

Accountability Agreement 2024/25



2024/2025 Academic Year

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Foreword

Established in 1951, the Bury St Edmunds Technical Institute began offering Engineering, Building and vocational evening classes in the grounds of the Silver Jubilee School. In 1958, it decided to construct a new purpose-built college on its own ground, at the Gibraltar Barracks site, where the West Suffolk College is today, proudly serving our community for 73 years.

West Suffolk College is driven by a fundamental mission: to provide exceptional education and training tailored to the unique needs of our community, fostering personal and professional growth. Our commitment is deeply ingrained in a strategic plan that prioritises academic excellence, inclusivity, and responsiveness to local demands.

In response to the dynamic landscape of technology, industry requirements, and community expectations, West Suffolk College has adapted its programs, teaching methodologies, and support services since the last update to our strategic plan. These adjustments are essential to ensure sustained relevance and effectiveness in fulfilling our educational mission.

Our strategic objectives underscore the importance of agility in response to change, cultivating partnerships with local businesses, and enhancing the employability of our graduates. This approach is geared towards making a significant contribution to the socioeconomic growth of our region and empowering individuals to thrive in a rapidly evolving landscape.

The symbiotic relationship between West Suffolk College's strategic plan and the annual Accountability Statement is crucial. The Accountability Statement serves as a vital tool to assess our progress towards the strategic goals outlined in our plan, allowing transparent communication of our achievements, challenges, and areas for improvement to stakeholders.

Fulfilling the Local Needs Duty is a commitment that West Suffolk College takes seriously. We are dedicated to articulating longer-term strategic outcomes and actions that directly address the unique needs of our local community. This duty aligns seamlessly with our overarching mission, compelling us to proactively identify and address the specific educational requirements and aspirations of our region.

In summary, West Suffolk College, is committed to being a dynamic and responsive educational institution that not only meets but exceeds the expectations of our community. This commitment is realised through strategic planning, continuous adaptation, and a steadfast dedication to the educational advancement of our students.

Introduction

This document sets out West Suffolk Colleges Annual Accountability Statement for the academic year 2024/25 and our key strategic aims, which link to and enhance our existing strategic priorities for 2022-25.

This document should be in conjunction with our strategic plan and Board Curriculum Review 2022-2023.

Our Vision

As part of the Eastern Education Group, our vision is simple. In an ever- changing world, we deliver a world-class, inspiring life-long learning journey that drives prosperity and wellbeing for all in our communities.

At the heart of this is **progression**. We support students to the next stages of their lives by focusing on:

Qualifications



We enable every student to achieve the qualifications, acquire knowledge and develop the transferable skills that will support them to move onto the next stage of their education or employment.

Connections



Our strong relationships with businesses give our students real life work experience and contacts and gives employers their future pipeline of talent.

Personal Development



We develop social skills, resilience, and growth. We help our students leave us with the attributes that will enable them to thrive and grasp the opportunities that await them.

Strategic Priorities

Our Students

1. We will ensure every student is able to progress throughout our provisions.
2. We will ensure every student is able to develop personally and academically.
3. We will ensure every student is able to build strong employer connections.
4. We will provide excellent wraparound support and celebrate and champion diversity.

Our People

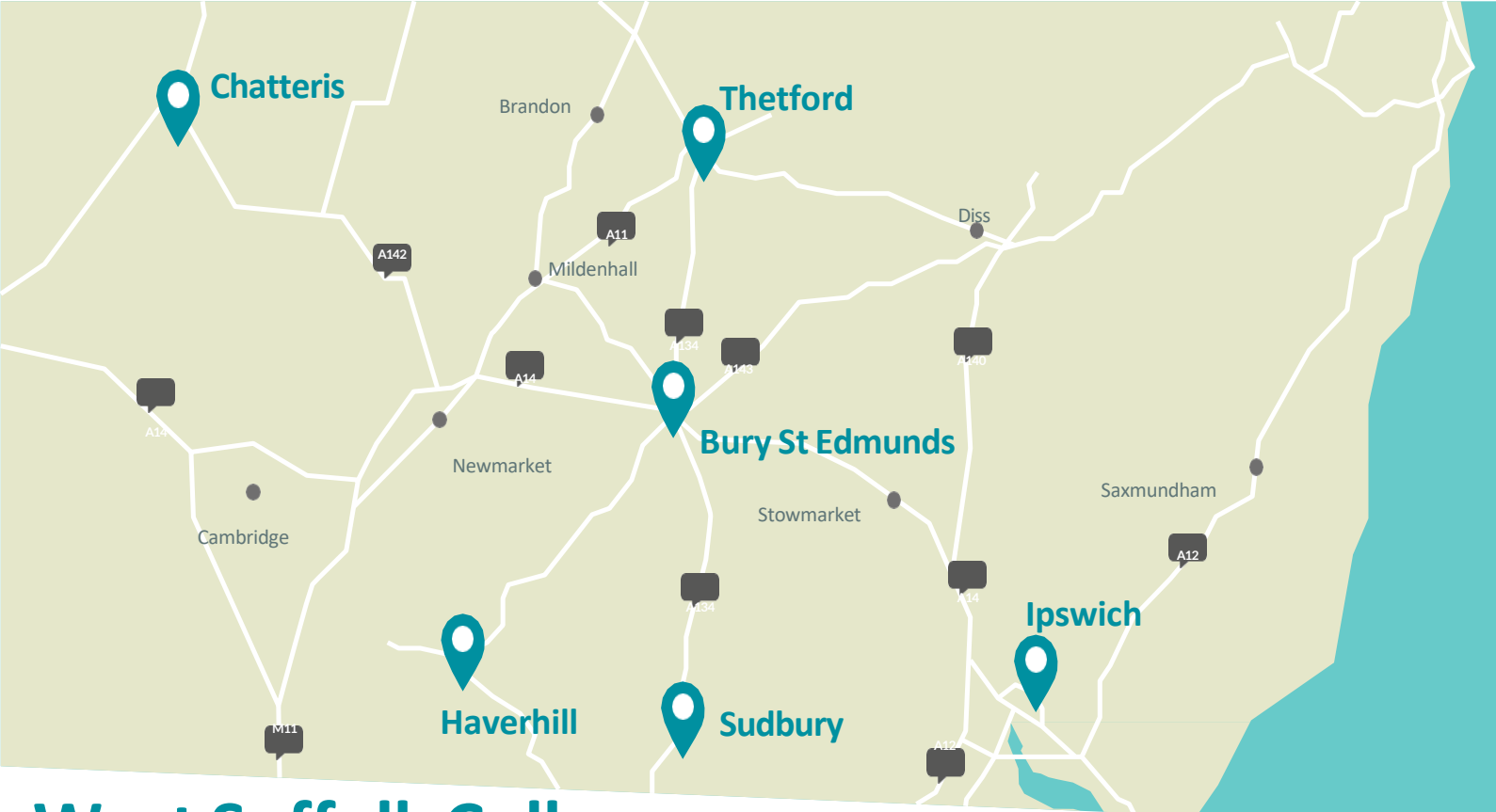
1. We will encourage and engage our people to develop mastery by offering a comprehensive range of courses and programmes.
2. We will unlock autonomy for all by advocating cross-discipline working.
3. We will showcase and reward purpose by continually celebrating the successes and achievements of our students and staff.
4. We will continue to create opportunity underpinned by a strong commitment to welfare that will support our people to thrive personally and professionally.

Our Communities

1. We will support our communities educationally through our Escalator Model
2. We will support businesses in the region by sharing knowledge, ideas, resources, skills and developing work-led education in collaboration with employers.
3. We will work in collaboration with the public and the third sectors to help fulfil workforce needs and ensure that they have the knowledge to succeed operationally.
4. We will promote safe, respectful, and socially inclusive communities where a strong sense of place and a shared vision of equality and diversity is enjoyed by all.

Our Infrastructure

1. We will ensure that every person has access to an appropriate virtual and physical learning environment.
2. We will ensure that every student and colleague have access to the appropriate and innovative technology and equipment, and that our systems promote a seamless flow of information.
3. We will focus on best practice resource management and diversifying of revenue streams will support our ongoing financial viability.
4. We will ensure that decisions that we make about our infrastructure, policies and practices reflect our environmental responsibilities and aspirations.



West Suffolk College:

Understanding the local and regional context.

West Suffolk College (the College) is located in Bury St Edmunds, Suffolk, which has a population of over 42,000. There are seven other towns within a twenty-mile radius of Bury St Edmunds (the College's main catchment area for full time students) with populations of between 8,000 and 30,000, including Thetford and Diss. Teaching, Learning, and Assessment predominantly takes place at the main Bury St Edmunds campus, supplemented by outstanding, well-resourced Construction and Building Services facilities at the nearby Built Environment Campus. STEM and Higher Education take place at the STEM innovation/University and Professional Development Campus. There are a further four University and Professional Development centers in nearby Haverhill, Sudbury, Ipswich, and Thetford. The apprenticeship provision delivers across the region with large numbers of employers and apprentices in Cambridgeshire, Essex, as well as Suffolk and Norfolk. The College holds national NHS contracts to deliver Pharmacy Technician and a national payroll contract. Adult provision is delivered in Cambridgeshire, Suffolk and Norfolk with increasing delivery taking place in employer premises.

The College had a total of 7,596 funded students in 2022/23, 5,395 on full time programmes and 2,201 on part time programmes. Students studying Education Programmes for Young People represented the greatest proportion (42%) of students studying at the College, followed by Apprentices which represented 31% of the College's cohort with 98% of the apprenticeship cohort on the new Standard, compared with 2% on the Framework. Adult Provision represented 27% of the total student cohort.

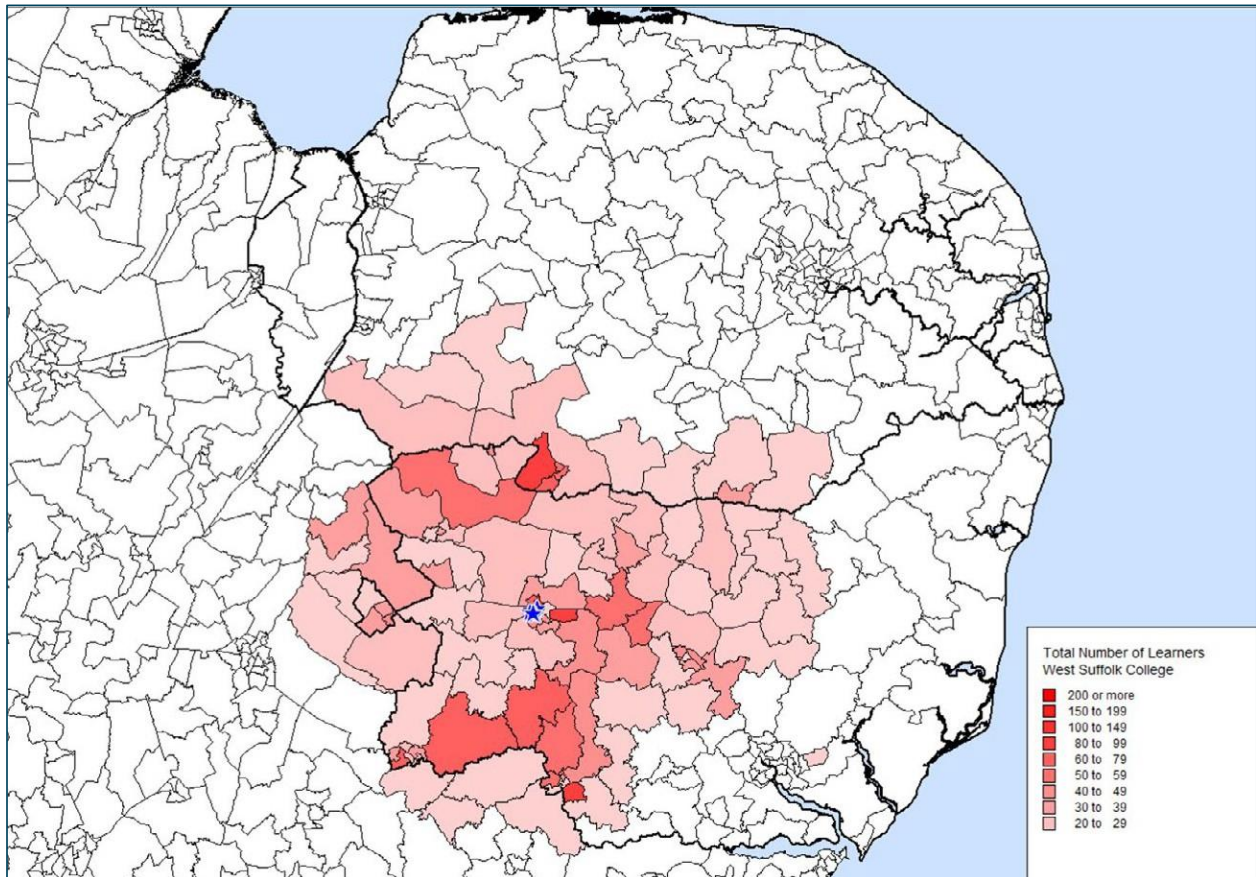
The College is part of Eastern Education Group with Abbeygate Sixth Form College (Ofsted grade outstanding May 2023) in Bury St Edmunds offering A level provision to over 922 students and One Sixth Form College (Ofsted grade outstanding April 2022) offering a mix of vocational, technical and A level provision to over 2178 students.

Unemployment remains below the national rates for the region and there is significant employment in health, social care and other public services, business and retail services, distribution, hospitality and tourism, construction, and manufacturing industries. However, since the end of the pandemic, employers have experienced difficulties in recruiting individuals with the relevant skill sets in most sectors.

It's important to note that 13% of the 16-19 cohort come from some of the most deprived wards in the East of England. It is also important to contextualize the East of England lags behind other parts of the country in terms of gross salaries. The East sees gross weekly pay fall in between that of the national average. It's also important to note that 90.0% of enterprise in the East is made up of Micro (0-9 staff) businesses. Small (10-49 staff) businesses make up 8.2%, Medium (50-249 staff) businesses hold a 1.5% market share and only 0.4% of enterprise is from Large (250+) businesses. The nearest General Further Education (GFE) College is 24 miles from Bury St Edmunds, as such, West Suffolk College have a wide remit and important role in ensuring engagement, promoting opportunities, raising aspiration level, and ensuring no community is left behind.

The catchment area is extensive with at least half of the population living in villages with poor public transport links. The 16-19 student cohort represents the largest group of students attending the College, with the vast majority studying full-time Study Programmes. The College delivers vocational and technical, including T-Level courses and has provision in all sector skill areas; this breadth is important for a college serving such a dispersed rural community. The College maintains a broad range of programmes, from pre-entry to graduate level to ensure that its community and stakeholders enjoy good access to appropriate education and training that meets their needs.

16-19 Funded Learners - West Suffolk College (2022/23)

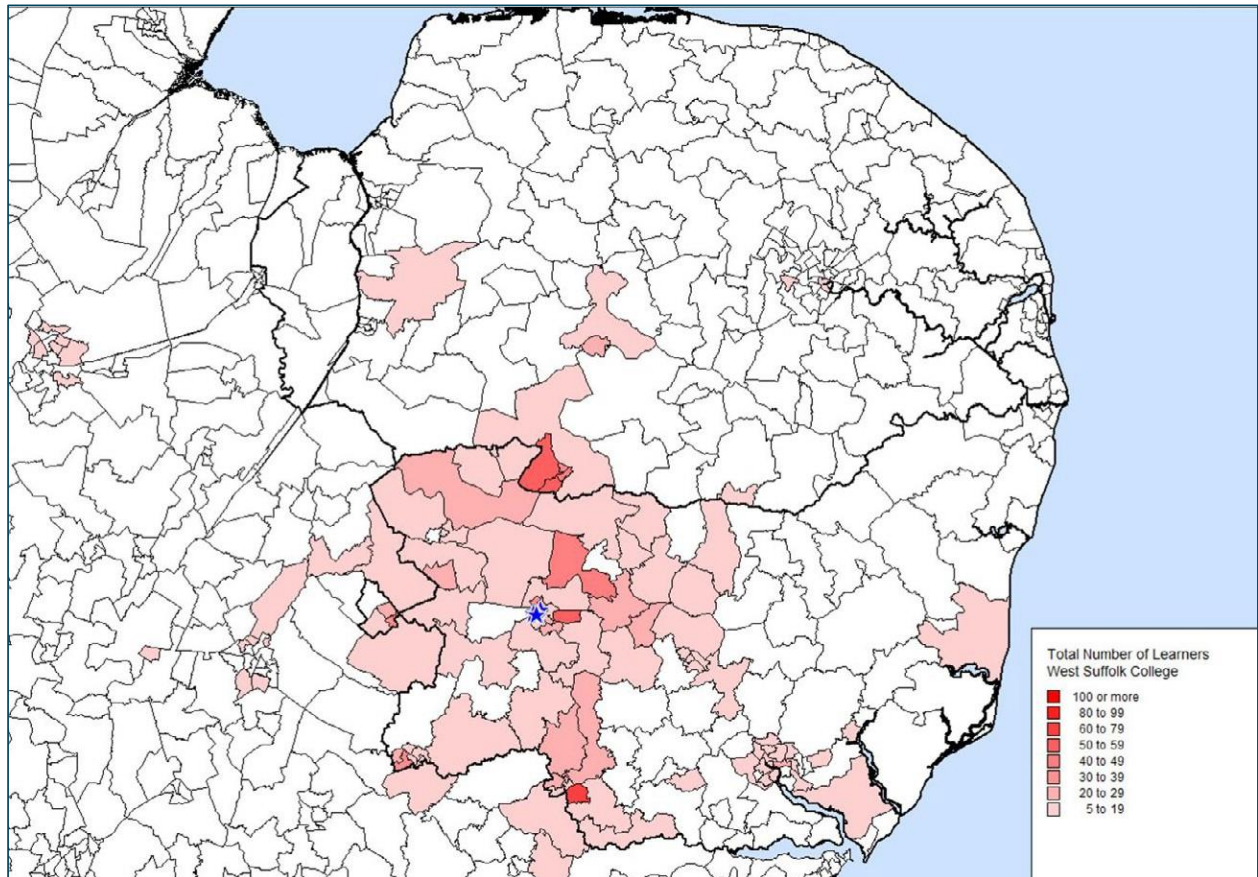


Source: RCU Norfolk and Suffolk Regional Mapping Report R14 2021/22

Locations of Employers with current Apprenticeship Enrolments

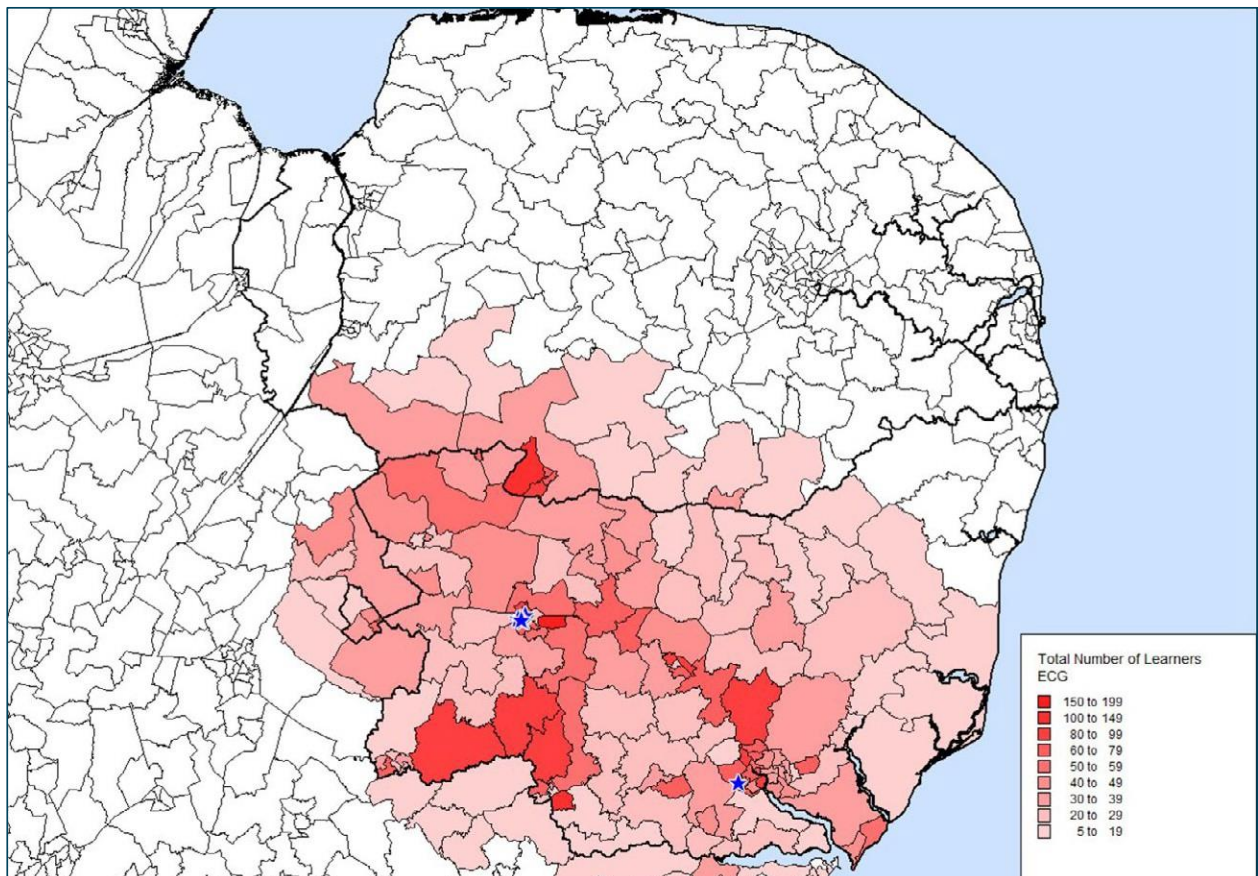


Adult Learners - West Suffolk College (2022/23)



Source: RCU Norfolk and Suffolk Regional Mapping Report R14 2021/22

16-19 Funded Learners - Eastern College Group (2022/23)



Source: RCU Norfolk and Suffolk Regional Mapping Report R14 2021/22

Collaborative approach

West Suffolk College's approach to developing the annual Accountability Statement is grounded in a comprehensive strategy aimed at identifying key priorities and target outcomes. We recognise the importance of collaboration with external stakeholders, particularly with the Education and Skills Funding Agency's (ESFA) Employer Relations Board (ERB) and the Local Skills Improvement Plan (LSIP). This engagement serves as a foundation for our strategic planning and ensures alignment with broader regional goals.

In the process of formulating our plan, we have actively engaged with a diverse range of external stakeholders, including employers, local providers, and community organisations. This collaborative effort allows us to gain valuable insights into the evolving skills landscape, ensuring that our educational offerings are not only relevant but also responsive to the needs of the local economy.

Our collaboration extends to various providers in the local area. By working closely with other educational institutions and training providers, we aim to create a cohesive ecosystem that addresses skills needs collectively. This collaborative effort is essential for promoting curriculum alignment, breaking down barriers to participation, eliminating unhelpful duplication, and establishing clear progression pathways for learners.

In fulfilling the Local Needs Duty, West Suffolk College actively collaborates with local providers outside the statutory Further Education (FE) sector. This includes engagement with Independent Training Providers, schools, and universities. By fostering relationships with a broad spectrum of educational entities, we create a comprehensive network that enhances the overall quality and relevance of educational provision in the region.

Our commitment to collaboration is reflected in our ongoing efforts to identify and implement collective actions that better meet local needs. This includes initiatives to enhance curriculum collaboration, address participation barriers, minimise duplication, and facilitate smoother progression pathways for learners.

In summary, West Suffolk College's approach to developing the annual Accountability Statement is characterised by robust collaboration with ERB, LSIP, employers, local providers, and various stakeholders. This collaborative effort is not only integral to our strategic planning but also aligns with the imperative of fulfilling the Local Needs Duty and promoting a synergistic approach to education in the broader community.

Collaborative approach

The College has a strong history of collaborative working, and we are at the heart of the community to ensure we develop the right knowledge, skills, and behaviours that employers and businesses require. The key organisations and groups in the table below are just an example of those who we have a strong relationship with:

Civic	Community
<ul style="list-style-type: none"> • Cambridge County Council • Cambridgeshire and Peterborough Combined Authority (CPCA) • Ipswich Borough Council • Norfolk Chamber of Commerce • Norfolk County Council • Suffolk Chamber of Commerce • Suffolk County Council • West Suffolk Council 	<ul style="list-style-type: none"> • Building Heroes • Bury Town Trust • Cambridgeshire Chamber of Commerce • Chatteris Food Bank – (new engagement) • Chatteris Resettlement Hub (Ukraine) • Creative Fenland • Dereham Ukrainian Aid Centre • DWP • EELGA East of England Local Government Association • Fenland Community Fridge - (new engagement) • Fenland Economic Development Manager • Ferry Project – (new engagement) • Green Skills Sundays • Guild of Ceilers and Joiners • HAY Fenland • Healthy You • Ipswich Co-Op Community Groups • Leading Lives • NATECLA • ONE Haverhill • Royal British Legion • Social Prescribers at George Clare Surgery • Sudbury Town Council • Suffolk County Council, mental health, and youth agencies • Suffolk Libraries and Cambridgeshire Libraries • Suffolk Refugee Support • The Bridge Project
Education	
<p>New Anglia Colleges Group – including College of West Anglia, Suffolk New College, City College Norwich, East Coast College, One Sixth Form College, Abbeygate Sixth Form College, East Norfolk Sixth Form and West Suffolk College.</p> <p>Associations</p> <ul style="list-style-type: none"> • Association of Colleges • Sixth Form College Association <p>Higher Education Institutes</p> <ul style="list-style-type: none"> • University of Cambridge • University of East Anglia • University of Suffolk 	<p>Feeder Schools</p> <ul style="list-style-type: none"> • Bury St Edmunds County Upper School • Castle Manor Academy • Churchill Special Free School • Culford School • Debenham High School • Ely College • Felixstowe Academy • Hillside Special School • Icen Academy • King Edward VI School • Linton Village College • Mildenhall College Academy • Newmarket Academy • Olive AP Academy Suffolk (Central) • Ormiston Sudbury Academy • Priory School • Riverwalk School • Samuel Ward Academy • Soham Village College • St Benedict's Catholic School • Stour Valley Community School • Stowmarket High School • Stowupland High School • Sybil Andrews Academy • The Albany Centre • The Thetford Academy • Thomas Gainsborough School • Thurston Community College

Employers

- | | |
|--|--|
| <ul style="list-style-type: none"> • 2 Sisters Food Group (Thetford) • A&S Coachworks Ltd • Abbeycroft Leisure • Achieving Aspirations - Sudbury • Addenbrookes Hospital • Adder Technology Ltd • Advanced Air (UK) Ltd • Aerotron Composites Ltd • AES National • Anglia Sunshine Nurseries • Anglian Water Services • B Braun Medical UK Ltd • Barts Health NHS Trust - Newark Street • Basildon Hospital • Bloor Homes • Broomfield Hospital • Bury Developments • Butterfly Day Nursery - Cambridge • C P Foods • Cambridge City Council • Cambridge University Press & Assessment • Cambridgeshire and Peterborough NHS Foundation Trust • Camden Boss • Carl Zeiss Microscopy Limited • Claret • Clip Clop Day Nursery • Cocksedge Building Contractors Ltd • Coulson Building Group • Covance Laboratorie Ltd • Cranswick Country Foods • Crofton Engineering • Domino UK Ltd • East of England Co-Operative Society • EBAC Plumbing & Heating • EDF (Sizewell B&C) • Eurofins Chemtest Ltd • Flagship Group • G's Group Holdings Limited (Shropshire Group) • Gasway Services Ltd • Glasswell & Last Limited • Grid2 • Guy's & St Thomas NHS Foundation Trust • H G Frost Building Contractors Ltd • Haas Automation • Haltermann Carless • Hampshire Hospitals NHS Trust • Havebury Housing Partnership • Heraeus Noblelight • Herma UK Ltd • Herrco Cosmetics Ltd • Hutchison Ports (UK) Port of Felixstowe • Huttie Building Services • Huxley Bertram Engineering Ltd • Ichiban UK Limited • Imtech Inviron Limited • Institute of Carpenters • Ivor Searle Limited • James Paget University Hospital • JEB Technologies Limited • JKH Limited | <ul style="list-style-type: none"> • Kier Construction • King's College Hospital London • Kings School • Leading Lives • Leeds General Infirmary • Lintott Control Systems Ltd • Lister Hospital (East and North Hertfordshire NHS Trust) • Marie Curie • Mediterranean Shipping Company (UK) Ltd • Morgan Sindall • Mundesley Medical Centre • Munro Building Services Ltd • Muntons PLC • National Trust • Network 2 Supplies Ltd • Norfolk & Suffolk Foundation Trust • Norfolk and Norwich University Hospital • North West Anglia NHS Foundation Trust • Northumbria Healthcare Trust • Nottingham University Hospitals NHS Trust • Omar Homes • Paragon Customer Communications • Pentaco • Portsmouth Hospitals University NHS Trust • Ramage Brickwork • Royal British Legion • Royal Devon and Exeter NHS Foundation Trust • Royal Free London NHS Foundation Trust • S Sacker (Claydon) Limited (Sackers) • Seamans Building • Shearline Precision Engineering Ltd • Shelbourne Reynolds Engineering Limited • Sherwood Forest Hospitals • Siemens Healthineers • South Tyneside and Sunderland NHS Foundation Trust • Southend University Hospital • SRL Technical Services Ltd • Stainless Metalcraft (Chatteris) Ltd • SUEZ Recycling and Recovery UK (formally SITA) • Suffolk and North East Essex Training Hub • TAIT Technologies UK Ltd • Taylor Made Joinery Interiors Limited • Taylor Wimpy Homes • The Guildhall Dental Practice (Gensmile) • The Newcastle upon Tyne NHS Foundation Trust - Royal Victoria Infirmary • The Queen Elizabeth Hospital • University College London Hospitals Pharmacy • University Hospital Southampton • University Hospitals Bristol NHS Foundation Trust • University of Cambridge • Vertas • Videndum Production Solutions • Warren Services Limited • West Suffolk Council • West Suffolk Hospital NHS Foundation Trust • Wirral Univeristy Teaching Hospital NHS Foundation Trust • Worlington Hall Country House Hotel • Yeovil District Hospital |
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As an education provider, the College does not work in isolation and is an integral partner of the New Anglia Colleges Group, where the Principals and Deputy Principals meet on a regular basis to ensure the skills required by the community are being addressed.

Senior leaders continued to strengthen the College's links with secondary and primary schools in the area. This is part of the College's wider strategic priority to encourage interest in STEM subjects among pupils and students, from an early age. This extensive work has reached over 10,000 under 16s and over 1000 educators over the 22/23 academic year and has enabled the College to become the heart of education in the county and the region.

The College has continued to extend its outstanding links with the business community for the benefit of students across the ECG group. Over the past year the College has worked with over 1750 businesses for both Apprenticeship and Student Work Placements. We have recruited over 750 new Apprentices and supported over 3,000 Student Work Placements which equates to nearly 200,000 hours of work experience.

We have supported over 1,200 individuals from organisations with commercial training packages and continued to develop our open course offer to meet the local and regional skills requirements. As a result of this activity, the College has started to develop Employer Advisory Panels (EAP).

We are now delivering on a national geography in England and Wales. The College invests time in developing its strategic approach, developing relationships with larger stakeholders such as the Local Enterprise Partnership(s) (LEP) including the Skills Advisory Panel (SAP) sub-groups, the local Chamber(s) of Commerce, the District and County Council(s), the Federation of Small Businesses, HM Prison(s), Job Centre Plus, Confederation of British Industry (CBI) and other business enterprise boards.

This ensures we provide greater targeted support to a wider community.



Local Skills Improvement Plans

The Local Skills Improvement Plan (LSIP) is a new initiative from the Department for Education (DfE) that will set out the key priorities needed to make technical education and skills provision more responsive to the changing needs of employers and the local economy by ensuring a better match between the supply of, and demand for, the skills employers most need to thrive and boost productivity, as well as helping to drive greater collaboration between providers to realise the benefits of economies of scale and specialisation.

A key objective is making provision more accessible and addressing barriers to progression. The LSIP will put employers at the heart of the skills agenda in Norfolk and Suffolk.

The remit for the Norfolk and Suffolk LSIP is in four parts:

- Articulate the employers' skills need – what are the skills employers need locally and struggle to find?
- Translating employers' needs into changes in provision – how can those employers' needs best be met by the provider in more responsive ways?
- Address learner demand and employer engagement – what can local stakeholders and employers do to raise demand for, and make better use, of those skills?
- Report annually to the DfE on what we want to achieve, why it matters, what changes are needed, and who needs to be involved. In other words what does skills success look like?

The LSIP contract runs from September 2022 until March 2025. The DfE have articulated that the LSIP is about quality engagement with a wide range of businesses. To achieve this, the College will be working in close collaboration with a wide range of stakeholders across the region including other colleges and training providers, Norfolk and Suffolk County Councils, New Anglia LEP, all the universities, employers, charities and the voluntary sector, as well as the DWP/Job Centre Plus and other business organisations such as the Federation of Small Business and the Confederation of British Industry.

Norfolk and Suffolk have a joint LSIP which focuses on the following areas:

Agri-Tech:

- Data Analysis
- Health and Safety with Wellbeing
- Engineering for Advanced Technology and Machinery
- Land, Water and Waste Management

Net Zero:

- Solar and Wind
- Mobility
- BioEnergy and Alternative Fuels
- Fuel Cells and Energy Storage

Digital:

- Social Media for Marketing
- Microsoft Applications
- Website Updating and Development
- Industry Specific software e.g. CAD
- Data Entry e.g. CRM

Soft Skills:

- Communication
- Teamwork
- Problem Solving
- Leadership
- Time Management

Cambridgeshire and Peterborough LSIP priorities are similar:

Digital

Advanced Manufacturing

Life Sciences

Agri-Tech

Each of these priority areas will be considered alongside cross cutting themes including digitalisation, green/low carbon, communications, skills brokerage, and careers.

The College has a place as the Suffolk Further Education representative on the Norfolk and Suffolk LSIP Governance Board, as well as having representation on the four working sub-groups, one for each of the areas listed in the LSIP.

While the College has reviewed the LSIPs and will enhance aspects of the curriculum offer to ensure we support the skills required, we will also ensure other national priorities such as Health and Social Care, Advanced manufacturing and Construction are not overlooked, as well.

Contribution to National, Regional and Local Priorities

Aim 1:

Employers and other relevant stakeholders are involved very effectively in the design and implementation of the curriculum to prepare students for future education, employment, and work

Objectives:

1. Further establish effective mechanism (such as: Employer Advisory Boards) with key stakeholders to obtain Local Market Intelligence data (LMI) in areas of key strategical importance to West Suffolk College and across all curriculum areas by March 2025.
2. Ensure all students and apprentices learn the skills they need through effective co-design, delivery and/or assessment of curriculums to meet local, regional, and national skills need.
3. Leaders and Managers clearly identify and implement progression pathways and understand gaps in progression as informed by curriculum review, employer boards and market intelligence – to increase access to education and employment.

Link to National, Regional and Local Priorities		
This will address national, regional and local skills priorities as the aim is to develop skills across all curriculum sectors including Health and Social Care, Science, Engineering, Digital and Social Media, Construction, etc... by addressing the needs of businesses the economy will be able to grow and increase productivity.		
23/24 Baseline Numbers	24/25 Planned Volumes	Deadline Date
Established Employer Advisory Boards is currently 1, for Construction.	Increase number of Employer Advisory Boards to 5, adding the following sectors: <ol style="list-style-type: none">1. Engineering2. Digital3. Health4. Creative Industries5. Sustainability	September 2024

Aim 2:

Continue to embed Character Strengths within Personal Development sessions to improve transferable (soft) skills for students and apprentices.

Objectives:

1. Embed communication, teamwork, problem solving and time management into the Personal Development programmes for all students on 16-19 study programmes as appropriate for the level of study.
2. Further develop My Skills for Success for all apprentices to enable them to improve communication, teamwork, problem solving and leadership skills where appropriate
3. Increase the number of courses that can be delivered flexibly for adult students.

Link to National, Regional and Local Priorities		
<p>Soft Skills have been identified by the Norfolk and Suffolk LSIP as an area that employers believe requires improvement, especially in Communication, Teamworking, Problem Solving, Time Management and Leadership. Whilst these skills have been identified as a local need, improving these will have a regional and national benefit for businesses.</p> <p>Currently students on 16-19 study programmes develop their soft skills through character strengths, which will be further enhanced to cover professional attributes.</p>		
23/24 Baseline Numbers	24/25 Planned Volumes	Deadline Date
<p>Study Programmes: 3392</p> <p>Level 2 Team Leading = 13</p> <p>Level 5 ILM = 15</p> <p>Short courses in communication, problem solving and time management = 10</p> <p>Career Ahead programme for DWP = 0</p> <p>Apprentices: 1900</p>	<p>Target for 16-19 cohort = 3500</p> <p>Level 2 Team Leading = 25</p> <p>Level 3 ILM = 35</p> <p>Level 5 ILM = 25</p> <p>Short course in communication, problem solving and time management = 100</p> <p>Career Ahead programme for DWP= 30</p> <p>Apprentices: 2200</p>	<p>July 2025</p>

Aim 3:

Continue to develop digital skills for industry, especially advanced digital skills.

Objectives:

1. Increase Digital T-Level enrolments.
2. Embed Microsoft Applications within 16-19 mainstream curriculum at Level 2 and Level 3.
3. Develop Website Updating and Development as part of the current Digital curriculum.
4. Continue to develop digital T-Level pathways.
5. Increase the number of Adult students undertaking digital qualifications including ICT courses at Level 3 and above.

Link to National, Regional and Local Priorities

Digital skills have been identified by the Norfolk and Suffolk LSIP as an area that employers believe requires improvement, especially in social media marketing, general Microsoft applications, website updating and development to more advanced digital skills using virtual and augmented reality technologies. The College has already started working with businesses to develop the advanced skills they require within a state-of-the-art facility with an Extended Reality Lab (XR Lab). The College is also at the center of developing digital skills for teachers through the Computing Hub.

The Computing Hub aims to transform the way computing is taught in schools across the region – and enable more young people to benefit from studying this important subject. Through this, we believe that their skills and career opportunities will be enhanced.

Computing Hubs are led nationally by The National Centre for Computing Education (NCCE) and are funded by the Department for Education.

As with other aspects of the Norfolk and Suffolk LSIP, these skills have been identified as a local need; however, improving digital skills will also help address the UK's Digital Strategy.

23/24 Baseline Numbers	24/25 Planned Volumes	Deadline Date
Digital T-Level = 19 Adults: Essential Digital Skills = 67 Level 2 Award in Digital and IT Skills = 16 Level 2 Digital Marketing = 28 Level 2 Cyber Security = 6 Level 3 Digital = 5 Computing Hub engagement = 195	Digital T-Level Target = 24 Adults: Essential Digital Skills Target = 100 Level 2 Award in Digital and IT skills = 50 Level 2 Digital Marketing = 40 Level 2 Cyber security= 15 Level 3 Digital = 20 Computing Hub engagement Target = 250	July 2025

Aim 4:

Continue expanding and refining our renewable skills offer to meet the Net Zero and sustainability agenda both locally and nationally.

Objectives:

1. Embed sustainability into the existing 16-19 study programmes at Level 2 and Level 3
2. Introduce an apprenticeship for Heat Pump Operatives
3. Increase the number of adult students undertaking sustainability courses including the up skilling of adults wishing to retrain in sustainable technology.

Link to National, Regional and Local Priorities

While skills around Net Zero have been identified by the Norfolk and Suffolk LSIP as an area that employers believe requires improvement, there is a more general requirement to upskill individuals with knowledge around sustainability overall. Improving knowledge and skills in this area will help to support the climate change agenda.

23/24 Baseline Numbers	24/25 Planned Volumes	Deadline Date
16-19 Study Programme: Level 2 = 874 Level 3 = 1607 Adults: Installation and Commissioning of Electric Vehicle Charging Equipment in Domestic, Commercial and Industrial Locations = 0 Level 2 sustainability / Climate Change=8 Short courses in sustainability within business sectors=2 Heat Pump Operatives Apprenticeship: 0 Level 4 IEMA = 0	16-19 Study Programme: Level 2 target = 901 Level 3 target = 1658 Adults: Installation and Commissioning of Electric Vehicle Charging Equipment in Domestic, Commercial, and Industrial Locations Target = 10 enrolments Level 2 sustainability / Climate Change Target = 20 Short courses in sustainability within business sectors=20 Heat Pump Operatives Apprenticeship: 10 Level 4 IEMA Target = 40	July 2025

Aim 5:

Provide additional provision to support the Agri-Tech / Food industry.

Objectives:

1. Introduce a new programme covering drone technology (crops and animal husbandry) – collaborate with partners to create commercial drone awareness courses leading to pilot courses that support Agri-Tech and Food industry

Link to National, Regional and Local Priorities

Provision within the Agri-Tech and Food industry is mainly supported by colleges within Norfolk and Suffolk who have land-based provision; however, the Norfolk and Suffolk LSIP have identified a skills gap which require some specialist provision. The Agri-Tech and food industry rely on much more than just farm/food direct skills and it is possible to support employers within the region by providing commercial courses related to Drone Technology.

23/24 Baseline Numbers	24/25 Planned Volumes	Deadline Date
Zero	Drone Technology Target = 3 for 2023/24 10 for 2024/25 20 for 2025/26	July 2025

Aim 6:

Continue to improve Maths outcomes for 16-19 students.

Objectives:

1. Increase 16-19 Study programme pass rate of Grade 4 and above GCSE achievement rate.

Link to National, Regional and Local Priorities		
Good mathematical foundations are essential for the development of businesses across the country and are a basic skill that all individuals need in modern society. Improving maths outcomes for young people will not only benefit individuals, but they will also benefit the country as a whole.		
23/24 Baseline Numbers	24/25 Target	Deadline Date
22/23 academic year grade 9 to 4 GCSE re-sit pass rate = 18%	23/24 academic year grade 4 and above GCSE pass rate target = 23%. (10% above 22/23 Nr for GFE colleges).	April 2025

Aim 7:

Increase adults studying on higher level courses (including higher apprenticeships) to address the low levels of higher skills.

Objectives:

1. Introduce Higher Technical Qualifications in Engineering and Construction
2. Establish Employer Advisory Boards (as aim 1) to continue to explore HTQs in wider sectors.
3. Introduce Higher Level Apprenticeships in Health.

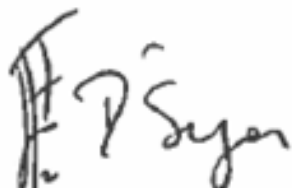
Link to National, Regional and Local Priorities		
Work commissioned by Norfolk and Suffolk County Councils identified that comparatively few students (nationally and locally) are taking courses at Levels 4 and 5, compared to the number taking courses at Levels 3 and 6, resulting in employers and businesses lacking some of the higher-level skills required to meet demand. There is demand for Higher Level Qualifications especially in Health, which would help to support the staffing needs of the NHS.		
23/24 Baseline Numbers	24/25 Planned Volumes	Deadline Date
Launch HTQ's in Engineering and Construction IEMA Level 4=10 CIPS level 4=5 AAT level 4=13	HTQ Engineering target = 20 HTQ Construction target = 20 IEMA Level 4=40 CIPS level 4=5 AAT level 4=15	July 2025

Governing Board Statement

On behalf of West Suffolk College, 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 Governing Board at the meeting on 27 March 2024

The plan will be published on the College's website within three months of the start of the academic year 2024/25 and can be accessed from the following link: <https://www.wsc.ac.uk/about-the-college/policies-and-reports>

Signed:



Chair of Governors

Dated: 27 March 2024

Signed:



Chief Executive and Accounting Officer

Dated: 27 March 2024

Links to other key documents that are referred to or directly relevant:

[Norfolk and Suffolk LSIP](#)

[Cambridgeshire and Peterborough LSIP](#)

[West Suffolk College Ofsted Report](#)

[2022/25 Board Curriculum Review](#)

[2022/23 Annual Financial Statement](#)

[2022/23 Annual Accountability Statement](#)

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T: 01284 701301
E: info@wsc.ac.uk
W: wsc.ac.uk

B/[westsuffolk](https://www.facebook.com/westsuffolk)
A@westsuffolk
V@[westsuffolkcollege](https://www.videosuffolkcollege)

West Suffolk College
Out Risbygate
Bury St Edmunds IP33
3RL



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