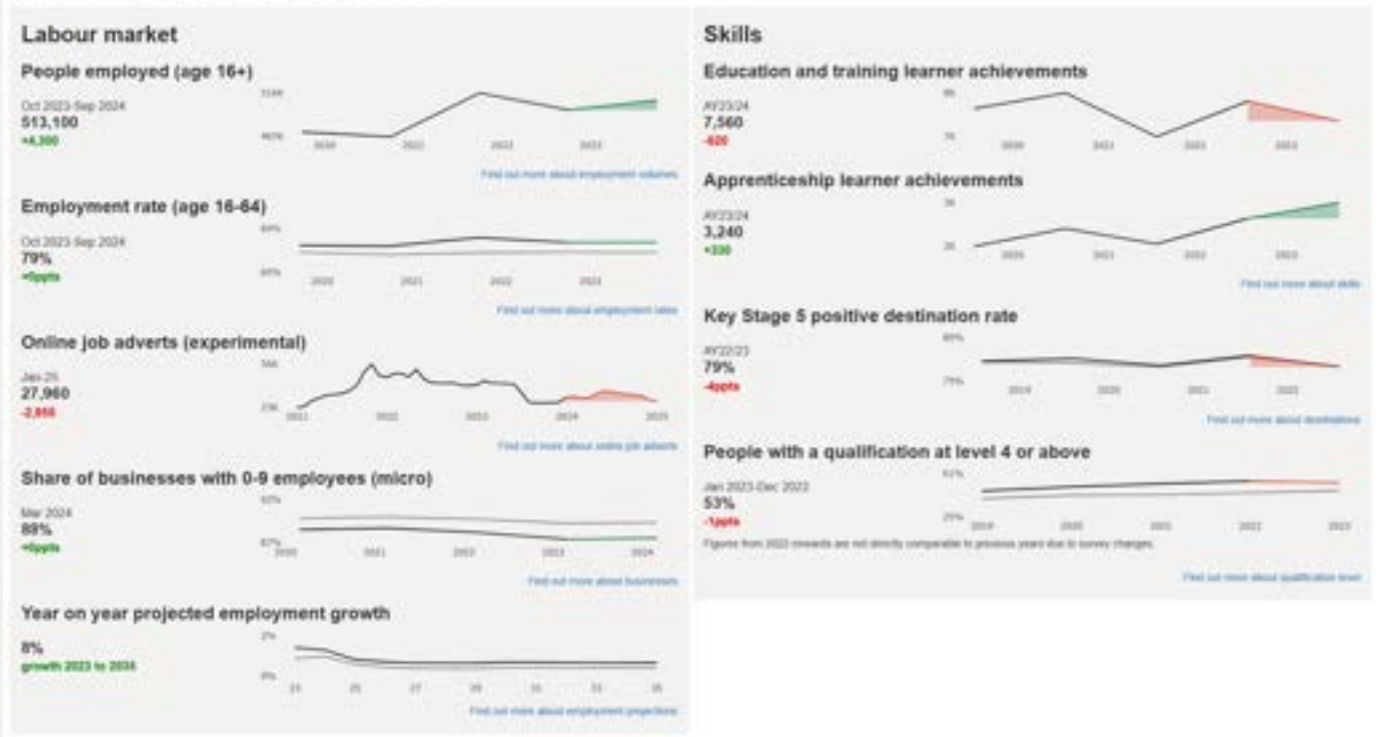


South Gloucestershire lies within the West of England and is part of the West of England Local Enterprise Partnership (LEP) region. Despite being an area of economic prosperity with one of the highest employment rates in the country and recognized for its high quality of life, there are still pockets 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.

Overview of local landscape in West of England MCA

Change metrics are measured against the same period in the previous year. All non-zero axis.



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

Our Annual Accountability Statement 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 Statements, reinforcing our shared commitment to educational excellence.

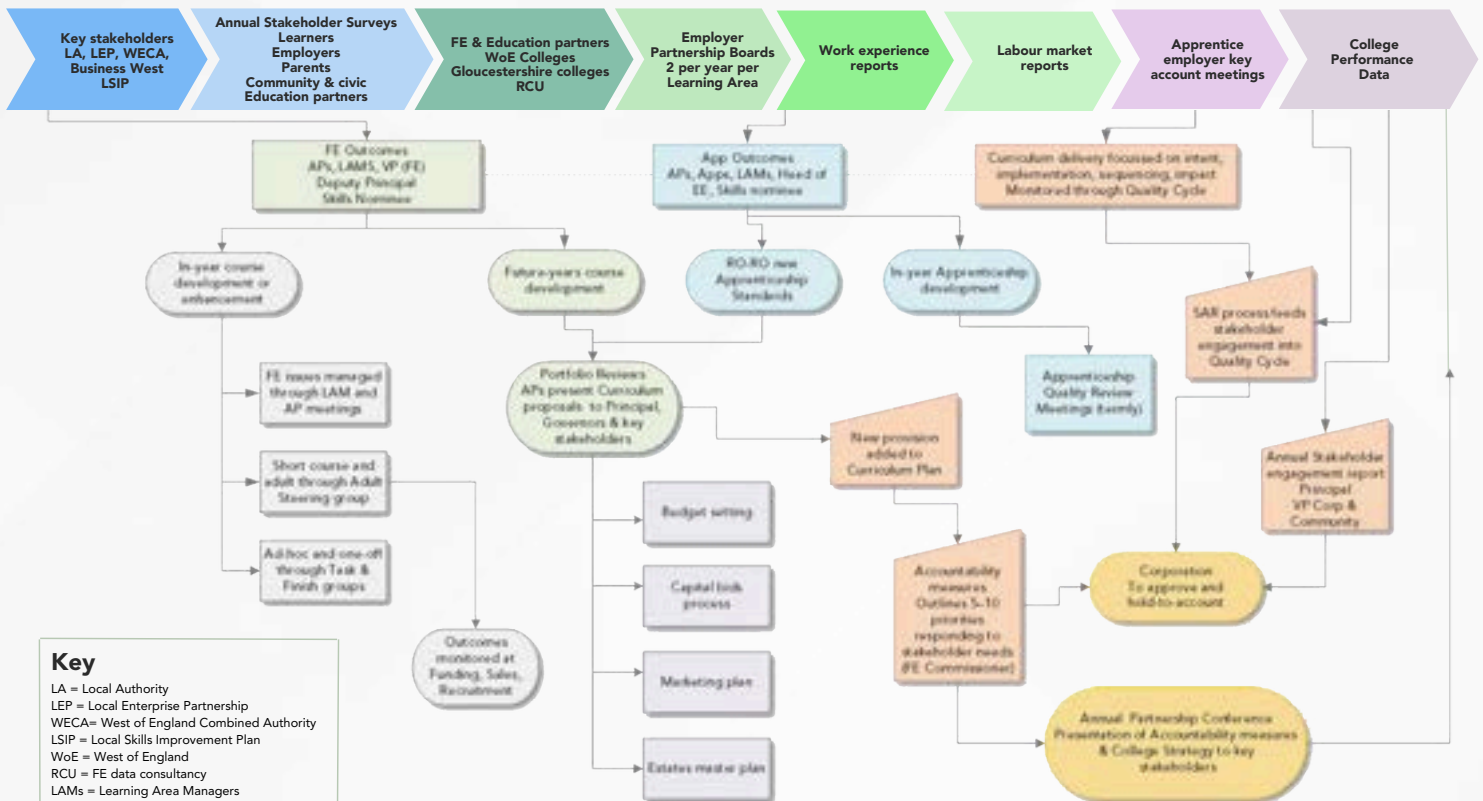
This collaborative effort, rooted in established partnerships previously coordinated with the Local Enterprise Partnership and now with the West of England Combined Authority (WECA) and its Employment and Skills Panel (ESAP), allows all further education institutions to align their Accountability Statements.

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 2025, to share our ambitions for our curriculum and the content of our Accountability Statement, and this will be in partnership with Business West who have also led on the development of the two LSIPs that shape this Statement. Our approach to Stakeholder Engagement, is outlined in the below visual:

SGS College Stakeholder Engagement Cycle



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.

Throughout both LSIP plans and across our region the shared anchor is collaboration among employers, education providers, and other stakeholders to create meaningful, community-oriented change. Change that can bridge existing gaps in skills, boost employability and meet regional economic needs, by aligning skills training with the needs of local employers and ensuring that workforce training responds to real-world demand.

Both the Gloucestershire LSIP and the West of England LSIP have targeted their focus on Advanced Manufacturing, Engineering, Construction, Digital and Creative Industries. Gloucestershire also has a focus on Agriculture, Agri-Tech and Land Management while the West of England has prioritised Health and Social Care.

[Gloucestershire LSIP](#)
[West of England LSIP](#)

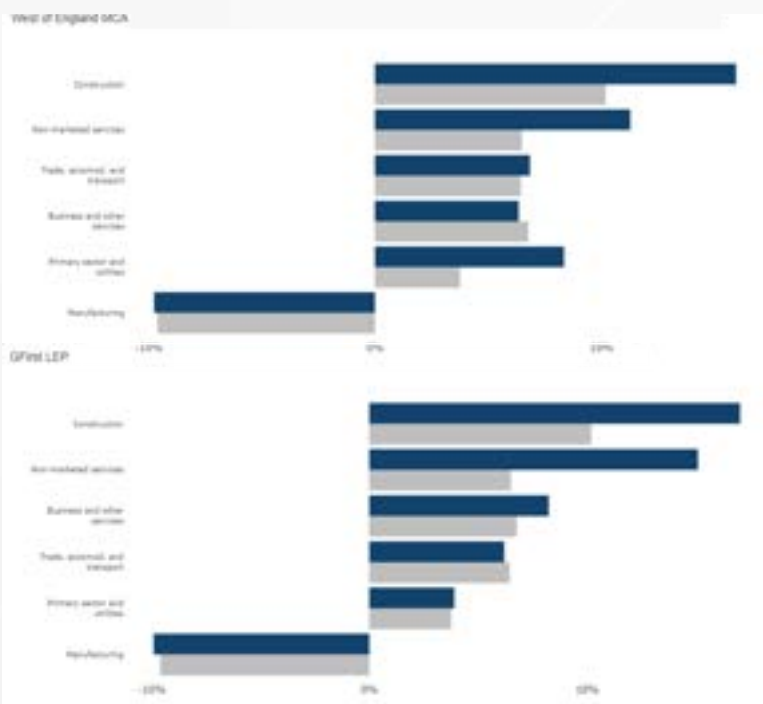
The Gloucestershire LSIP provides a broader, learner-oriented focus, while the West of England LSIP narrows in on specific sectors and sustainability goals. However, despite these differences, both plans share a collaborative, employer-led spirit, striving to prepare the current and future workforce for local economic growth.

South Gloucestershire and Stroud College has a proud history of emphasizing the development of core transferable skills that are valuable across all industries. In 2024, Ofsted rated personal development at South Gloucestershire and Stroud College as Outstanding, reflecting our strong commitment to supporting individuals to master essential life skills and the core transferable skills most sought after by employers.

Central to the College's approach to personal development is working with our employers to understand the employability attributes most lacking within our current and future workforce; and supporting our learners to develop their creative, critical thinking and problem-solving skills. According to the Nesta innovation foundation and Skills England "Creativity has been identified as the most significant predictor of occupation growth up to 2030."

In addition to our work on developing the core employability and transferable skills, we continue to scan the local, regional and national labour market to anticipate and develop provision, ready to respond to areas of economic expansion and growth.

In 2025, GFirst LEP projected a higher employment volume change in Construction and Non-marketed services, than the national average. Similarly, the West of England MCA has also projected higher volume change in Construction, Non-marketed services along with Primary sector and utilities employment, than the national average. It is for this reason we have expanded our provision in Construction, Green Skills, Digital skills, and within the Health and Social Care sphere.



The principal theme emerging from both Local Skills Improvement Plan (LSIP) highlights a significant concern regarding readiness for employment across all sectors, particularly among young people entering the workforce.

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.

These are themes that the College has also embraced throughout our curriculum; and, by the end 2025/26 we will reimagine our SGS+ enrichment curriculum to go beyond technical training and academic achievements by developing vital abilities that shape effective communication, innovation, teamwork and problem-solving.

Local Skills Improvement Priorities	Summary of provision contributing to national, regional and local priorities and goals for 2025-26
Core workplace skills	<p>All SGS College learners currently benefit from a well-established and resourced programme of personal and social development activities, rated outstanding by Ofsted in 2024. In 2025/26 our goals include:</p> <ul style="list-style-type: none"> • Further develop our SGS+ curriculum to enhance core employability and transferrable skills • Enhance our SGS Digi-ed curriculum supporting more learners to develop the key foundation IT skills required in the workplace • Ensure that the development of life and employability skills are the central focus of for our discrete High Needs provision • Expand our Supported Internship programme for learners with high needs.
Advanced Manufacturing and Engineering	<p>SGS College currently delivers a one-year courses in access to engineering, programmes in gas and electrical engineering, the BCS Practitioner Certificate in Requirements Engineering and the security systems engineer apprenticeship. Engineering is offered at SGS Berkeley Green, part of the SGS sponsored Academy Trust. In 2025/26 our goals include:</p> <ul style="list-style-type: none"> • Launching (subject to demand) an AAQ qualification in Engineering at our Filton Campus • We will expand our delivery of electrical installation and maintenance courses at our SGS Horizon campus • We will expand our delivery of Gas engineering level 3 at our Filton Campus • Continue to develop resilience and capacity across our Engineering provision; and, • Work the West of England Institute of Technology and the University of Gloucestershire to explore the introduction of new HTQ manufacturing and engineering programmes.




<p>Agriculture, Agri-Tech and Land Management</p>	<p>SGS College currently delivers programmes in animal science, care and management, and Degree courses in zoological management and conservation. In 2025/26 our goals include:</p> <ul style="list-style-type: none"> • Preparation for the introduction of the second year of the T Level in animal science with an occupational focus on the animal care and management pathway, as identified with the Gloucestershire LSIP • Work with learners on animal science courses from levels 1 to 6 to deepen their understanding of automation, robotics, drones and sensors to improve their skills in image and data capture and service delivery (such as spraying and inoculation)
<p>Construction</p>	<p>SGS College currently offers a comprehensive range of construction courses in core trade skills including bricklaying, carpentry, construction skills, electrical occupations, plastering, plumbing, painting and decorating. In 2025/26 our goals include:</p> <ul style="list-style-type: none"> • Open the SGS Green Skills Centre at Berkeley to provide specialised training in green technologies, addressing the increasing demand for skilled professionals in the renewable energy and sustainability sectors • Develop further opportunities for learners to study wood skills, bricklaying and electrical skills, forecast by the CIBT to become occupational skills gaps • Explore opportunities to utilise emerging VR technologies to provide in-work skills development opportunities to upskill and reskill the local and regional workforce • Develop opportunities for additional bootcamps in Retrofit skills • Expand the reach of our sector specific mental health awareness and training, launched in 2024 • Continue work with local partners to raise awareness of opportunities within the sector for women and learners with SEND, to diversify the workforce.
<p>Digital Industries</p>	<p>SGS College currently delivers a range of information technology courses in both hard and software applications. In 2025/26 our goals include:</p> <ul style="list-style-type: none"> • Preparation for the introduction of the T Level digital data analytics and software development for 2025/26 • Work the West of England Institute of Technology and the University of Gloucestershire to explore the introduction of new HTQs and Degrees in digital technology solutions (subject to demand) • Collaborate with industry advisors to explore AI and VR opportunities to improve digital skills across our wider curriculum
<p>Creative Industries</p>	<p>SGS College currently delivers a comprehensive range of creative course across all levels and provision types including technical and vocational courses, access to higher education courses and Degrees in fine art, materials practice and art history. In 2025/26 our goals include:</p> <ul style="list-style-type: none"> • Expanding upon our Creativity for Wellbeing offer (subject to funding) and adding accredited creative employability course to help more individuals to prepare to enter the creative industries sector • Continue to develop our resilience and capacity across the provision at our Queen's Road Campus • Subject to demand, explore the introduction of creative courses for ESOL learners • Further develop our SGS+ curriculum to enhance core and transferrable skills such as design, innovation, resourcefulness, adaptability and idea generation.
<p>Health and Social Care</p>	<p>SGS College currently delivers courses in early years, health and social care and nursing, counselling skills and mental health awareness. In 2025/26 our goals include:</p> <ul style="list-style-type: none"> • Continuing to develop our Health and Social Care provision ensuring that the national occupational care standards are fully embedded across all relevant programmes • Expanding our Health and Social Care offer (subject to demand) including the assistant practitioner for Allied Health professions, apprenticeship standard • Subject to demand, explore the introduction of ESOL for health professionals

4.2: SGS Employer Partnership Panels:

Throughout the academic year 24/25, we continued to convene our curriculum specific Employer Partnership Panels, engaging with over 500 unique employer stakeholders. 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. Highlighting below are the key themes identified by employers and our corresponding actions:

YOU SAID,
WE DID



You Said	We Did
You would like more employer-based projects as part of the full-time curriculum	<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 would be able to offer placements for work experience learners to do seasonal work, specific and 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 would be willing to be a guest speaker, ensuring that employers and industry requirements feature more prominently in our curriculum	<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 not ready for employment and do not know what to expect	<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
Learners needed to develop their core skills such as problem solving	<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
To develop employability within classroom delivery	<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
More efficient recruitment of apprentices; some employers unaware that we offered full-time courses	<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: 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:

- Advanced manufacturing
- Creative industries
- Defence
- Digital and technologies
- Financial services
- Life sciences
- Professional and business services
- Clean energy industries
- Construction
- Health

Furthermore, attention is given to pivotal initiatives such as T levels, Apprenticeships, Free Courses for Jobs, Skills Bootcamps, and Higher Technical Qualifications (HTQs). In 2024-25 the College joined the West of England Institute of Technology to further our reach in the development of technical qualifications and skills.

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.

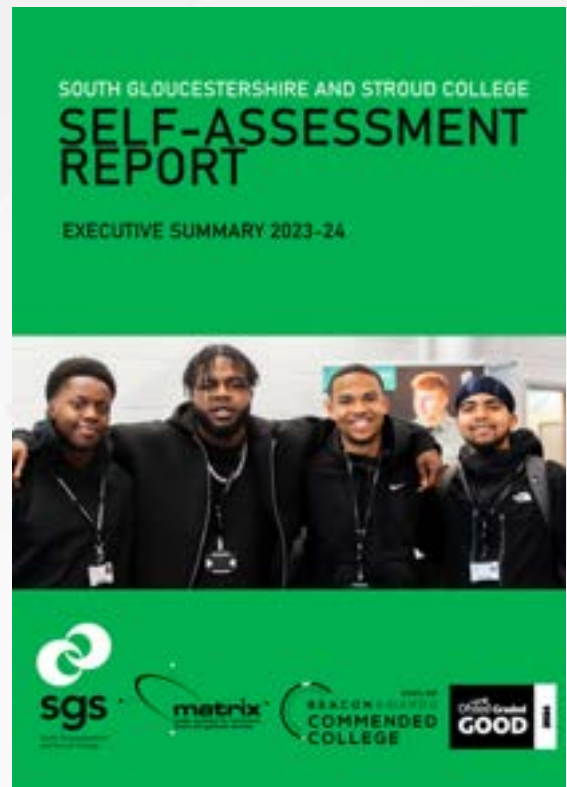
Given the recent decline in adult education participation, there's a concerted effort to reverse this trend to bolster improved outcomes and engagement with priority programs. The College is actively participated in flagship schemes such as 'Multiply' and Bootcamps, reflecting our commitment to adapting 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 (24/25):

1) Enhancing digital and technological tools across curriculum:

As Microsoft Showcase College, we have now integrated advanced digital tools across our curriculum. Initiatives include staff training, digital champions, and a helpdesk. Technologies like Copilot, Adobe Creative Suite, and Microsoft Stream enhance learning - *Achieved*

2) Strengthen industry and employer engagement:

The College collaborates regularly with local businesses through employer partnership boards to co-design programs, update course content, and ensure alignment with industry standards. This engagement enhances training, apprenticeships, and employability, addressing local economic needs and preparing students for the workforce. - *Achieved*

3) Focus within the curriculum on sustainability and green practices:

The College has integrated green practices into many curriculum areas and operations, highlighted by the SGS GREEN campus. The college supports Green Skills Week and partners with local networks to promote sustainability. Initiatives include green careers advice, retrofit training, and collaboration with industry to align with government policies and enhance employability skills. However this is not yet the case in every relevant curriculum area. - *Partially met*

4) Expand access to online and blended learning:

The College now offers both flexible online and blended learning for adult learners, including an entirely online Access to Higher Education (Health Science Professions) course. The college plans to expand courses in 2025/26 to include Medicine and Engineering Science, addressing national and regional skills priorities and providing options for those with family or work commitments. - *Partially met*



5) Improve student support and well-being services:

We have restructured our Wellbeing Services to enhance support, including new roles and increased hours for safeguarding and mentoring. Initiatives like career guidance for care-experienced learners, expanded careers services, and collaboration with external partners aim to improve student support, engagement, and employability skills across campuses. - *Achieved*

6) Develop a dedicated Mathematics and English delivery centre at WISE Campus:

We have refurbished spaces at WISE Campus to accommodate a growing number of English and Math learners. These learners can now access dedicated space and resources to enhance their learning but it is not yet located in a single delivery centre - *Partially met*



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

7) Develop Higher Education with a focus on Certificates in HE and HTQs, and a focus on twilight delivery:

The College now offers a flexible HE portfolio to widen participation and provide local opportunities. New exit points and courses, like Level 4 UAL Production Arts, have been introduced. Despite challenges with MAP-funded modules, retention efforts continue. Support for ESOL students has improved, enhancing their access to resources. - *Achieved*

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

We have retreated from Hair and Beauty provision. However, our 14-16 curriculum now includes UAL art courses to support growth into L2 courses and BTEC L2 Applied Science has been added for 2025/26, to support progression into Level 3 Forensics provision. - *Achieved*

9) Recruit a Deputy Headteacher to support growth in SGS Create and expand vocational specialisms within the provision:

We appointed a Deputy Headteacher in March 2024 to support growth, manage pastoral and wellbeing teams, and improve attendance. For September 2025, vocational pathways align with creative industries, pausing construction expansion due to student preferences and alignment issues with the our learning environment. - *Achieved*

10) Transition to linear A-levels:

The Sixth Form has transitioned to linear A Levels, increasing capacity in high-demand subjects with positive initial success rates. New courses include UAL Art, Design & Photography, BTEC Extended Diploma in Forensics, and AAQ in Biomedical Science (25/26). AAQ Engineering and Computing will be added in 26/27. - *Achieved*

11) Strengthen T-level collaborations:

Significant improvements have been made to T Levels through collaborative efforts. Staff have attended numerous training sessions and networking events, including those at PETROC College and UWE. Placements have been held at Southmead and Serona, aligned to UWE and BNSSG. - *Achieved*

12) Increase ESOL delivery capacity:

ESOL applications continue to grow, as does the number of prospective learners on waiting lists. The College has developed a new non-accredited "Employability for ESOL" course designed to support adults into employment - *Partially Achieved*

13) Enhance apprenticeship programmes with a focus on transferable and digital skills:

All programmes now include the transferable and digital skills identified by employers. All apprentices also now benefit from a bespoke Personal and Social Development course. - *Achieved*

14) Strengthen links with creative stakeholders and improve work experience opportunities:

All learners on Creative programmes undertook work experience. The College works in close partnership with the Royal West of England Academy, the Creative Educators Forum, CREATE Britain. - *Achieved*

15) Improve employment outcomes for individuals with SEND:

Foundation Learning offers Pre-Supported and Supported Internships with Project Search, Amazon, and Rolls Royce. These programs equip learners with skills for employment. From September 2025, a specific employability program will include an Ascentis Employability qualification and individualised work experience. Exercise workshops and Level 1 Sports/Fitness options are also explored. - *Achieved*



4.6: Our Accountability Targets 25/26:



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 25/26.

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 25/26 are as follows:

1. Continue to respond to labour market need by developing new courses in digital data analytics and software development. This will include T Level provision within the West of England.
2. Develop a suite of accredited employability courses at the Bristol School of Art relevant to the region's Creative Sector as outlined within the Local Skills Improvement Plan (LSIP) and the Skills England Report.
3. Within our Estates Strategy, develop capacity to grow curriculum opportunities for young people and adults, particularly within the fields of Construction and non-marketed services such as health and education.

4. Develop a new suite of creative apprenticeships at advanced and higher levels. Programmes including roles such as Content Creator and Culture Creation, which align to our 16-19 curriculum and the needs of the region's growing Creative Sector.

5. Address feedback from key stakeholders, received via our employer panels, by developing a commissioning bid with WECA, using tailored learning, to address identified gaps within the workforce's digital capabilities and providing two levels of provision- Basic Digital Skills: These cover essential knowledge and skills applicable across all job roles at all levels and in all sectors. They will include word processing, spreadsheet skills, diary management, email communication, and essential internet skills such as search engine usage. Advanced Digital Skills: These are sector-specific courses covering knowledge and skills that are not as universally required as basic digital skills. They include project management software, CRM databases, AI, digital marketing, and more specialised skills such as software development and programming



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 24th April 2025. 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:

