

Annual Accountability Statement
Yeovil College



College Mission and Purpose

The College Mission 'To maximise potential for all'.

Our purpose is to proactively engage with our stakeholders to identify the skills needs within our local community, with a particular focus on high value, priority sectors that drive the economy forward. These sectors have currently been identified as Advanced Manufacturing (Aerospace), Health, Science, Construction, Digital (& Design) Electrical (& Cell), Technology. The College is designing and implementing a curriculum for the local, regional and national skills needs, balancing current and future workforce priorities. The College is focused on creating and growing high quality employer partnerships, which provide opportunities for our learners and deliver the skilled workforce our business community needs to thrive.

Our intent is to support our business community to prosper, acknowledging that their prosperity is to the benefit of our whole community and our vision best places us to integrate this locally.

Values

The college commits to working in line with the following values:

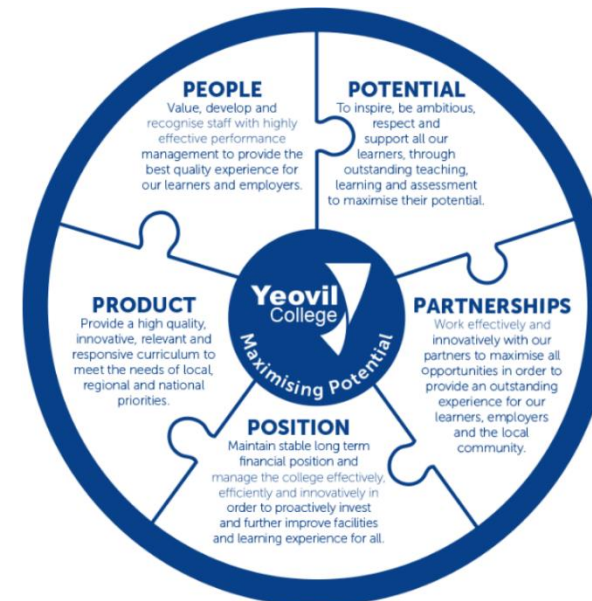
- Creating a learner-centred environment.
- Having uncompromising ambition for our learners.
- Valuing, respecting, and providing opportunities for all.
- Proactively and positively collaborating with our local community and employers.
- Being flexible, innovative, and forward thinking.

Strategic Aims, Objectives and Priorities

1. To inspire, be ambitious, respect and support all our learners, through outstanding teaching, learning and assessment to maximise their potential;
2. Provide a high quality, innovative, relevant and responsive curriculum to meet the needs of local, regional and national priorities;
3. Maintain stable long term financial position and manage the college effectively, efficiently and innovatively in order to proactively invest and further improve facilities and learning experience for all;
4. Work effectively and innovatively with our partners to maximise all opportunities in order to provide an outstanding experience for our learners, employers and the local community;
5. Value, develop and recognise staff with highly effective performance management to provide the best quality experience for our learners and employers.

Strategic Plan Overview

Strategic Plan Link and College Vision, Mission, Values & Strategic Aims:
[Yeovil College Vision, Mission, Values & Strategic Aims | Yeovil College](#)



Context and Place

The Communities We Serve

Yeovil College is a medium-sized Tertiary General Further Education College (GFEC) serving South Somerset and North and West Dorset with approximately 4,500 learners across its provisions. Yeovil College operates from a single main campus between two of the main access points into town, the A37 Ilchester Road and the A359 Mudford Road, within walking distance from the centre of Yeovil.

The communities we serve are located across multiple Local Enterprise Partnerships, this includes the Heart of the South West (HoTSW), West of England (WoE) and Dorset. The College remains committed to its role as a tertiary college for the whole community and offers a range of full time and part time Further Education (FE) provision from Pre-entry to Level 6, covering 14 of the 15 subject sectors. This includes Preparation for Life and Work, providing a varied curriculum that promotes appropriate individual progression into a positive destination, contributing within the community. Additionally, the College's adult and full cost provision is accommodated within the FE and higher education (HE) curricula.

Yeovil College are the only Further Education College in Yeovil and therefore have a responsibility to offer a curriculum that empowers our learners to develop the knowledge and skills demanded by our diverse economy across South Somerset, North and West Dorset. The nearest providers to the College include Strode College (15 miles / 30 minute car journey) and Kingston Maurward College (22 miles / 36 minute car journey) demonstrating the importance and requirement for Yeovil to offer a broad curriculum to meet the needs of its local community.

The Heart of the South West (HotSW) local enterprise partnerships 'Skills Advisory Panel' are focused on the following priority sectors; Science, Technology, Engineering and Maths. These areas across the Heart of the South West contribute to 30% of the area's economic output (circa £10 billion worth to the economy) and 200,000 are employed within STEM centric job roles. It is forecast that production, manufacturing and 'Science, Technology, Engineering and Math' (STEM) based employment opportunities are expected to increase by 19,000, while the requirement for skilled trades will also further increase by 10,000 over the next 10-year period (HotSW LEP 2022 Local Skills Report publication).

Productivity in the UK is lower than that of the other G7 countries, while the productivity of the Heart of the South West (HotSW) area is lower than the UK average, ranked 37th of the 39 LEP areas in England, and varies significantly within the area. Higher productivity is characterised by businesses creating more wealth, higher value jobs and contributing to better living standards. Skills shortage vacancies are more prevalent in HotSW within both highly skilled (e.g. Information & Communication) and less highly skilled sectors (e.g. Hospitality and Health) while Construction, including the retrofit agenda, has also been identified as an area for concern in respect of skills gaps. Skills shortage vacancies across the HotSW are also prevalent in the middle-skilled and labour-intensive occupations. Yeovil College is strategically committed to ensuring the benefits of productivity growth are widely felt across our geography, by both businesses and individuals.

Attainment

Yeovil College provides a vital second chance to learners who have had a poor, prior educational experience within South Somerset, North and West Dorset. The UK average progress 8 score GCSE (Average Attainment 8 Score) in 2021/22 was 48.7, while in contrast the Somerset Unitary Authority achieved 46.3 and local feeder schools mostly performance below the national average. The Heart of the South West (HotSW) education system as a whole, is effective in ensuring that the majority of young people attain a Level 2 qualification by the age of 19. In 2019, GCSE and A Level achievement for those aged 16- 19 levels in the HotSW was roughly equivalent to the national average (though with significant local difference), with the area benefitting from a Level 3 achievement level for non-A level qualifications roughly twice that of the national average. Level 4 and above achievement (amongst adults) was also comparable to that of the national average. Notably, the HotSW also had some of the Country's highest levels of apprenticeship activity and achievement. However, attainment at Level 2 by age 19 has fallen in each of the last four years within the area, with evidence suggesting that disadvantaged pupils, and those with a barrier to learning, are considerably less likely to achieve educationally than their peers. National studies suggest that many of those that do not achieve by age 19, do achieve Level 2 or 3 by age 25.

In the HotSW region many individuals still fail to reach their potential and at LEP level, HotSW performs roughly in line with the national average on most indicators apart from the % of Level 3 students progression to HE. Within the HotSW region 38% of level 3 students progress to Higher Education, vs. a 49% national average. This is also significantly less within South Somerset, where only 22% of level 3 students progress to Higher Education. It is clear that the level of those holding a higher-level qualification or working in a professional occupation within the HotSW remains below the national average. Additionally, the number of those undertaking technical qualifications continues to trail the aspirational opportunities on offer and too many young people and adults facing disadvantage across the economy, end their educational journey at GCSE level or below.

Progression into higher education in the HotSW remains low when compared to peer areas, with graduate retention remaining a specific challenge as it is for many areas outside London and the South East. The ongoing development of industrial clusters seeks to support this issue, enticing experienced workers into the area with the possibility for opportunities beyond the 'destination job'. This is further supported by the evidence that although salaries are lower than the England average, the Heart of the South West performs well on various quality of life metrics including house prices (though these can vary considerably) and environmental quality, which seeks to reinforce local appeal.

Social Mobility Challenges

A recent University of Exeter report (published April 2022) on social mobility and levelling up through education in the South West found the South West (including Devon, Cornwall, and Somerset) has the worst educational outcomes for disadvantaged young people in the country. The region has the lowest rate of disadvantaged students going on to attend university (17 per cent), with only 40 per cent of disadvantaged pupils attaining a passing grade in GCSE English and Maths. The South West also has the largest school attainment gap between poorer pupils and the rest out of all English regions. The report also highlights that the region has low social mobility compared with other areas, and with fewer professional jobs available and a low return to education. The South West is seeing the highest number of young people leaving the area than any other region.

The report presents three key challenges for the South West:

- A low wage economy, impacting working families and job opportunities for young people;
- Disconnected areas, with rural and coastal communities facing barriers to accessing services and education;
- A lack of impetus for change, with little national and political advocating on behalf of the region.

Meeting National, Regional and Local Needs

West of England Institute of Technology: Training Collaboration

Yeovil College are part of the West of England Institute of Technology (WEIoT). Institutes of Technology are the Government's flagship programme designed to spearhead the delivery of higher technical education in STEM subjects. The WEIoT has brought together key regional strategic employers with FE Colleges including Yeovil College, Bath College, Weston College, Gloucestershire College and the University of the West of England (UWE).

The WEIoT has the ambition of levelling up skills across the country and the WEIoT has focus on providing accessible routes into high wage and high skilled employment. Yeovil College has strategically partnered with the WEIoT as it complements the Colleges strategic focus on (Advanced Manufacturing (Aerospace), Health, Science, Construction, Digital (& Design) Electrical (& Cell) technology much closely than that of the South West Institute of Technology.

The WEIoT has an established network of anchor and partner employers who continue to contribute towards the aim of designing and delivering high-quality, employer led, technical education and training to priority sectors across the West of England, including Leonardo helicopters. Each College partner has their own regional and industry body employer networks that inform local skills needs and priorities, and work with education providers to co-design and co-deliver timely and relevant local provision.

Yeovil College consistently work with other providers within the South West and Yeovil College recently delivered Skills Development Fund (SDF) across both the WoE, through its IoT partnerships, and across the HotSW SDF partnership collaboration involving Bridgwater and Taunton College, Strode College, South Devon College, Exeter College, Petroc, City College Plymouth and independent training provider SWATpro. The College is committed to these partnerships to support the skills requirements for the region and we have, and will continue to, use our successful Strategic Development Fund collaborations and IoT status to further drive our response to local, regional and national skills needs. Informing and complementing this work with emerging opportunities such as the Local Skills Improvement Fund and further development of Higher Technical Qualification short courses.

Yeovil College is committed to ensuring that it remains a key strategic and operational partner in the local community, providing local partnership-based solutions to identified needs. The 'College of the Future' report published by the Association of Colleges looks at Colleges becoming anchor institutions within the wider local and regional ecosystem and Yeovil College are firmly committed to this vision.

Aerospace, Advanced Manufacturing and the 'Home of British Helicopters'

The British Science Association (2022) identified South Somerset as being in the bottom 10 areas nationally for provision of STEM outreach, despite this not being representative of the employment and careers opportunities within the region. The West of England Plus LSIP (WoE+ LSIP) Trailblazer, covering the West of England region and parts of Somerset and Gloucestershire (geographically aligned with the West of England Institute of Technology) reports 2,075 businesses employing 36,460 people within aerospace and advanced engineering. Additionally, the geographic region is the largest aerospace cluster in the UK (second largest in Europe) directly employing c.29,500 people (2018) in the West of England alone with an estimated worth (pre-COVID) of £7bn.

In April 2023, Yeovil has officially been recognised as the 'Home of British Helicopters'. Leonardo UK, for nearly 80 years, have been manufacturing helicopters at its Yeovil site and provides the UK's only end-to-end rotary wing or aerospace capability. Leonardo Helicopters has the breadth and depth of skills, tools, processes and infrastructure needed to design, develop, test, manufacture, support and deliver training for rotary wing aircraft within Yeovil, where more than 3,100 staff are based on site, including contractors and 150 trainee graduates and apprentices, who work across departments including planning, engineering, research and innovation, air traffic control, aviation operations, electrical manufacturing and flight safety.

Within the Heart of the South West (HotSW) local enterprise partnerships (LEP) 'Skills Launch Pad' South Somerset is recognised as a centre for UK rotorcraft and helicopter manufacture, and a hub for wider aerospace and aviation technologies. The LEP are committed on maximising the impact of the aerospace and high value engineering and manufacturing cluster within South Somerset. This will include building the capacity of Yeovil College to support the sector, as well as working across wider education partners, Dorset & Somerset Training Provider Network (DSTPN) partners, and other provider capacity to build upon South Somerset's wider economy. In addition to Leonardo, other significant aerospace and advanced manufacturing employers are based within close proximity and form part of the local aerospace supply chain and infrastructure. Examples include Thales (Templecombe c.600 employees), Honeywell Aerospace (Yeovil c.600 employees) and Numatic International (Chard c.1200 employees).

National Skills Priorities / Local Skills Improvement Plans (LSIP) - WoE Trailblazer and other ERB Initial Findings

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

These identified sectors are:

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

As part of the Colleges' Accountability Agreement, we will be prioritising the delivery of high-quality programmes that have been co-designed with employers which align to government identified priority sectors, and that are transferable to the local and regional skills requirements. National priority delivery programmes include T levels, Apprenticeships, Free Courses for Jobs, Skills Bootcamps, and Higher Technical Qualifications (HTQs).

As first outlined in the Department for Education's Further Education white paper, the aim of LSIPs is to give employers a voice and opportunity to collaborate and contribute to the future skills landscape in their locality as an integral part of addressing skills gaps. Yeovil College has a clear geographical focus to serve the skills needs across South Somerset, North and West Dorset and, as a result, the College is engaged across multiple LEP areas and continues to engage with stakeholders across the traditional geographical boundaries. In addition, the College has proactively engaged with the designated employer representative bodies (ERBs) that have been assigned to lead the development of the local skills improvement plans across the West of England, Devon and Somerset (Heart of the South West) and Dorset to ensure the skills being planned, designed and delivered are supporting the needs of its business community.

The West of England Plus LSIP (WoE+ LSIP) Trailblazer

In 2021-22 the College and the West of England Institute of Technology (WEIoT) consortium partnered with Business West, on the brand-new Local Skills Improvement Plan Trailblazer (LSIP). Business West were selected as one of only eight Chambers of Commerce across England to lead on the new initiative for the region. The pilot project aimed to align further technical education provision in the greater West of England area more closely with the skills needs of local employers. The trailblazer focus on two skills priority sectors; 'Aerospace & Advanced Engineering' and 'Health & Social Care'. Within the trailblazer key themes around workforce development, recruitment, retention and upskilling, technological change and digitalisation and sustainability were identified. The trailblazer also looked at cross sector digital transformation and decarbonization themes, with a strong focus on hydrogen and advancements in the sector that will require future skills developments. The trailblazer noted that only 23.5% of 11-19 year old had heard about engineering careers / 47% knew little or no information about what engineers do and identified an urgent need for good quality careers advice, education and training, to provide the skills needed by employers. 'Soft skills' such as project management, problem solving, lean processes and leadership, were also identified as needed.

Devon and Somerset preliminary LSIP findings March 2023

The Devon and Somerset LSIP released preliminary findings as the designated Employer Representative Body to deliver the Local Skills Improvement Plan (LSIP) across Somerset and Devon on the 31st March 2023 in a face to face meeting in Tiverton. The preliminary findings of the research prior to commencing the wider LSIP report and roadmap, due for submission in May are aligned to HotSW LEP key priority sectors in (Energy / Marine / Science / Digital / Aerospace and Advanced Manufacturing). The LSIP will be designed to ensure the region can gain most traction and maximise impact, utilising the regional coverage and building on local skills already in place.

Preliminary finding focus on the following areas:

- Energy Futures – renewables, nuclear, green construction, clean propulsion
- Engineering Futures – aerospace, marine, advanced manufacturing, high-tech cluster, photonics, and micro-electronics
- Digital Futures – cyber security, data analytics, health technology, creative development and agri-tech

Emerging themes from the Devon & Somerset Local Skills Improvement Plan include:

- Communication
- Flexibility & Responsiveness
- Infrastructure and Technology
- Collaboration

West of England (WoE) preliminary LSIP findings March 2023

The WoE LSIP, being delivered by Business West, released its preliminary LSIP findings as the designated Employer Representative Body to deliver the Local Skills Improvement Plan (LSIP) across the West of England in March 2023.

The West of England LSIP Priority finding focuses on 4 key strategic areas of skills priorities, these included;

- Advanced Manufacturing and Engineering (West of England) which highlighted skills opportunities including: Enterprise communications and integration for leaders, additive manufacturing, scanning, automation of production, cobotics, trouble shooting, maintenance, artificial intelligence (AI), augmented reality (AR), virtual reality (VR), machine learning, decarbonisation, lifecycle management and change management.
- Construction (West of England) which highlighted skills opportunities including: Modular and off-site construction, fabric first and efficiency in construction, MMC (modern methods of construction), principals of graphic software and CAD, heat pumps, initial understand of automisation, internal / external retrofit – fabric first / sustainability and measurement.
- Creative Industries (West of England) which highlighted skills opportunities including: Immersive technologies, A/VR/AI and virtual production methodologies (including wider ‘green screening) – usage and productivity, software engineering, coding (esp. python), html, Data analytics, data services, data visualisation, light detection and ranging (Lidar), Drones, AI, production, writing, operational applications, 3d modelling (both for virtual production and interactive digital media).
- Health and Social Care (West of England) which highlighted skills opportunities including: development of discharge services, re-ablement and Integrated care systems, AI and automation, assistive technologies and cobotic/lifting, chatbots and customer service, sensors and machine Learning in care environments, blood works, tests and detections, preventative medicine, data analysis, waste

reduction management.

Dorset preliminary LSIP findings March 2023 - Draft Employer Skills Priorities

The Dorset LSIP, led by the Dorset Chamber of Commerce, release preliminary findings as the designated Employer Representative Body to deliver the Local Skills Improvement Plan (LSIP) across Somerset and Devon on the 31st March 2023. The draft employer skills priorities focused on:

- Agriculture and Agri-tech
- Advanced Manufacturing and Engineering including Aerospace, Defence and Marine
- Construction
- Digital Tech and Creative
- Health and Social Care

Within each priority sector the preliminary finding explored key areas.

- Agriculture and Agri-tech
Fundamental farming skills: e.g. monitoring animal welfare, nutrition and administering animal care.
Modern Technology and Computerised Methods: operate higher level machinery and computerised equipment and analyse data, alongside foundation IT skills needed to run business.
Sustainable food production (Net Zero): understanding and use of more efficient arable management skills and farming methods and techniques to increase yield percentages from farms. Extremely important in the transition to net zero.
Business Planning skills Communication and teamwork.
Chainsaw handling, tractor / telehandler drivers
Foundational English & Maths.
Leadership & Management.
- Advanced Manufacturing and Engineering including Aerospace, Defence and Marine
Engineering courses (Mechanical, electrical and electronic engineers). With foundational & practical knowledge.
IT, software development & programming skills: ability to apply these to engineering and manufacturing. The need to write code to modify equipment and use software to organise and monitor automation.
Excel, word and emailing continue to be important.
Operation, maintenance and repair of specific complex machinery: Production operatives are in current demand, will need to adapt skills to automated machines.
Design skills that are applied to this sector. Ability to problem solve designs using materials knowledge.
Trades: electricians, carpenters, bricklayers Leadership & Management.

Future skills: 3D printing, AI, AR, machine-learning.

- Construction

General lack of labor in particular key trades: carpentry, joinery, bricklaying, roofing, electrical and floorers. There is an ageing workforce so need to increase new entrants & attract those who left sector to return.

Fundamental Skills: such as mathematics, working from drawings, use of hand tools and measurements.

Future materials, techniques, and modern methods of construction: such as use of prefabricated structures, new materials and methods such as AR and AI. Offsite construction and digitalisation

Design skills including digital focused design skills

Government net zero targets: Energy assessors, retrofit Project Managers, insulation installers, heat pump installers.

- Digital Tech and Creative

Software Development and Programming Skills: in high demand in Dorset at all experience levels. Taught to use at least one language: javascript, Git, C#, Java, SQL, React.js adobe, python, HTML

Data Analysis: Abilities in statistical analysis, data management and data visualisation

Design Skills: web design, graphic design, video/photo editing and digital creativity

Client Management Skills

Communication and Collaboration

IT: basic, CRM, project management

Leadership & Management

Small companies require a broader skill set incl CRM, blogging, marketing, business skills

- Health and Social Care

Healthcare and support workers: job retention is poor with a perception of low status and challenging work.

Interpersonal Skills lacking: Such as communication, emotional intelligence and patient management. Not enough emphasis placed on these skills by the current education services. Patient centered care Dementia focused care: Dementia is currently not included in the standard training courses and many employers think it should be.

Understanding Technology: Assisted living technology along with improving general IT skills.

Regulated Care Provision – Support Staff

A need for managerial skills: Particularly within pharmacies. Generic management courses do not provide the specific skill sets needed; balance medical services and team

Advanced technology and automation are becoming more prevalent meaning further IT skill sets will be required
IT literacy for accurate record keeping. Time constraints impact ability to training.

Place Leadership Group, Next Gen and Stakeholder Engagement

Yeovil College is committed to supporting our community. The Place Leadership Group (PLG) was formed in March 2020 by Yeovil College, to leverage strengths and opportunities in Yeovil and across South Somerset, North and West Dorset. Its objective is to describe a vision for the next 30 years and incrementally implement that change. With funding from South Somerset District Council, and the assistance of external consultants, the PLG now consists of the Senior Management figures from key Innovation, Aerospace, Manufacturing, and Healthcare sectors. Yeovil College is also a central participant, acting as an anchor for the group, via its employer hub; aligning vocational and academic curriculums with employment requirements across the PLG area of influence. The PLG also partners with County and District Councils as well as Yeovil Town Council. The PLG now consists of over 30 key CEOs and lead decision makers from the local businesses (Leonardo's, Honeywell, Thales, Pittard's etc) as well as leaders from Civic (Somerset Council, Heart of the South West LEP, Somerset Chamber, Yeovil Chamber etc.) and community leaders (DWP, Yeovil College etc.). It's 8 point plan has clear intent and has delivered impact to the region.

The College is also committed to its future generation as we are already aware that attainment and aspirations within the local community are behind regional and national averages, and that talent attraction and retention is the key business challenge throughout the region. Yeovil College, in partnership with the South Somerset /Mid & West Dorset Place Leadership Group (PLG), formally launched the Next Generation network on the Thursday September 8th, 2022, following 12 months of development work. The Next Generation provide a space for 'young professionals' to network with their peers while also facilitating their participation and engagement in regular workshops, guest speaker events, training/personal and professional development sessions and social events. The brainchild of the South Somerset/Mid & West Dorset Place Leadership Group (PLG), the intent is to encourage young people from across an array of businesses in South and Somerset and mid/west Dorset to meet monthly, becoming part of a network who learn from one another, share experiences, build friendships, and contribute thoughts and ideas to the PLG who, amongst other things, look to develop the area as a preferred 'destination' location for young professionals – creating community.

An underlying objective for the Place Leadership Group is to develop a greater insight as to what key issues influence this generation in their career decision making, with input from this group the PLG is better understanding how to attract and retain talented young professionals and the next generation of leaders to businesses across this region. It is believed that developing a 'community' of young people, mainly in the early stages of their careers, and providing them with opportunities to grow their networks, knowledge and skills, is a great place to start. The group is being supported and sponsored by Yeovil College and is free of charge to attendees.

In addition to NextGen, the college is directly engaging with schools (from Year 6) to drive consideration of STEM subjects, a specific requirement of the regional skills set. Pilots started in 2020-21 and have grown since and we have an ambition to build a programme of engagement, which spans

eight years of education to ensure South Somerset/Mid & West Dorset have the right skills in the future to support their businesses aspirations. This work was informed from multiple directions and has been supported by the effective 'South Somerset 14-19 Partnership', which is comprised of 9 secondary schools, Yeovil College and Local Authority to support young people across South Somerset.

Our strategic direction is influenced by key employer, civic, educational and community stakeholders. The College's mission 'To maximise potential for all' is informed by proactively engaging with our stakeholders to identify the skills needs within our local community. The College is designing and implementing a curriculum for the local, regional and national skills needs, meeting the future workforce priorities. To achieve this, we ensure our curriculum offer is responsive and offers learners career road-mapped routes into meaningful and sustainable employment. This is part of an ongoing process of continuous review with employers, stakeholders and local representative groups.

We provide clear pathways from education to employment and from entry to degree level and the College will continue to invest in specialist staff, employer engagement and careers support with information, advice and guidance to respond to employers' needs and deliver the skills requirements for the local, regional and national priorities. This work is part of the reforms outlined in the 2022 Skills Act and the commitment to achieve a better alignment between further education provision and local employment needs.

The College will continuously review the focus and aims of our Accountability statement, ensuring it remains aligned to local demand. Stakeholders who will help continually develop our Accountability statement in the future include:

- Students of all ages; through learner voice activities / student surveys
- Place Leadership Group
- Employees of the College
- Education institutions for all age groups and abilities (WEIoT, Schools, HotSW Collaboration)
- South Somerset 14-19 Partnership
- Local and national employers of all sizes and all sectors, both private and publicly funded (surveys, reviews and curriculum employer forums)
- Local authorities and other government bodies;
- Jobcentre Plus / Seetec Plus / Abri Employment
- Employer representative partners such as LEP/FSB/Chambers of Commerce
- Other Governing bodies and strategic stakeholders in the area
- ERB LSIP leaders across Devon & Somerset, the West of England and Dorset

Actions arising, plans for implementation and progress to the Accountability Statement will be presented to the Governing body for their information and oversight. The College will publish its Accountability Statement on its website, this will include its findings, what actions are being set to best meet local needs (in particular local employment needs) and any changes to the structures through which provision is delivered.

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills. [Note: these are indicative targets]
<p>Strat Aim 1: To inspire, be ambitious, respect and support all our learners, through outstanding teaching, learning and assessment to maximise their potential.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Ensure that teaching, learning and assessment are consistently inspirational. • Ensure learners’ employability (including work placement) study skills and personal development are fully developed to enhance successful career progression. • Lead and exemplify inclusive practice for Equality and Diversity, Safeguarding (including Prevent) and Fundamental British Values. • Create an outstanding digital strategy that significantly enhances teaching, learning and assessment whilst increasing the effectiveness of all systems and processes. • Aspire to embed core ‘soft skills’ across all curriculum and gather evidence of distance travelled 	<p>Target Dashboard:</p> <ul style="list-style-type: none"> • Effectively monitor Attendance for all learners with cumulative attendance, target of 85% • Maintain Retention (to inform our achievement rate in year) to 95% or greater • 75% of FT Study programmes learners meeting or exceeding their target grade • Overall achievement for 16-18 study programmes will be over 85% • Outcome of Student Surveys show increased student satisfaction with 90% or more overall learner satisfaction • Embed employability and workplace readiness, with 100% of FT undertaking an employer led or work related WEX activity programme • Embed employability skills in Study Programmes by the means of Academic tutorial, Value Added & Main Aim with all FT learners have received employability content in academic tutorial activity using GroFar • Ensure >80% utilisation of College technology devices (on and off-site) • Reintroduction of Health and Social Care T Level. We will reintroduce new T Level learners from September 2023. 2 • Construction: We will introduce new T Levels from September 2023. 10 of these places will be filled by July 2023 through identifying continuing learners from our existing Level 2 provision • Modern Methods of Construction / retrofit: We will introduce new photovoltaic and electrical vehicle charging provision into our curriculum offer in the 2023/24 academic year, training a minimum of 20 learners • EV: we will deliver innovative, market responsive bootcamp provision in Electric Vehicles to 9 learners (Wave 3 Extension), with a view to expanding this in 2024/25 • Health Science: we will expand our Level 4 and 5 provision to recruit 50 learners in 2022/23 • Engineering and Manufacturing: we will introduce new Sustainable Aviation Units, CAD, additive manufacturing and hydrogen cell provision in 2023/24, delivering additional modules / units to a minimum of 50 learners. • We will deliver a market responsive Factory 4.0 bootcamps to 18 learners in 2023/24 (Wave

3 Extension), with discussion to secure additional employer led engineering bootcamp provision through a Wave 4 procurement with Somerset Council.

Relevant National / Regional / Local Priority

- Skills and Post-16 Education Act (2022)
- Economic growth sectors at national and local levels
- High quality providers
- National Skills priorities in Construction, Manufacturing, Digital and Technology, Health and Social Care, Haulage and Logistics, Engineering, Science and Mathematics.
- Somerset and Devon LSIP initial focus areas:
 - Energy Futures – renewables, nuclear, green construction, clean propulsion
 - Engineering Futures – aerospace, marine, advanced manufacturing, high-tech cluster, photonics, and microelectronics
 - Digital Futures – cyber security, data analytics, health technology, creative development, agri-tech
- Dorset LSIP initial priority focus areas: Advanced Manufacturing and Engineering (Aerospace, Defence and Marine), Construction, Digital Tech and Creative, Health and Social Care.
- WoE LSIP initial priority focus areas: Advanced Manufacturing and Engineering, Construction, Creative Industries, Health and Social Care.

Planned Timelines for Improvement and Achievement

1. Sign off Accountability Statement – May 2023.
2. Monthly progress on College projects
3. Curriculum Planning review and sign off (May 2023)
4. Qualitative and quantitative labour market data collated and analysed by December 2023 to inform curriculum planning 2023/4
5. Review of HotSW SDF LMI report at College strategy day May 2023 to inform 2026/7 CP planning
6. Review of finalised and published LSIPs for Somerset & Devon, Dorset and WoE June / July 2023
7. Final review and sign off of next curriculum plan in May 2024

8. Complete by May 2024

Role and Contribution of Partners: LEP / Chamber of Commerce skills plans, ERB LSIP plans, employer feedback and representative groups, stakeholders and local delivery partners.

Strat Aim 2

Provide a high quality, innovative, relevant and responsive curriculum to meet the needs of local, regional and national priorities;

Work effectively and innovatively with our partners to maximise all opportunities in order to provide an outstanding experience for our learners, employers and the local community;

Objectives:

- Ensure that teaching, learning and assessment are consistently inspirational
- Ensure learners' employability (including work placement) study skills and personal development are fully developed to enhance successful career progression
- Create an outstanding digital strategy that significantly enhances teaching, learning and assessment whilst increasing the effectiveness of all systems and processes
- Deliver a sequenced and flexible industry led curriculum & maintain a flexible apprenticeship offer that meets the needs of employers
- Expand the HE curriculum offer, increased enrolments and establish a clear progression routes for existing

Target Dashboard:

- Gain quality employer feedback on a consistent basis. Gain feedback via a College led Employer and learner surveys (>85% target – 200+ feedback). Monthly departmental / College feedback from through employer reviews (>85% target) and monitor the Colleges position on government's (findapprenticeshiptraining) – maintain Employer Excellent and Leader Good status.
- Every (100%) study programme INTENT document references EAB recommendations
- Every (100%) Study Programme has a Study Programme Intent document
- Ensure all new programmes follow the Course Approval process.
- All new courses consider National, regional and local skills requirements before approval.
- Ensure all existing programmes are scrutinised annually within the RAID process Intended Destination data aligns with study programme intent @75%
- Scrutinise impact - review of actual destination data. 97%+ positive destination achievement for Apprentices.
- Strategically influence the development of the YC curriculum. The college will have representation on 7 or more national or regional sector specific representative or steering groups.
- Apprentice achievement to meet or exceed the 67% government target by 2025
- Meaningful engagement with FE learners about HE opportunities. Deliver 150 sessions of engagement across the academic year.
- Increase the numbers of YC learner destinations to Higher Education. 180 or more YC learners progress to HE
- Increase the numbers of YC learner destinations to Higher Education 2023/24 target of >45 learners progress to HE at YC
- Pre 16 learners from local schools engage in 14-16 curriculum opportunities. Target of 10 schools / 120 young people to participate in pre 16 curriculum.
- Collaborate with Civic stakeholders. Involvement 2 LAs and Councils collaborative projects by July 24

<p>learners</p> <ul style="list-style-type: none"> • Actively position the College through an innovative and focused marketing strategy utilising local demographic intelligence • Continue to develop Pre-16 partnership provision in partnership with the regional schools. Focus on STEM / STEAM • Further develop collaborative partnerships to achieve the College and regional strategic skills aims • Work with strategic stakeholders to maximise opportunities • Ensure the College is represented and operates as an anchor institutions within the wider local and regional ecosystem • Identify key local community groups and stakeholders • Understand the aims of each community organisation /stakeholder group and how our values align • Recruit more learners onto Priority Programmes • Review and update the College Accountability Statement and policies in-line with local stakeholders and community groups • Enhance the ‘employer led’ curriculum with highly effective employer advisory groups. • Continually engage with skills partners to ensure that Yeovil College makes a 	<ul style="list-style-type: none"> • Additional iAero collaborative project in 2023/24 • Continue and build the 14-19 Partnership. Engage with 5 schools in the Partnership • Formalise College level Employer Advisory Groups across all curriculum to ensure that the college offer is appropriately informed and that there is a robust audit trail to demonstrate aligned Curriculum Intent. Each curriculum area to hosted 2 EAB event in 2023/24. • Maintain strategic subcontracting partnerships in Aerospace, Advance Engineering, Light Good Vehicles (LGV) and adult education where it maintains added value above the core curriculum and meets a regional need. • Continue to be involved or chair the regional Place Leadership Group. Ensure membership includes 25+ at any point. • Work with Seetec Plus / Jobcentre Plus (DWP) and Abri employment on joint employment opportunities. 2+ employability programmes in 2023/24 • Growth in enrolments for priority programmes uptake within Apprenticeships and FT (Advanced Manufacturing and Engineering (Aerospace, Defence and Marine), Construction, Digital Tech and Creative, Health and Social Care). • Maintain WoE IoT membership. • Careers pathways are available across all key ‘value added’ and priority sectors which include; Advanced Manufacturing and Engineering (Aerospace, Defence and Marine), Construction, Digital Tech and Creative, Health and Social Care. • sectors <p>Relevant National / Regional / Local Priority:</p> <ul style="list-style-type: none"> • Skills and Post-16 Education Act (2022) • High quality providers • Core transferable skills • Economic growth sectors at national and local levels • National Skills priorities in Construction, Manufacturing, Digital and Technology, Health and Social Care, Haulage and Logistics, Engineering, Science and Mathematics. • Somerset and Devon LSIP initial focus areas: • Energy Futures – renewables, nuclear, green construction, clean propulsion • Engineering Futures – aerospace, marine, advanced manufacturing, high-tech cluster, photonics,
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<p>strong contribution to the skills needs of the area.</p>	<p>and microelectronics</p> <ul style="list-style-type: none"> • Digital Futures – cyber security, data analytics, health technology, creative development, agri-tech • Dorset LSIP initial priority focus areas: Advanced Manufacturing and Engineering (Aerospace, Defence and Marine), Construction, Digital Tech and Creative, Health and Social Care. • WoE LSIP initial priority focus areas: Advanced Manufacturing and Engineering, Construction, Creative Industries, Health and Social Care. <p>Planned Timelines for Improvement and Achievement:</p> <ul style="list-style-type: none"> • July 2024 <p>Role and Contribution of Partners:</p> <p>Input from the Chamber of Commerce, region LSIP ERBs, National Skills priorities, local employers and representative groups, Place Leaderships Group, other stakeholders and local delivery partners. Collaboration with regional careers advisory services and stakeholders.</p>
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Strategic Aim 3

Maintain stable long term financial position and manage the college effectively, efficiently and innovatively in order to proactively invest and further improve facilities and learning experience for all.

Objective 3:

- Maintain a long-term financially secure position in order to proactively invest and improve facilities and learning experiences.
- Expand our market share of 16–18-year-olds on study programmes or apprenticeships in priority skills sectors.
- Bid for all appropriate grant opportunities to further enhance the learner experience and accommodation
- Implement a clear site development strategy to create a sustainable outstanding campus.
- Continue to review and develop systems and processes to improve value for money and improve efficiency

Target Dashboard:

- A minimum of 70% learners completing a destination survey and 20% of those confirming progression to a higher level of technical education aligned to the skills needs of our priority and high employment sectors
- Increase and maintain new student conversion rate to 60%
- Set challenging internal progression targets; aspiring to 70:80:90 model for progression.
- Report student attrition rate <10%.
- Report retention and achievement rates above sector average
- We will bid into the LSIF fund across both the WoE and HotSW collaboratives to secure funding to further our capital and revenue in Green Construction, AR / VR and Advanced Engineering.
- Deliver the CEV (Construction and Electric Vehicle) capital works (circa £1.7m) project to implement a facility to deliver a leading curriculum experience within Construction and EV.
- Deliver to OFS Hydrogen project spend profile across 2023/24/25 (total £1.2m).
- Achieve 2 further grant opportunities in 2023/24 (e.g. Bootcamps Wave 4)
- Deliver Wave 3 Bootcamp extensions in Factory 4.0 (18 learners) and Electric Vehicles (9 learners).
- Progress DFE 'Big Build' project with Phase 1 (Construction) expected in 2023/24.

Relevant National / Regional / Local Priority:

- Skills and Post-16 Education Act (2022)
- Economic growth sectors at national and local levels

Planned Timelines for Improvement and Achievement:

July 2024 and six months after programme end (est. Feb 2025)

Role and Contribution of Partners:

	<p>Local employers and representative groups to drive our skills offer and align areas of provision to identified labor market need. Successful procurement and bids through funding opportunities led by College or IoT. DfE Big Build project progress to planning application.</p>
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Strategic Aim 4

Value, develop and recognise staff with highly effective performance management to provide the best quality experience for our learners and employers.

Objectives:

- Value and retain excellent staff and ensure the College attract and recruit high caliber staff.
- Continue to work in partnership with staff representative groups (unions, staff voice group) to further enhance cross college communication.
- Provide staff with effective support and development (CPD), including succession planning and manageable workloads.

Create further opportunities for staff to improve their health and well-being to make Yeovil College a great place to work.

Target Dashboard:

- Reduce staff turnover to <20%.
- Ensure staff all utilising ‘back to industry’ CPD days with >80% uptake.
- Ensure completion of a robust appraisal and performance review scheme, monitored through % complete each month - 100% expected by January 2024.
- Mid-year reviews carried out and completed with all staff. Monitored through % complete each month - 100% expected by July 2024.
- New starter 3 and 6 month reviews completed, 100% target.
- 100% Completion of mandatory new starter training within 3 months of employment beginning.
- Run staff Workload Advisory Groups every half term.
- Staff and Learner voice meetings to be completed on a monthly basis
- Develop coherent succession strategy for all management roles. 50% of internal management roles to be appointed through internal progression.
- Provide staff at least 2 ‘all staff’ CPD opportunities across 2023/24 within ‘green / sustainability’ provision.

Relevant National / Regional / Local Priority:

- High quality providers
- Maintain high occupationally competent and current skilled workforce
- Core transferable skills

Planned Timelines for Improvement and Achievement:

- July 2024

Role and Contribution of Partners:

Partner colleges through collaborative CPD programmes (e.g. Strategic Development Fund 2022/23). Local quality improvement partners.

Evidence that core transferable skills have been delivered to students through the College’s quality assurance monitoring process.

Corporation Statement

On behalf of the Yeovil College Corporation, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 18th May 2023.

The plan will be published on the college's website within three months of the start of the new academic year and can be accessed from the following link: <https://www.yeovil.ac.uk/about/corporation/>

Chair of Governors



Dated: 18.05.23

Principal/Chief Executive and Accounting Officer



5.23

Reference to Relevant Supporting Documentation

Colleges should provide links below to any other key documents that are referred to or directly relevant to the college plan, such as LSIPs; annual financial statements; performance dashboards; and Ofsted inspections.

Labour Market Intelligence

- <http://www.somersetintelligence.org.uk/social-mobility.html>
- <https://www.britishtscienceassociation.org/news/new-report-inequity-science-engagement-uk>
- https://www.exeter.ac.uk/media/universityofexeter/centreforsocialmobility/images/Social_Mobility_in_the_South_West_Report.pdf
- https://www.businesswest.co.uk/sites/default/files/woe_lsip_trailblazer_-_aae_sector_statement_1.pdf
- <https://www.businesswest.co.uk/business-west-local-skills-improvement-plan-priority-findings>
- <https://dorsetchamber.co.uk/lsip/priorities/>
- <https://heartofswlep.co.uk/wp-content/uploads/2023/05/2023-24-Heart-of-the-SW-LEP-Workplan.pdf>
- <https://skillslaunchpad.org.uk/wp-content/uploads/2021/04/Heart-of-the-South-West-Skills-Launchpad-2021-2024-5mb-V2.pdf>
- <https://skillslaunchpad.org.uk/skills-strategy/>
- <https://heartofswlep.co.uk/growing-our-economy/productivity-strategy/strategic-economic-plan/>
- <https://www.productivity.ac.uk/wp-content/uploads/2023/03/FEC-Summary-Report-FINAL-150323.pdf>
- <https://committees.parliament.uk/publications/39333/documents/193104/default/>

Ofsted

- <https://reports.ofsted.gov.uk/provider/31/130805>

Financial Statement

- <https://www.yeovil.ac.uk/wp-content/uploads/2023/01/Yeovil-College-Financial-Statements-2021-22.pdf>