

The  
Sheffield  
College



**ACCOUNTABILITY  
STATEMENT  
2023/24**

# PURPOSE

## OUR MISSION:

Transforming Lives Through Learning

## OUR VISION:

By 2025, we will be leaders in technical and academic education, creating exceptional opportunities for the communities that we serve to realise their aspirations.

As set out in our Strategic Plan (2021-2025), our key aims and ambitions as a college are categorised under four key themes against which progress and impact are measured: Learning, People, Partnerships and Sustainability.

## LEARNING

To be a first-choice provider, recognised for high quality, relevant education, and training.

## PARTNERSHIPS

To play a leading role locally, regionally, and nationally, with a reputation as a strong and reliable partner.

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.

## PEOPLE

To be a place where people want to work, recognised for our inclusive and aspirational ethos.

## SUSTAINABILITY

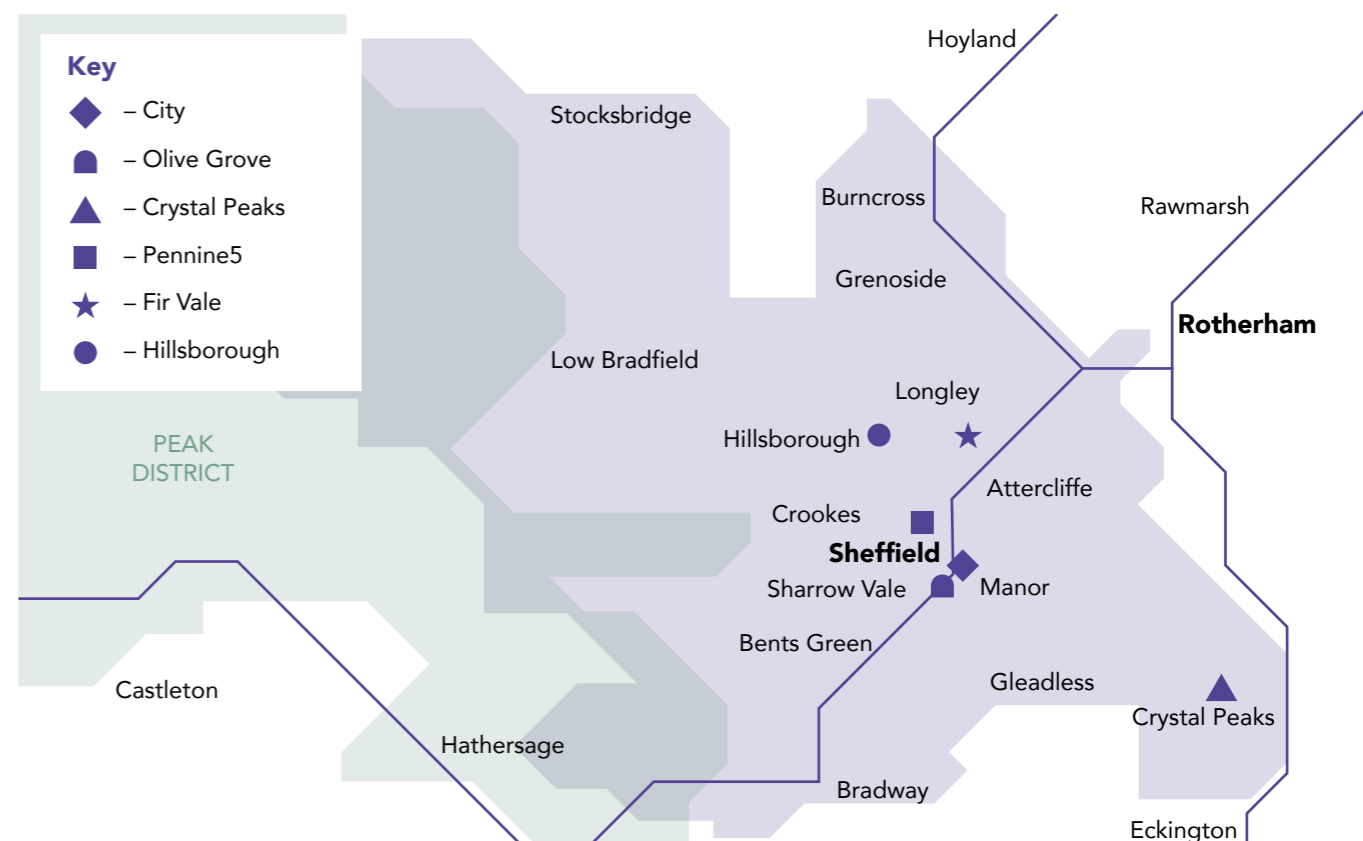
To be a financially and environmentally sustainable organisation.

# 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 over 40% of 16-year-olds in Sheffield choose to study with us.

We are proud to say that our 'students first' ethos underpins everything we do and is the driving force behind the college. Of our 5,200 students over 1,300 16-19 students study at entry level or level 1. Within our cohort, over 260 students are high needs funded and, on average, every student at The Sheffield College requires at least one GCSE on entry. At the same time near to 3,000 students follow level 3 programmes, with high rates of progression to higher level study or work.



## CONTEXT

Most of our students reside within Sheffield, with a smaller proportion coming from the wider South Yorkshire Mayoral Combined Authority area, which includes Rotherham, Barnsley and Doncaster.

Sheffield lags behind the UK in almost every measure: from life expectancy at birth, to child development, educational attainment at 16, and Gross Value Added (GVA) per hour worked.

The 2019 Indices of Multiple Deprivation data show:

**30%** of the UK population live in areas that are classified as the **30%** most deprived wards.

In Sheffield this rises to **42%**.

At The Sheffield College, for students who studied with us over the past five years this increases to **54%** of the student cohort who lived in those wards.

## IMPACT

### Students and Qualifications

- Approximately 13,800 students and apprentices studied at The Sheffield College during the last academic year 2021/22.
- c6,000 of those learners were aged 16 to 18 and c8,000 were adults.
- Of those learners, 2,100 were apprentices: c800 were aged 16 to 18 and c1,300 were adults.
- The number of degree level students during 2021/22 was c400.
- The total number of level 3 Access to Higher Education students during 2021/22 was c350.
- Approximately 400 externally awarded qualifications are offered by the college.
- The college delivers 115 apprenticeship programmes as well as vocational diplomas, A Levels, access to higher education courses, and university level courses such as foundation and honours degrees.

### Employers

- In 2021, there were approximately 580,000 people employed in the South Yorkshire Mayoral Combined Authority area in over 40,000 businesses. The largest employment sectors are health and social care, wholesale and retail, education, and manufacturing sectors, each of which employ over 50,000 people locally.
- Of these, the college works with approximately 2,500 employers.
- Of those, over 800 employers are involved in apprenticeship programmes.
- Around 1,650 employers provide experience of work, industry placements or other work-related activity to students.

### Economic Impact<sup>1</sup>

- The total economic impact of the college was £282.5 million according to research completed by EMSI in 2019 and based on data from 2017/18. *EMSI, 2019 Demonstrating the Value of The Sheffield College, Analysis of the Social and Economic Impact of Learning. economicmodelling.co.uk*
- Of that sum, £239.7 million is the amount that former college students contributed to the South Yorkshire Mayoral Combined Authority - equivalent to supporting 10,700 national average wage jobs.
- On average, students who achieve a level 3 qualification will earn £6,888 a year more than someone with no formal qualifications in the South Yorkshire Mayoral Combined Authority. This equates to approximately £261,000 in higher earnings over a working lifetime.
- For every £1 that learners invest in their education at the college (in the form of out-of-pocket expenses and forgone time and money) they receive £5.20 in higher future earnings.
- For every £1 that learners forgo whilst undertaking an Apprenticeship, they receive £6.20 in higher future wages.
- In 2017/18, former college apprentices employed in the South Yorkshire Mayoral Combined Authority workforce contributed £9.2 million in added income.
- Employers receive £1.30 in return for every £1 invested in the college's apprentices, as those apprentices become more competent, skilled and productive.
- For every £1 of public money invested in The Sheffield College, taxpayers gain £2.20 over the course of the learners' working lives in added taxes and public sector savings.

<sup>1</sup> EMSI Economic Impact Study 2019

# APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

The annual 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.

This includes:

- The Chief Executive & Principal (CEP) leads, on behalf of the Sheffield City Partnership Board, a working group to develop a new strategy for the City which has education and skills as one of its themes.
- The CEP co-chairs the Regional Skills Advisory Board and is a member of the Education, Skills and Employability Board of the South Yorkshire Mayoral Combined Authority.
- The college has a strategic partnership with Sheffield Hallam University to align progression routes and develop a joined-up skills offer for employers from level 2 to level 7. Furthermore, the CEP is a governor of the university.
- The college is a patron of the Sheffield Chamber of Commerce who is a key partner, enabling it to reach over 860 local businesses. The Deputy Chief Executive (DCE) is a member of the Chamber's Council.
- The college is a member of the South Yorkshire Colleges' Partnership ([southyorkshirecollegespartnership.ac.uk](https://southyorkshirecollegespartnership.ac.uk)) and leads on the apprenticeship workstream that, with the support of the Combined Authority, is working on building an Apprenticeship Hub service across South Yorkshire.
- The college is a partner in the region's successful Institute of Technology bid.
- The college contributed to the development of the Local Skills Improvement Plan (LSIP) for South Yorkshire, one of eight trailblazer LSIPs across the country.
- The college is a sponsor of the UTC Sheffield Academy Trust, members of the college executive serve as Trustees with other managers serving on the local governing bodies.
- The Executive Director of Finance is a board member of Sheffield Futures which offers a range of services to young people to help them in their lives.

- The college has extensive links with local schools at a number of levels;
- The CEP is a board member of the Collab Group of colleges which is a membership organisation of large city-based colleges in the UK. The DCE is a member of the Group's Commercial Strategy Board which focuses on working with employers.
- The DCE is a board member of the South Yorkshire Providers Network, the membership organisation for local training providers.
- The college has good links with and is a member of employer representative bodies such as the Chamber of Commerce, Sheffield Digital (membership organisation of employers in the digital sector) and Make UK.
- The college has a strong relationship with the City Council on a number of fronts including High Needs provision, Safeguarding, joint working on adult skills, and collaboration on key capital projects such as a new 6th form and academic centre.
- The college has extensive links with community and voluntary organisations such as Voluntary Action Sheffield to provide opportunities for young people to develop skills required for sustained work.
- The college is a College of Sanctuary and through working with the Red Cross and other organisations provides education and training to asylum seekers and more recently Ukrainian refugees.

## Statutory Requirement

As of June 2022, governing bodies of institutions within the further education sector have a duty under a new section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs.

The college has introduced a process to meet this statutory requirement which maximises the local knowledge and expertise of Governing Body to review the college's provision in relation to local needs. Governing Body already has a responsibility to review and agree the college strategy and this has been extended to include the college's Accountability Statement. The board provides the steer and challenge to the college Executive Team in the production of the Accountability Statement and setting of strategic aims/objectives. To support this, the board has commissioned KADA Research Ltd to conduct an external review on behalf of Governing Body, with that final report informing the final submission of the Accountability Statement in July 2023.

# CONTRIBUTION TO NATIONAL, REGIONAL, AND LOCAL PRIORITIES

The Department for Education has identified the following as national skills priority areas and it is this context that the college has set its priorities for 2023-24:

Construction	p.9
Digital and Technology	p.10
Health & Social Care	p.11
Engineering & Manufacturing	p.12
Science and Mathematics	p.13
Haulage & Logistics	

2023/24 Objectives	Contribution towards National, Regional and Local Priorities for Learning & Skills	Target	Deadline
CONSTRUCTION	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 2,500 job postings for skilled construction and building trades occupations in SYMCA over the last year, according to EMSI Job postings data.	Alongside existing provision, the introduction of a <b>T Level</b> Transition Programme and T Levels in construction routes (45 young people)	September 2023
	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. CITB highlight that alongside gaps in skills provision, there is also a labour shortage within these areas.	Planned new <b>adult</b> provision: <ul style="list-style-type: none"> <li>– Level 3 Installation and maintenance of heatpump systems</li> <li>– Level 3 Installation of solar photovoltaic systems</li> <li>– Level 3 Installation and commissioning of electric charging equipment</li> <li>– Level 2 award in retrofitting</li> <li>– Level 4 BTEC HNC Construction Management, Higher Technical Qualification (HTQ). (70 students)</li> </ul>	July 2024
	Both nationally and locally, the commitment to achieving net zero by 2030 has a significant impact on the skills required within the construction sector. The Sheffield City Region Energy Strategy sets out the intention to “Train and Upskill the Energy Workforce”, providing people with the opportunity to gain the skills to design, install and maintain our future energy systems. This includes assisting businesses and young people to develop the skills they need to take advantage of opportunities within the energy sector, including through re-training.	Enrol 260 new <b>Apprentices</b> to standards that include: <ul style="list-style-type: none"> <li>– Full range of construction wet/dry trades</li> <li>– Property maintenance</li> <li>– Construction Quantity Surveying</li> <li>– Interior Systems</li> <li>– Construction support</li> <li>– Civil Engineering</li> <li>– Building Engineering Services Installer</li> <li>– Facilities Management</li> <li>– Welding</li> </ul>	July 2024

2023/24 Objectives	Contribution towards National, Regional and Local Priorities for Learning & Skills	Target	Deadline
<b>DIGITAL &amp; TECHNOLOGY</b>	South Yorkshire’s Local Skills Improvement Plan (LSIP) has a focus on digital skills, an area identified as offering significant potential to deliver high economic growth for the region, and in response to the findings of the South Yorkshire Trailblazer Skills Accelerator.	Alongside existing provision, the introduction of a <b>T Level</b> Transition Programme and T Levels in digital routes (35 young people)	September 2023
	In South Yorkshire, 74% of employers surveyed believed digital skills were important for their current and future workforce to be effective. Initial findings from the LSIP survey indicate that data skills are in high demand in South Yorkshire, with businesses reporting that it is hard to recruit and retain staff with these skills. General office software skills are also highlighted as important to businesses (70% of businesses), as are other software tools skills, security, privacy and GDPR skills and social media/digital marketing skills.	Planned new <b>adult</b> provision as follows: <ul style="list-style-type: none"> <li>– Essential digital skills</li> <li>– Level 3 software development</li> <li>– Level 3 networking and cyber security</li> <li>– Level 2 coding and Level 2 data analysis</li> <li>– Level 3 Access to HE courses</li> <li>– Level 4 BTEC HNC Digital Technologies (500 students)</li> </ul>	September 2024
	In line with the DCMS national report findings, the initial SYMCA LSIP findings suggest that data skills and social media/digital marketing skills will be the two areas which will grow in importance over the next 5 years.	Enrol 30 digital <b>apprentices</b> .	July 2024
	In addition to the digital apprenticeships, the introduction of digital technologies to further support delivery across standards such as Human Resources, Construction and Health		


2023/24 Objectives	Contribution towards National, Regional and Local Priorities for Learning & Skills	Target	Deadline
<b>HEALTH &amp; SOCIAL CARE</b>	National and regional research highlights that there are significant skills gaps within the health and social care sector in Sheffield, with 13% of employers reporting a skills shortage vacancy and 21% reporting a skills gap within their workforce, according to the latest Employer Skills Survey (2019).	Alongside existing provision, the introduction of a <b>T Level</b> Transition Programme and T Levels in health routes (50 young people)	September 2023
	It has been identified within the vision for adult social care 2022 – 2030 that up to 1 in 20 jobs in the whole of the adult social care workforce in the city of Sheffield are vacant with on average 36% of people working in the sector regularly leaving and needing to be replaced.	Further development of the college’s online provision and blended learning offer for <b>adults</b> through offering: <ul style="list-style-type: none"> <li>– Level 2 qualifications in areas that will support retraining and employee progression within the sector.</li> <li>– FdSc Professional Practice in Health and Social Care (HTQ) (370 students)</li> </ul>	June 2024
	The provision of high-quality T Level technical social care courses for young people and an extensive suite of adult courses available either as legal entitlement or co funded through AEB will address this need within the sector and support the long-term vision that by 2030, Sheffield is a great place to have a career in social care with a workforce that is empowered to make decisions supported through excellent quality, ongoing professional development.	Enrol 200 new <b>apprentices</b> across the apprenticeship health and care standards: <ul style="list-style-type: none"> <li>– Healthcare assistant practitioner</li> <li>– Senior healthcare support worker</li> </ul>	July 2024

2023/24 Objectives	Contribution towards National, Regional and Local Priorities for Learning & Skills	Target	Deadline
<b>ENGINEERING &amp; MANUFACTURING</b>	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 R&D assets in materials, clean energy, and advanced wellness.	Alongside existing provision, the introduction of a <b>T Level</b> Transition Programme and T Levels in engineering routes (35 young people)	September 2023
	There are significant skills gaps within the manufacturing sector in Sheffield, with 8% of employers reporting a skills shortage vacancy and 25% reporting a skills gap within their workforce, according to the latest Employer Skills Survey (2019).	Introduction of a HTQ in Engineering Manufacturing (10 students)	July 2024
	Both nationally and locally, the commitment to achieving net zero by 2030 has a significant impact on the skills required within the manufacturing and engineering sector. The SCR Energy Strategy sets out the intention to "Train and Upskill the Energy Workforce", providing people with the opportunity to gain the skills to design, install and maintain our future energy systems. This includes assisting businesses and young people to develop the skills they need to take advantage of opportunities within the energy sector, including through re-training.	Enrol 130 new <b>apprentices</b> across the apprenticeship engineering standards.	July 2024
	Engineering is increasingly focused on the digital technologies as this becomes more widespread throughout the industry due to its use in the design process, production, and different methodologies such as agile development. This has highlighted a significant skills gap in the industry and a need to upskill the workforce and recruit for different engineering skills sets. The T level qualification for young people will ensure that young people will be equipped with up-to-date knowledge of engineering methodologies enabling them to integrate quickly into the workplace.  The employer led partnerships in Apprenticeships for Engineering will continue to be the key delivery model (e.g. Liberty Steel).		

2023/24 Objectives	Contribution towards National, Regional and Local Priorities for Learning & Skills	Target	Deadline
<b>SCIENCE &amp; MATHEMATICS</b>	The importance of STEM skills is widely recognised at a national and local level, benefitting both individuals and the wider economy.	Alongside existing provision, the introduction of a <b>T Level</b> Transition Programme and T Levels in science routes. (40 young people)	September 2023
	Maths has been highlighted as a priority by the government recently, with the Prime Minister outlining his vision for all young people to study maths to 18. Currently, more than 8 million adults have numeracy skills below those expected of a 9-year-old and around a third of young people fail to pass GCSE maths. The PM argued that our future economic growth depends on combating poor numeracy and maximising the potential of all young people.	An increased <b>adult</b> offer: <ul style="list-style-type: none"> <li>- GCSE maths</li> <li>- Access to HE Diploma - Science, Health Science, STEM (200 adults)</li> </ul>	July 2024
	75% of South Yorkshire employers surveyed believed Maths skills were important to the effectiveness of their current and future workforce. Employers rated 50% of the skills of their current workforce as low.  The provision of a mix of T Level courses for young people and adult provision through legally entitled qualifications in maths will address these skills requirements with access providing pathways into higher level of study for those who wish to go on to higher levels of study within the sector.	Enrol 35 new <b>apprentices</b> across the apprenticeship science standards: <ul style="list-style-type: none"> <li>- Healthcare science assistant</li> <li>- Healthcare science associate</li> </ul>	July 2024
	<b>Improvement Areas</b>	To continue to improve the quality of delivery and student experience with a clear focus on attainment and progression <ul style="list-style-type: none"> <li>- An increase of at least 3ppt in the number of young people achieving their qualification</li> <li>- An increase of at least 2ppt in the number of adults achieving their qualification</li> </ul>	July 2024

# CORPORATION STATEMENT

On behalf of The Sheffield College Governing Body, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by Governing Body at its meeting on 12 July 2023. The plan will be published on the college's website within three months of the start of the new academic year.



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John Mothersole  
Chair of Governors

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Angela Foulkes  
Chief Executive and Principal

## Supporting Documentation

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Strategic Plan

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South Yorkshire People & Skills Manifesto



