

The
Sheffield
College



ACCOUNTABILITY STATEMENT

2024–2025



PURPOSE

Our Strategic Plan 2021–2025 clearly outlines our aims and ambitions as a college. The strategy has four key themes against which progress and impact will be measured:

- Learning
- People
- Partnerships
- Sustainability

Since the production of our Strategic Plan, the skills landscape has continued to evolve both nationally and locally, and as a college, we are committed to ensuring that our provision aligns with the skills needs of Sheffield and the wider region.

SUSTAINABILITY

PARTNERSHIPS

PEOPLE

LEARNING



CONTEXT AND PLACE



The Sheffield College is an anchor institution within the South Yorkshire Mayoral Combined Authority area, serving the needs of the people of Sheffield and its communities, alongside a clear focus on delivering national priorities and supporting the development of the economy.

Offering a wide range of vocational, technical and academic qualifications to enhance qualifications, skills and employability across the region, each year approximately 40% of 16–19 year-olds in Sheffield choose to study with us.



We are an Ofsted graded
GOOD
college

In the last year
1,130
adult apprentices
trained with us

Over
55%
of our 16–18 year-olds
receive financial support

TEF Teaching
2023 Excellence
Silver Framework
We are a TEF
Silver provider

Total number
of students
14,800
in 2023/24

We provide qualifications
to approximately
13,000
young people and
adults each year

THE NUMBERS

We currently
work with around
1,700
employers

Approximately,
1,890
apprentices trained with
the college during 2022–23

Approximately,
53%
of the college student
population come from areas
of high deprivation

We received
**NATIONAL
RECOGNITION**
and College of Sanctuary
status for providing
inclusive education

We are the UK's
6TH
biggest FE college
for 16–19 students
(excluding college
groups)

THE IMPACT

In 2022/23
we provided
2,665
students with over
£2.5 million worth of
support to help with
their studies

39%
of our HE students are from
areas that have some of the
lowest rates of HE
participation nationally,
contributing to positive
social mobility

We currently
have
23
Employer Skills
Academics covering a
variety of sectors and
subject areas

Nearly
1,900
apprentices in learning
last year

In 2023/24
so far
195,386
hours of work-related
activity recorded
by students

In 2022/23 our
students achieved nearly
2,800
GCSE English and
Maths qualifications
between them

Over
2,000
students left us with
a Level 3 qualification
in 2022/23

12,450
adult qualifications
achieved in 2022/23

155
students accessing life
changing opportunities
through the
Turing Scheme

8TH
in NCFD's most inclusive
UK Employers list

APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

Our Accountability Statement has been developed by the Executive and College Leadership Teams at The Sheffield College, in consultation with the Governing Body.

The statement is informed by a wide range of engagement undertaken by college leaders with stakeholders and representation on key boards and partnerships. This includes:

Collaborative working is a core feature of the way South Yorkshire Further Education Colleges operate across South Yorkshire. The desire for closer partnership working was clearly evidenced by the launch of a formal South Yorkshire College Partnership (SYCP) in 2022 and this now forms the basis for considering the way colleges access and implement new curriculum and funding opportunities and how we secure the right offer for businesses and residents in the South Yorkshire community. Please [click here](#) to see our collaboration statement.



CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

The Department for Education has identified the following as national skills priority areas. It is in this context that the college has set its priorities for 2024–25.



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





OUR OBJECTIVES FOR 2024–2025

ACCOUNTABILITY TARGETS 2024–2025

THEME	ACCOUNTABILITY TARGET
Young People	<ol style="list-style-type: none"> 1. Increase numbers of 16–19 students 2. Increase numbers of students studying on an increased range of T Levels 3. Increase proportion of students 'at risk' of NEET engaging with and progressing from relevant programmes
English and Maths	<ol style="list-style-type: none"> 4. Increase the delivery hours for functional skills to enable parity with GCSE and provide more support for students to gain these qualifications 5. Successfully pilot a four hour delivery model for GCSE English and Maths
Special Educational Needs	<ol style="list-style-type: none"> 6. Launch of our new 'Bloom: Preparation for Adulthood' offer to support post-16 SEND sufficiency by providing an additional 100 funded special educational needs places
Early Years	<ol style="list-style-type: none"> 7. Successful expansion of our nursery service with new outdoor learning and play environments
Adult Skills	<ol style="list-style-type: none"> 8. Delivery of 12,000 learning aims to South Yorkshire adults in priority areas identified by SYMCA 9. Development of a range of new programmes in green technologies, business, construction, digital, health care and logistics
Apprenticeships	<ol style="list-style-type: none"> 10. Develop and grow the number of apprenticeships in priority sectors
Higher Education	<ol style="list-style-type: none"> 11. Successful introduction of new full-time HTQs and a new programme of modular opportunities in the Creative Arts, Construction and Engineering
Advanced Technology Centre	<ol style="list-style-type: none"> 12. Successful completion of the Advanced Technology Centre, welcoming students for study from September 2024
Sustainable Construction Centre	<ol style="list-style-type: none"> 13. Completion of detailed plans for the creation of a Sustainable Construction Centre
Teaching Innovation and Digital Skills	<ol style="list-style-type: none"> 14. Successful development and deployment of immersive learning rooms 15. Design, implementation and adoption of Digital Skills and AI training programme for all staff 16. Bespoke teacher education programme and support for industry practitioners entering teaching to support retention in skills shortage areas 17. Dual professional activity planned, enabled and evident in all skills priority areas

YOUNG PEOPLE

Evidence of need

- ◆ As part of the government's commitment to offering a world-class technical education to young people, reform of qualifications at level 3 and below is currently underway
- ◆ The continued roll-out of T Levels is a key part of these reforms, including the de-funding of overlapping qualifications
- ◆ Reforms to qualifications at level 2 and below will be phased in over a four year period, and the first reformed qualifications will be available for teaching from September 2025
- ◆ The intention is to reduce the 'complexity and variable quality of the current system' so that only qualifications which are necessary, high-quality and have a clear purpose are approved for funding in the future

Strategic response

Our strategic intent is the continued evolution of our curriculum to support the needs and aspirations of all young people in Sheffield.

To achieve this ambition, in 2024/25, we will:

- ◆ Expand the number of places available at the college to meet increasing demand from the 16-19 cohort
- ◆ Expand our industry related T Levels into a number of new vocational specialisms
- ◆ Develop occupational entry qualifications at levels 2 and 3 to support routes into skilled employment in priority areas
- ◆ Develop enhanced pathways to apprenticeships and higher education
- ◆ Further develop our curriculum in supporting those at risk of becoming NEET to engage in full-time education
- ◆ Introduce The Sheffield College Skills Guarantee, which is designed to ensure that every student achieves significant progress to realising their individual aspiration

ACCOUNTABILITY TARGETS

Increased numbers of 16–19 students

Increased numbers of students studying on an increased range of T Levels

Increased proportion of students 'at risk' of NEET engaging with and progressing from relevant programmes

ENGLISH AND MATHS

Evidence of need

- ◆ In Sheffield 61.6% of pupils achieve grade 4 or above in GCSE English and maths, compared to 65.4% nationally
- ◆ There are low levels of English and maths attainment amongst The Sheffield College cohort, with the proportion of 16–24 year-old students who have already achieved grade 4 or above in GCSE English and maths at approximately 52%
- ◆ Nationally, success rates in GCSE resits are low, particularly in maths
- ◆ The South Yorkshire Skills Strategy sets out raising attainment of literacy, numeracy, and digital skills as one of its core missions, with targeted action in areas of need. This includes specific communities, employment sectors and subject areas

Strategic response

We recognise that English and maths skills are of crucial importance to everyone entering or upskilling the workforce, fostering effective communication, problem-solving, and critical thinking skills. These skills enhance personal decision-making and adaptability, while contributing to innovation, economic growth, and social cohesion in society.

As such we are investing in the development of English and maths for young people, apprentices and adult learners in line with the continued emphasis from government on these foundational skills which are essential in the development of every student.

In 2024/25 we will increase the delivery hours for functional skills to enable parity with GCSE and provide more support for students to gain these qualifications and we will pilot a new GCSE maths delivery model increasing the taught hours from 3 hours to 4 hours per week in anticipation of the full introduction of this model from September 2025.

ACCOUNTABILITY TARGETS

We will increase the delivery hours for functional skills to enable parity with GCSE and provide more support for learners to gain these qualifications

Successfully pilot a four hour delivery model for GCSE English and Maths

SPECIAL EDUCATIONAL NEEDS

Evidence of need

- ◆ Nationally, the number of pupils with Special Educational Needs support is increasing rapidly, rising by 5% from 2022 to 2023, to 1,183,000 and by a total of 19% since 2016
- ◆ The number of children and young people with Educational Health Care Plans has also increased each year since 2010. In 2023, the figure rose by 9% compared to 2022
- ◆ 13% of Sheffield's 16–17 year-olds are classified as SEND compared to 8.6% across England. This figure is set to increase as the level of need amongst school pupils in Sheffield sees a year-on-year increase for all age groups
- ◆ The number of young people leaving school with Special Educational Needs in Sheffield is set to increase by 40% over the next five years, from 776 in 2024 to 1092 on 2028
- ◆ Young people with Special Educational Needs are more than twice as likely to be eligible for free school meals compared to those without educational needs, highlighting the multiple disadvantages faced by some of the most vulnerable students in our cohort

Strategic response

We are investing over £1million in the creation of a new specialised high needs centre to support the growing number of pupils with identified special education needs. The centre will create 100 additional high needs places in 2024 with plans to increase this to 300 places within 3 years.

The new centre will be fully accessible and include a sensory room, wet room and first aid rooms on each floor, independent living suite, fitness suite and IT facilities.

Planned and developed in close consultation with Sheffield City Council and a wide range of stakeholders this strategic response repositions the city's capacity and capability to meet the educational needs of the most vulnerable young people in the city.

ACCOUNTABILITY TARGET

Launch of our new 'Bloom: Preparation for Adulthood' offer to support post-16 SEND sufficiency by providing an additional 100 funded special educational needs places

EARLY YEARS

Evidence of need

- ◆ Government expansion of funded childcare has dramatically increased the demand for childcare places, adding growing pressure on an already stretched sector
- ◆ The Department for Education estimates that by September 2025, an additional 85,000 childcare places and 40,000 additional staff will be needed
- ◆ According to Lightcast data, over the last year, there were over 1,750 job postings for staff in early years roles in South Yorkshire, with over 240 employers trying to recruit
- ◆ A childcare recruitment campaign was launched by the DfE in early 2024, plus a trial of a £1,000 sign-on bonus, hoping to increase the supply of workers to the sector and secure the places needed to meet demand

Strategic response

We are expanding and improving our nursery service to support the national expansion of early years places. We are creating new outdoor learning and play environments. A new outdoor classroom will provide a sheltered area for children to engage in various learning activities while benefiting from the fresh air and natural surroundings. The outdoor classroom will be designed to accommodate the needs of early years learners, offering a safe and vibrant space for their educational journeys. At the same time new outdoor play spaces will enable our early years to develop social and motor skills through the medium of play.

Alongside the development of our nursery service we are also investing in the development of the early years workforce. We will invest in early years and childcare which will enable us to support the development of the next generation of early years workers.

ACCOUNTABILITY TARGET

Successful expansion of our nursery service with new outdoor learning and play environments

ADULT SKILLS

Evidence of need

- ◆ The South Yorkshire Mayoral Combined Authority South Yorkshire Skills Strategy seeks to 'realise the potential of everybody' by 'reorienting the skills system to work better for South Yorkshire'
- ◆ The strategy sets out three principal missions:
 1. In recognition of the 239,000 working age residents in South Yorkshire who are unemployed or inactive, the first mission is to move those far from the labour market into 'work' or 'ready for work'
 2. In recognition of the 232,000 working age residents who only have a level 1 qualification or below, the second mission is to raise attainment of core knowledge and skills
 3. The third mission seeks to ensure that businesses seeking to start, scale or relocate to South Yorkshire will have the pipeline of talent they need by increasing the supply of a high-skilled workforce

Strategic response

Our delivery is planned to be aligned to the missions set out by the South Yorkshire Mayoral Combined Authority in the Skills Strategy.

In 2024/25 we will deliver over 12,000 learning aims to more than 7,000 students through a combination of:

- ◆ essential skills, such as English, maths, ESOL and digital skills
- ◆ employability skills aimed at supporting unemployed people back into work
- ◆ technical skills aimed at upskilling those in the workplace

Key new developments within this include the roll-out new programmes in green technologies and the development and delivery of a range of programmes in key sectors including business, construction, digital, health care and logistics. These programmes are aimed at upskilling the existing workforce as well as providing entry points and pathways for adults furthest from the labour market wishing to work in these sectors.

ACCOUNTABILITY TARGETS

Delivery of 12,000 learning aims to South Yorkshire adults in priority areas identified by SYMCA

Development of a range of new programmes in green technologies, business, construction, digital, health care and logistics

APPRENTICESHIPS

Evidence of need

- ◆ Increasing apprenticeships is a key priority for the government, particularly in growth sectors, such as engineering and manufacturing. The chancellor announced a £50million apprenticeship growth pilot programme in the Autumn Statement, which aims to break down barriers which may prevent some employers from offering high quality apprenticeships
- ◆ Employer-led Local Skills Improvement Plans have been developed across the country to prioritise areas with the most pressing skills needs. In South Yorkshire, the focus is on digital skills development, to meet the needs of local employers across all sectors of the economy
- ◆ The South Yorkshire Apprenticeship Hub has recently launched, with a target of delivering at least 300 new apprenticeships in the region by 2025, as part of a two-year pilot scheme

Strategic response

The college is planning for ambitious growth in apprenticeships in 2024/25 particularly in high priority sectors such as engineering, construction and health.

To achieve this, we are:

- ◆ investing in our Business Development and Marketing functions to more effectively engage with businesses to allow our training to better meet their needs
- ◆ creating stronger pathways from full-time learning which support an increasing number of young people to make the transition into employment via the apprenticeship route

ACCOUNTABILITY TARGET

Develop and grow the number of apprenticeships in priority sectors

HIGHER EDUCATION

Evidence of need

- ◆ Nationally, there is an increasing focus on lifelong learning and upskilling, with the government first setting out these ambitions in the Skills for Jobs White Paper in 2021. The Lifelong Loan Entitlement (LLE) will be launched in Jan 2026 to help people to retrain and upskill throughout their lives
- ◆ This is particularly important for South Yorkshire, where the skills profile continues to lag the national average, with fewer working age residents who hold a level 4+ qualification and an above average proportion holding no qualifications. Only 36% of working age adults are educated to level 4 or above – lower than Greater Manchester, Liverpool City Region, and West Yorkshire
- ◆ To support this, the uptake of Higher Technical Qualifications (HTQs) at level 4 and 5 are being stimulated by the introduction of the Lifelong Learning Entitlement and will help to widen participation at these levels

Strategic response

- ◆ In Higher Education, our focus is on the continued development and expansion of Higher Technical Qualifications (HTQs)
- ◆ We are planning for the introduction of new full-time HTQs in key sectors including engineering, construction and the creative arts
- ◆ Alongside this, in anticipation of Lifelong Learning Entitlement reforms from 2025, we are introducing new modular opportunities in a wide range of subjects in the creative arts, construction and engineering

ACCOUNTABILITY TARGET

Successful introduction of new full-time HTQs and a new programme of modular opportunities in the creative arts, construction and engineering

ADVANCED TECHNOLOGY CENTRE

Evidence of need

- ◆ The SYMCA Strategic Economic Plan (2021–2041) highlights advanced manufacturing as a sector of capability locally, with the Advanced Manufacturing Innovation District (AMID) and adjacent business and science parks connecting world-class capabilities and research and development assets in materials, clean energy and advanced wellness
- ◆ The new South Yorkshire Plan for Good Growth Strategy (2024) identifies advanced manufacturing as sectoral strength of South Yorkshire, having grown by £500 million between 2015 and 2021 (a 15% increase) and continuing to attract investment from cutting edge firms such as Boeing, Rolls Royce, and Hitachi Rail, as well as driving local scale-up growth
- ◆ There are significant skills gaps within the manufacturing sector in South Yorkshire, with 11% of employers reporting a skills shortage vacancy and 20% reporting a skills gap within their workforce

Strategic response

The college has secured a £2.6million cash injection to expand facilities for apprentices and students who study and train at Olive Grove Campus. Transforming the campus into our Advanced Technology Centre, our current automotive and engineering workshops will be expanded with a two-storey building extension. The new facilities, involving industry standard training spaces, will include:

- ◆ five motor vehicle bays including three 'clean' bays for electric/hybrid cars
- ◆ ten welding bays
- ◆ five new classrooms
- ◆ enhancements to the learning resource centre
- ◆ digitally enabled quiet learning and student social spaces

The estate upgrade will mean more long-term capacity for apprentices and students in this high priority sector.

The estate expansion will also meet the latest technical and employer skills and requirements. These include the shift of study, within the motor vehicle industry, from traditional petrol and diesel vehicles to include electric and hybrid ones.

ACCOUNTABILITY TARGET

Successful completion of the Advanced Technology Centre, welcoming students for study from September 2024

SUSTAINABLE CONSTRUCTION CENTRE

Evidence of need

- ◆ The South Yorkshire Mayoral Combined Authority (SYMCA) Strategic Economic Plan (2021–2041) highlights construction as a sector of capability locally, with over 8,200 businesses and several important companies and supply chains
- ◆ There were almost 5,300 job postings for skilled construction and building trades occupations in SYMCA over the last year, according to Lightcast Job postings data
- ◆ There is a well-documented significant shortage of skilled workers across all site trades, and construction management roles, which is so acute that provision is not meeting employer demand
- ◆ The UK Trade Skills Index 2023 found that the construction and trades industry needs 937,000 new recruits over the next decade, including 244,000 qualified apprentices. This issue is exacerbated by the industry's ageing workforce, with more than 35% of the workforce aged over 50, an exodus of EU workers. Plumbers, bricklayers, carpenters and electricians are among the construction trades experiencing the most significant shortages

Strategic response

In 2024/25 we will set out detailed plans and begin work on the creation of a new Sustainable Construction Centre.

Designed to ensure we are optimally positioned to meet the sustainable construction needs of the future, this new centre will be a centre of excellence for sustainable construction skills and technologies.

The centre will be positioned to support young people to meet their aspirations, ensure apprentices are able to access training which is fully aligned to industry standards, as well as providing opportunities for adults wishing to retrain for careers in the construction industry.

ACCOUNTABILITY TARGET

Completion of detailed plans for the creation of a Sustainable Construction Centre

TEACHING INNOVATION AND DIGITAL SKILLS

Evidence of need

- ◆ The Fourth Industrial Revolution and rapid technological developments are changing how we live, work and study and the UK Government has set out ambitious plans to make the UK a 'science and technology superpower' by 2030
- ◆ Student expectations and experiences are increasingly shaped by digital technologies, with access, quality and digital skill levels key to students experience of learning
- ◆ Equipping students with digital skills is more important than ever in order to meet the workforce needs of the future, with recent research by Amazon finding that only 13% of businesses found it easy to hire staff with good digital skills and nearly half of businesses (48%) said the digital skills most lacking in their business were basic digital skills, such as creating a spreadsheet or backing up data
- ◆ The government estimates that the digital skills gap costs the UK economy £63 billion a year in lost potential GDP and this is expected to continue to grow

Strategic response

We strive to use technology to create positive change in the learning experiences of our students, based on best practice teaching strategies and careful alignment with curriculum standards.

In 2024/25 we will:

- ◆ invest £250k in the development of immersive learning rooms to create highly engaging and interactive learning environments to support our aim of ensuring that all students make significant progress relative to their starting point
- ◆ Support the development and use of technology, digital learning through AI through investment in training for staff and resources
- ◆ Embed and develop digital skills through students programmes as part of our commitment to our skills guarantee
- ◆ Review curriculum products and develop online and hybrid modes of delivery where this enables increased accessibility and responds to stakeholder demand
- ◆ Implement a Teaching, Learning and Assessment plan that supports innovation and enables the 'dual professional' to be realised in skills priority areas

ACCOUNTABILITY TARGETS

Successful development and deployment of immersive learning rooms

Design, implementation and adoption of Digital Skills and AI training programme for staff

Bespoke teacher education programme and support for industry practitioners entering teaching to support retention in skills shortage areas

Dual professional activity planned, enabled and evident in all skills priority areas

LOCAL NEEDS DUTY

The college's governing body has a duty to keep under review its provision in relation to local needs. To help meet that duty, in 2023, governing body commissioned KADA Research Ltd to conduct independent research into what the college provides and the extent to which it is meeting skills needs.

The final report informed the college's Accountability Statement. [Click here](#) to see the independent review.



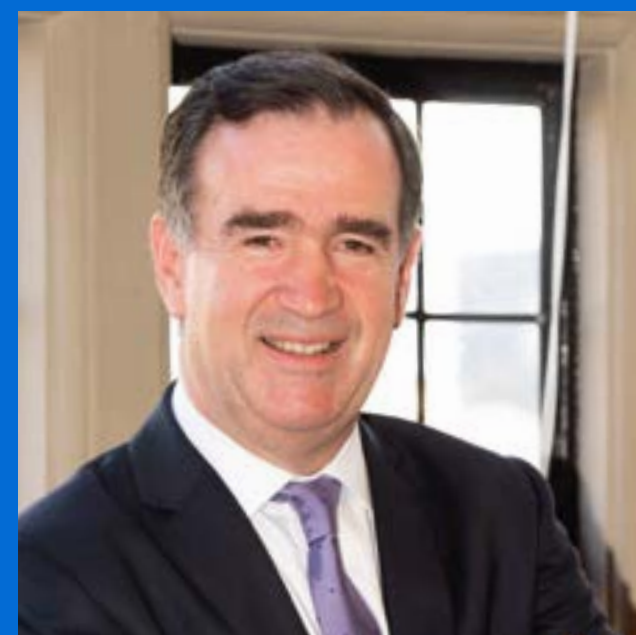
CORPORATION STATEMENT

It is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the board on 12th June 2024. The plan will be published on the college's website within three months of the start of the new academic year and fulfils the statutory local needs duty.



Angela Foulkes,
Chief Executive

Angela Foulkes



John Mothersole,
Chair of Governors

John Mothersole

SUPPORTING RESOURCES

Strategic Plan

Public information and policies,
including annual financial statements

Local needs duty, KADA independent review

Funders and partners

Ofsted inspection report

LSIP