

# *SCC Group Annual Accountability Statement*

2024 – 2025 Academic Year

TO BE A BEACON OF **EDUCATIONAL EXCELLENCE**,  
TRANSFORMING THE LIVES OF THE **INDIVIDUALS**  
AND **COMMUNITIES** WE SERVE.

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## Section 1: Purpose

At SCC Group we believe in the value of Education for a Successful Future. The College's overarching vision is to be a beacon of educational excellence transforming the lives of the individuals and communities we serve underpinned by three core values of Respect, Integrity and Kindness.



The SCC Group Strategic Plan 2022-25 was developed in collaboration with key stakeholders, our students, staff, local and regional employers, civic community partners and governors. The process of consultation allowed the senior leadership team to build a picture of what stakeholders want and need from the college. The information gathered through this process was used to agree five strategic objectives that set out what we want to achieve as a college and how we intend to get there.

SCC Group sets out the following objectives through the SCC Group Strategic Plan 2022-25:

### **People**

To be an exceptional employer where staff and students are developed and thrive because they feel valued, engaged, and challenged.

### **External Presence**

To develop a clear eco system with productive links to schools, universities, employers, and other key partners, whilst raising the external profile of the College.

### **Resources & Business Operations**

To manage the College's finances, estates, and resources effectively to provide an exceptional and sustainable learning environment.

### **Sustainability**

To lead by example on environmental sustainability, providing solutions through collaboration and engagement, underpinned by our commitment to the green agenda.

### **Teaching and Learning**

To inspire people in our city and region through the provision of an outstanding, inclusive, and ambitious curriculum that provides an engine for social mobility.

### **Welfare**

To safeguard and promote the health, safety, and positive well-being of all who study and work at the College.



## Section 2: Context and Place

### The communities we serve

Salford City College Group is a large Further Education College in Salford, part of the Greater Manchester City Region and is home to 10,000 students and 620 staff. The College offers courses from Pre-Entry to Level 7 on A level, Vocational, Technical, T Level, Adult and Apprenticeship Learning Programmes.

Following feedback from stakeholders the college took the strategic decision to establish Centres of Excellence across the City. The 'devolved' college model has led to an improved clarity of offer for stakeholders, which has in turn led to a year-on-year increase in enrolments on all types of learning programmes.

Each College retains a specialist skills focus whilst retaining a commitment to support students at all levels of prior attainment:

- City Skills is a Centre of Excellence for Construction and a Centre of Excellence for ESOL (English for Speakers of Other Languages)
- Eccles Sixth Form College is a Centre of Vocational and Technical Excellence
- FutureSkills at MediaCityUK is a Centre of Excellence for Creative and Digital
- Pendleton Sixth Form College is a Centre of Academic Excellence for young people.
- Worsley College is a Centre of Excellence for Industry Skills.
- Apprenticeship Learning Programmes are delivered across the city in a number of key sector areas.
- Community Education, planned as part Adult Education Curriculum offer is delivered with eight community partners. The purpose of the College Community Education provision is to encourage Salford residents to engage in learning to improve their confidence and wellbeing, develop personal skills and support progress to further training, volunteering and/or employment.

In 2023/2024 60% of the student cohort resided in Salford Analysis of travel to learn patterns identifies that the provision is predominately place based, particularly so for Community Provision and the highest proportion of school leavers come from Salford schools. However, the geographical location of Salford also means that a number of students also travel into Salford from surrounding boroughs. Adult learners and apprentices are more likely to travel from outside of area, and apprentices in particular travel from locations such as Birmingham, Liverpool, and Leeds to access regionally recognised provision.

### Economic and Social Characteristics of the area

The Greater Manchester City Region is home to 2.8 million people with a further 7 million people living within a 1-hour commute. The region is home to c125,000 businesses who between them employ 1.34m people. The GM (Greater Manchester) economy delivers £77.8bn GVA (2022) and the City Region has an ambitious strategy for growth that aims to provide wider opportunities for its residents to access and benefit from jobs that are well paid, secure and offer good employment opportunities that will benefit businesses and residents in GM and beyond.

The College plans a curriculum that is aligned to its strategic vision and values, responds to employer, LMI needs and GMCA (Greater Manchester Combined Authority) priorities including the Greater Manchester Industry Strategy, the Greater Manchester Skills Strategy Good Lives for All 21-31, the Local Skills Improvement Plan (LSIP) the GMCA Adult Skills Objectives and the new Salford Employment and Skills Strategy 23-28, whilst retaining its social and moral remit to address social disadvantage in an area of significant deprivation.

Salford's economy and labour market has seen unprecedented change in recent years. The city is now home to a vibrant economy that is leading growth in Greater Manchester. Census 2021 data shows that the city's population grew by 15.4% between 2011 and 2021, to reach 269,900.

The percentage increase in Salford's population was 2.5 times higher than the national average (6.6%) and three times higher than the Northwest average. No other local authority in northern England grew by more than 10%. Growth was fastest among people aged between 25 and 40 – the number of people aged between 30 and 34 living in Salford grew by a 42% between 2011 and 2021. The proportion of Salford's population born outside the UK has also risen quickly, from 14% in 2011 (33,000 people) to 21% in 2021 (57,000 people).

There is strong growth in demand for labour from employers in Salford and despite weak national economic growth and the impact of the pandemic, the number of employee jobs in Salford in the five years between 2016 and 2021 grew by 19%, more than four times faster than the national average. Almost 90% of these new jobs were full time roles. The highest volumes of jobs in Salford (and some of its fastest growing sectors) are found in areas such as health, information and communication, and professional/scientific/technical services – sectors which tend to rely on well paid, highly skilled work. There has also been strong growth in employment within the city's increasingly vibrant cultural economy.

A profound shift in the pattern of work among Salford residents has also taken place. In 2022 52% of working Salford residents were employed in highly skilled associate professional, professional or management roles – this is above the national average. The comparable figure for Salford in 2018 was 38%, well below the national average at the time. Meanwhile median incomes for working Salford residents in 2022 was £28,801 – level with the national average and 11% higher than the Greater Manchester average.

However, this economic success story is contrasted by a very different picture for many Salford residents. Salford is ranked the 18th most deprived local authority area in England, out of 317 in the Index of Multiple Deprivation (IMD). It has a higher than national average number of pupils who leave school without achieving a Level 2 qualification, a higher than national average of adults claiming Universal Credit (6.3% compared to a national average of 4.6%) and a higher than national average of young people who are not in employment, education, and training (NEET).

Improving the percentage of pupils achieving a 9-4 pass in English and maths is considered one of the key priorities for children in Salford. Currently Key Stage 4 (KS4) outcomes for the young people in Salford are in the bottom 10% of local authorities nationally and this has been the picture for the past three years. Salford success rates for GCSEs are amongst the lowest in the country and Salford has the third lowest average Attainment 8 score, and third lowest average Progress 8 score out of 150 local authorities in England. Overall performance at the end of Key Stage 4 in 2019 for Salford is 'well below average' at -0.54 compared to -0.03 national state-funded schools in England.

There are 2,000 individuals in Salford supported by high needs funding via Education Health and Care Plans (EHCPs). This is 3.4% of children in Salford (the national average is 2.9%). The number of children in the city with EHCPs has risen by 50% since 2016 and is projected to increase further over the next few years. These socio-economic challenges have been further exacerbated by the ongoing impact of the pandemic and successive lockdowns.

Of particular concern is the proportion of Salford Residents who are economically inactive; the number of people of working age who are not in work or not seeking work has risen sharply since the pandemic. Today 1 in 9 working aged people in Salford are not in work, not seeking work, and in receipt of DWP (Department for Work and Pensions) benefits (usually due to health conditions). The number of Salford residents claiming these benefits is at its highest level since comparable records began in 1999.

A higher-than-average proportion of these claimants in Salford are under 40. Those affected are concentrated in Salford's deprived neighbourhoods. For example, residents of Little Hulton are seven times more likely to claim Universal Credit (no work requirements) than those living in Boothstown and Ellenbrook, a couple of miles away. Some areas in the city, notably Broughton, Langworthy and Little Hulton, experience unemployment rates of 11% compared to the national average of 4.3%. The most deprived parts of the city are concentrated around Langworthy, Irwell Riverside, and Broughton in Central Salford, with smaller pockets in the East Locality, notably Little Hulton and Winton. Other long-standing problems such as relation to low levels of self-employment and high numbers of residents with low or no qualifications also remain.

The college is working with stakeholders to ensure that it supports more young people, unemployed and economically inactive adults, and existing workers in low paid jobs; to gain qualifications and upskill so they can access fair share of Salford's thriving economy.

## Section 3: Approach to developing the Annual Accountability Statement 24/25

### A Focus on Skills

The College approach to measure and advance college progress in meeting local skills needs is underpinned by The Skills and Post-16 Education Act to level up and drive economic growth across the whole country aligned to national, regional, and local priorities.

The introduction of the new Curriculum and Quality roles within the Senior Leadership Team and the diversification of the experience and backgrounds of the Governing Body in recent years has significantly increased the skills and experience at a senior level to drive the focus on skills at the College.

The College has a Lead Governor for Local Skills and in June 2022, the Quality and Standards Committee received a presentation from the Group Principal outlining the SCC Cycle (Strategic and Continuous Curriculum Cycle) to outline the college's approach to ensuring that curriculum planning is responsive to local skills.

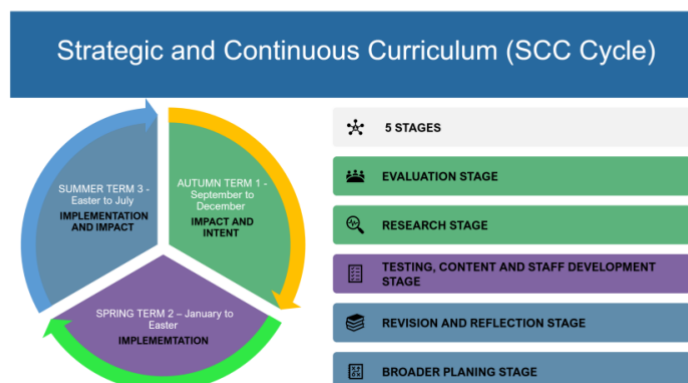
Through the SCC Group Strategic and Continuous Curriculum Cycle, the college uses analysis of labour market information, destinations, learner, employer and stakeholder feedback to inform its curriculum offer and support learner progression.

At a macro level, the College has used information provided by The Greater Manchester Local Enterprise Partnership (LEP), the Greater Manchester Strategy, the Greater Manchester Industrial Strategy, and the Greater Manchester Employment Skills Advisory Panel (ESAP) and the GM Local Skills Improvement Plan (LSIP) to inform its approach. It is also a key stakeholder and delivery partner of the new Salford Employment and Skills Strategy 2023-2028. The College also has well established mechanisms to access real time intelligence from employers and stakeholders such as Employer Curriculum Boards, staff participation in Industry Days and the Industry Partner initiative.

### The Salford City College Group Strategic and Continuous Curriculum Cycle

Through the SCC Cycle and SCC Intent the college sets out its vision to provide outstanding high-quality learning experiences that are aligned to national, regional and local skill needs. The college also identifies the need to support those furthest from the labour market, through the provision of first steps education programmes that provide the skills students need in order to access more vocationally aligned provision in the future.

#### SALFORD CITY COLLEGE GROUP STRATEGIC & CONTINUOUS CURRICULUM CYCLE



The impact of this activity will be monitored through the assessment of the curriculum offer through Strategic and Continuous Curriculum Cycle (SCC Cycle) Quality Cycle and the Accountability Agreement Action Plan (below) and at a quantitative and qualitative level through analysis of recruitment numbers, key performance indicators, positive and sustained destinations and the capture of learner voice through teaching and learning surveys, learners and stakeholder focus groups feedback.

It will also be monitored and scrutinised by the Governance Corporation committee and meeting schedule, notably in the Strategy, Finance and Resource Committee and the Quality and Standards Committee but also throughout the academic year through meetings with the Lead Governor for Skills.

### The College Curriculum Intent

The College's overarching teaching and learning strategic objective is underpinned by a framework of Curriculum Intent. It sets out the expectation for all learning programmes to deliver an inclusive, high quality and consistent curriculum that supports the development of literacy and numeracy, embeds a focus on careers and skills development and provides a supportive and enriching learning environment in which to study. This includes a commitment to ensure that employers and stakeholders are actively involved in the co-design of curriculum content.

# CURRICULUM INTENT



SCC  
GROUP  
EDUCATION FOR A  
SUCCESSFUL FUTURE

INCLUSIVE HIGH QUALITY LITERACY & NUMERACY CAREERS & SKILLS SUPPORT



## Section 4: SCC contribution to national, regional and local skills needs.

### National Priorities

As part of its approach the college considers how it contributes to national as well as local skills priorities. National Skills Priorities have been agreed across Government and are areas with high volumes of vacancies which are expected to increase.

These sectors are detailed below:

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

### A Level Provision

The college delivers A Levels that are aligned to national skills priorities and the A Level curriculum offer is planned to support students to progress into priority sectors albeit following undergraduate programmes of study.

### Essential Skills

The college remains committed to supporting the development of essential skills in English, Maths up to and including Level 2 in English and Mathematics and up to and including Level 1 for Digital. All students on Education for Young People Study Programmes undertake GCSE English and/or Maths if they have not achieved a Level 2 in these subjects by the time they have left school. The Adult Education Curriculum is planned to provide pathways in English, Maths and Digital Courses. Students can access English, Maths and Digital skills from Pre-Entry to Level 2.

### Pathways to priority areas for those not immediately ready to access priority areas.

The college recognises that not all students will be able to access priority vocationally relevant programmes immediately, and the college curriculum offer (including its adult community provision) provides first steps education to support, upskill and prepare students for transition into progression routes that will provide for longer-term uptake and success of national priorities.

### Local Priorities

#### Local Growth Corridors and Salford and Greater Manchester Priority Sectors areas

Six key growth locations have been identified as part of the Greater Manchester Growth Location Update. Salford can expect to benefit from growth in jobs in notably the Central Cluster and the Western Gateway, but it is reasonable to expect that given the Salford residents can benefit from opportunities across GM given its location.

#### Central Cluster

Located in Manchester and Salford with plans to create 90,000 new jobs in digital/creative/media and professional services with strong links to universities and Research and Development facilities to build on the innovation strategy. The plans also include 15,000 low carbon homes and a high, continued demand for jobs in construction, leisure and culture as this sector looks to expand further with new facilities.

#### Western Gateway

The ambition is to build on links with Liverpool Freeport with the establishment of a tri-modal freight hub – Port Salford. 25,000 new jobs will be created around logistics, distribution, advanced manufacturing, and a



focus on low carbon technologies in Trafford Park. 21,000 new homes and supporting infrastructure to be built.

The Western Gateway is a key development for Greater Manchester, developing connections with the Port of Liverpool, and the rest of the world. The Western Gateway also provides for the economic growth of the Central Growth Cluster core economic area through the development of a tri-modal freight hub at Port Salford. Port Salford's further development will provide sustainable freight transport operations which will include rail and road links, on-site canal berths, rail spur and container terminal.

The Western Gateway has the potential to create 25,000 new jobs, capitalising on the unrivalled port connectivity and planned employment space at Carrington, Port Salford, Partington and Trafford Park, alongside the regional leisure, retail and hospitality destination at Trafford City. Logistics and distribution sector employment will be created, with opportunities accessible to local communities with existing skills in this sector and further opportunities for development. Employment growth will also be created in the low carbon energy sector, linked to the development of a low carbon energy innovation park at Trafford Park.

### **Airport/Southern Growth Corridor**

Manchester Airport is a vital link for international trade and tourism. Future growth plans will see the expansion of existing businesses in Airport City with a focus on distribution, warehousing and logistics whilst attracting more Head Offices to be based there. The growth plans also include developments in nearby Stockport town centre including GM's first Mayoral Development Corporation with significant new developments planned or currently underway. Transport infrastructure will be developed across the area with the building of a station for HS2 servicing the airport and surrounding area and the wider north.

### **Eastern Growth Cluster**

Centred around Tameside to take advantage of growth happening in advanced materials/manufacturing with a focus on coatings, plastics and textiles. Tameside has invested over recent years in its digital infrastructure, and this will continue to attract new hubs for future growth.

### **Northeast Growth Corridor**

Based around Rochdale, Oldham and Bury, the centrepiece is 'Atom Valley' with a focus on early-stage developments around advanced manufacturing, materials and other product development and research businesses. This area is already the site of the Advanced Machinery and Productivity Institute (AMPI), and developments here will offer a link with West Yorkshire and parts of East Lancashire.

### **Wigan and Bolton Growth Corridor**

Focused on logistics, manufacturing (especially food) and health innovation/life sciences; 12,000 new homes to be built and significant upgrades to existing infrastructure including a new mainline station at Golborne.

Employment creation will be generated through the regional centre with direct opportunities through the Oxford Road Corridor, Manchester Piccadilly and Salford's Innovation Triangle comprising Media City and The Quays (including future growth at Wharfside), Salford Crescent and Salford Royal Foundation Trust.

Salford Crescent will be connected to the wider world with a new transport hub, enabling easier access to Manchester wide city region and beyond. This will include improved cycling and walking routes and the transformation of Salford Crescent Train Station to include a Metrolink Stop. Salford Royal is a large University teaching hospital, within walking distance of two of our colleges and is one of the 'Top 100 Hospitals in the World.'

The following sectors are identified in Greater Manchester Local Authority Growth Plans:

### **Sector priorities identified in Local Authority Growth Plans**

<b>Sector</b>	<b>Salford</b>	<b>Manchester</b>	Bolton	Bury	Oldham	Rochdale	Stockport	Tameside	Trafford	Wigan
Construction	X	X	X	X	X	X	X	X	X	X
Logistics	X		X	X			X			X
Health	X	X	X	X	X	X	X	X		X

Education	X	X	X	X	X	X	X	X		X
Health Innovation			X							
Green/Net Zero	X	X		X	X	X	X	X	X	X
Manufacturing	X	X	X	X	X	X	X	X	X	X
Hospitality*		X		X	X					
Professional Services	X	X			X	X	X	X	X	X
Digital/Creative/Media	X	X								

\*Salford identifies all priority areas, except hospitality, but given its proximity to Manchester, and intelligence received from Salford employers and stakeholders, courses preparing students to go into this sector can be assessed as responding to local skills needs.

The *Greater Manchester Local Skills Improvement Plan* identifies 7 key sectors as priority skills areas for Greater Manchester underpinned by the need to develop skills linked to readiness and aptitude for work.

Sector Areas	'Softer Skills'
Manufacturing and Engineering	<ol style="list-style-type: none"> <li>1. Basic IT/Digital Skills</li> <li>2. Essential literacy and numeracy</li> <li>3. Leadership and Management</li> <li>4. Net Zero/Sustainability</li> <li>5. Basic, soft skills specific to the workplace</li> </ol>
Financial and Professional	
Digital and Technology	
Creative, Culture and Sport	
Construction and the Green Economy	
Health and Social Care	
Education and Early Years	

The LSIP also provided more granular detail about the types of roles that will be required which are detailed below:

Construction	Priority for Action
Retrofitting	Urgent Priority
Steel Erection	High Priority
Structural Fabrication	High Priority
Construction Process Management, Site Engineering, Project Management	High Priority
Quantity Surveying	High Priority
Building Envelope Design	Medium Priority
Digitalisation in Construction methods	Medium Priority but provision will need to be increased and become more specialised
Core Construction Skills	Currently low priority but increasing demand means the volume of courses will have to expand to meet demand.
Logistics and Warehousing	Priority for Action
Future Skills in Logistics	Urgent priority for operational skills around use of automated lines/drones etc High Priority for general software skills and coders for equipment/picking lines
HGV & Bus Driving	High Priority – increasing demand coupled with labour shortages.
Forklift Operation	High Priority – rapid increase in demand with new warehouses and failure for provision to keep track
Warehousing	High Priority – labour market shortages impacting recruitment.
Health and Social Care	Priority for Action
Nursing	Urgent Priority for provision – the degree route for nursing is impacting on recruitment numbers plus there are specialist areas in critically high demand such as Mental Health.

Social Care	High Priority – chronic labour shortages are impacting more than skills provision. 20 Employers reluctant to release staff for training in a sector with a severe labour shortage and it is difficult to attract staff into the sector
<b>Education</b>	<b>Priority for Action</b>
Teaching – Stem & Digital HIGH PRIORITY Teaching - LOW	High Priority – current provision demand is met but severe labour shortages are impacting the sector.
Supporting Teaching and Learning	High Priority - current provision demand is met but severe labour shortages are impacting the sector
<b>Manufacturing and Engineering</b>	<b>Priority for Action</b>
Green Skills, Lean Manufacturing and Sustainability	Urgent Priority especially around energy efficiency/waste management. These are transferable into other 'trade' sectors
Robotics and Automation Technologies	High Priority
Electrical Trades, Electricians, Electronics Engineers and Technicians	High Priority
Computer Aided Manufacturing and Digitalisation in Manufacturing	Medium Priority, but demand will continue to increase and pace of technological change will also need to be managed.
Traditional Manufacturing/Engineering Skills	Medium - Welders are in demand but currently there is adequate provision. This could change however with a small increase in demand. Low Priority for machine operators and Medium Priority for Fitters, but labour shortages are impacting on the supply of labour and attracting new entrants to the industry.
<b>Retail and Hospitality</b>	<b>Priority for Action</b>
Chef & Cooking skills	Low Priority but very big labour demand with increasing competition
Customer Facing Skills	Medium Priority - staff with good skills in high demand – labour shortages due to recruitment issues for the sector. Some of this will be met by part-time labour
<b>Financial, Business and Professional Services</b>	<b>Priority for Action</b>
Sales & Business Development	High Priority for Sales courses – widespread feedback from employers that these skills in high demand. Medium Priority for Business Development
Accountancy and Finance	Medium Priority
Law	Medium Priority though labour market conditions are impacting supply.
Administration	Low Priority but demand is increasing beyond traditional office roles
<b>Digital and Technology</b>	<b>Priority for Action</b>
Cloud Computing	High Priority
Data Analytics	High Priority
Emerging Technologies (AI (Artificial Intelligence)) High Priority	High Priority
Software Development High Priority and demand is increasing	High Priority and demand is increasing
Cybersecurity	Medium Priority but increasing demand and levels of importance
Essential IT skills for Business	Low Priority, but demand is increasing as employers become more aware of gaps and shortfalls

\*This additional detail omits reference to roles in notably Sport and Creative sectors; however, this has clearly been identified as a priority in the LSIP.

## Section 5: Accountability Agreement Objectives aligned to SCC Strategic Plan

College Strategic Aims and Objectives/Accountability Agreement Objective	Actions/SMART Targets	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><b>Strategic Priority: Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>To inspire people in our city and region through the provision of an outstanding, inclusive, and ambitious curriculum that acts as an engine for social mobility.</li> </ul> <p><b>AA Objective 1</b></p> <ul style="list-style-type: none"> <li>To develop a comprehensive curriculum that commits to local people securing local jobs and is employer led.</li> </ul>	<p>To identify the area of shortage/skills need and plan, deliver and promote provision that support learners into positive destinations in these priority sectors.</p> <p>Continue to develop deliver and build capacity in provision in key regional priority sector areas leading to growth in recruitment numbers, notably in Health and Social Care, Construction and Digital <i>and</i> Creative and Finance, Business and Professional Services, a key priority for Salford.</p> <p>Continue to add to T Level portfolio with an offer in Business Administration and Design, Surveying and Planning, Building and Engineering Services for 24/25.</p> <p>Develop 4 more transition pathways into employment in the sectors highlighted above for adult learners, including the introduction of more ESOL Sector Specific Bridging Programmes, Sector Based Work Academies and Bootcamps for adult learners.</p> <p>Deliver more Free Courses for Jobs courses with a particular focus on customer service and sales.</p> <p>Explore further opportunities for Apprenticeship pathways in notably in clinical care, digital and leadership and management.</p> <p>Enhance the Supported Internship offer for learners with special educational needs and introduce an SCC College Supported Internship in 24/23.</p> <p>Explore opportunities to deliver programmes that support the logistics and manufacturing sector. This is not something that the college has historically delivered programmes in due to resource and infrastructure constraints, and the limited options for progression. However, the college will seek to diversify and explore alternative options given intelligence that this sector will have increasing</p>	<p>A curriculum that is fully aligned to national skills priorities across all provision types, and which exposes students to real world industry and high education experience supporting positive and sustained destinations that are above national average.</p> <p>Employer and Stakeholder Survey Results will demonstrate high levels of agreement that are 90+.</p> <p>Ofsted judgement that the curriculum offer meets national, regional and local skills needs.</p>

	<p>skills and recruitment needs linked to future development projects planned in Salford and the region linked to the Central Cluster and Western Gateway Growth Clusters. Ensure delivery of programmes that will support skills gaps in this area, in 23/24.</p> <p>Deliver sector specific digital skills as part of all learning programmes to upskills and prepare learners and/or employees already in the sector to support their positive progression in 23/24.</p>	
<p><b>Strategic Priority: Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>To inspire people in our city and region through the provision of an outstanding, inclusive, and ambitious curriculum that provides an engine for social mobility</li> </ul> <p><b>AA Objective 2:</b></p> <ul style="list-style-type: none"> <li>To provide high quality aspirational learning experiences that will lead to outstanding levels of learner engagement, achievement and progression to next steps</li> </ul>	<p>To maintain the focus on delivering an ambitious curriculum ensure that students gain access to a variety of learning experiences with external stakeholders that link to their curriculum and provide information about routes into industry and/or HE (Higher Education). This will include visits from guest speakers, visits to employers and Higher Education Institutions (HEIs), academic and skills workshops, participation in live briefs and through participation in local and national skills competitions for learners on all programmes.</p> <p>To plan high quality learning experiences that will develop excellent personal and employability skills through a variety of career and work-related, curriculum enhancement and enrichment activities for learners on all programmes</p> <p>To ensure that all learners have access to high-quality learning careers advice and guidance that highlights opportunities and progression routes onto academic and technical pathways for learners on all programmes.</p> <p>To continue to use a wide variety of information taken from Industry Days, Employer Curriculum Boards, Industry Partners, and stakeholder feedback to inform and develop their curriculum planning and content to best support the learners in their care, increasing the number of employers engaged in the activity above by 10% in 23/24.</p> <p>To embed the development of non-sector specific skills, ‘aptitude for work’ skills that will support learners to develop their interpersonal, literacy, numeracy, digital and workplace specific skills as part of all learning programmes.</p> <p>To build on the success of the <i>Life after College</i> series to ensure students <i>and parents</i> are provided with the opportunity meet with industry and academic professionals to support their next steps at all colleges.</p>	<p>Our value-added performance and/ or achievement will be at or above national benchmark.</p> <p>We will achieve positive and sustained destinations that will exceed the national average.</p> <p>Teaching and Learning Survey Results will demonstrate high levels of agreement that are 90+.</p>

<p><b>Strategic Priority: Sustainability</b></p> <ul style="list-style-type: none"> <li>To lead by example on environmental sustainability, providing solutions through collaboration and engagement, underpinned by our commitment to the green agenda.</li> <li>To educate students, staff and stakeholders to build a more sustainable future.</li> </ul> <p><b>AA Objective 3:</b></p> <ul style="list-style-type: none"> <li>To use labour market intelligence and stakeholder feedback to anticipate and plan new provision that is aligned to the Green Economy.</li> <li>To educate students, staff and stakeholders to build a more sustainable future and highlight initiatives such as <i>Green Week</i>.</li> </ul>	<p>Through the SCC Cycle ensure a responsive and ambitious curriculum offer that responds to the needs of the green economy across sector areas.</p> <p>To complete the build of the Low Carbon Heating Skills Centre at City Skills, in partnership with local renewable experts Groundtherm. Technology will include operational air source heat pumps and solar thermal roofing and installation kit, as well as demonstration ground source heat pump.</p> <p>To deliver more Low Carbon Heating Technician Bootcamps, in partnership with the Greater Manchester Combined Authority.</p> <p>To support the development of the new apprenticeship standard in Low Carbon Heating Technician, which is pending final approval by the Institute for Apprenticeships and Technical Education.</p> <p>To Participate in the Mayor’s Taskforce Subgroup: Skills Net zero Construction.</p> <p>As part of the overarching SCC Curriculum Intent, ensure that curriculum specialists respond to labour market intelligence and stakeholder feedback to embed green skills through their curriculum design, skills development and planned academic and extracurricular enhancement activity.</p> <p>Ensure an increased focus on sustainability and low carbon unit and topic choices in programme areas across the group.</p> <p>Educate learners and staff about how they can support the green agenda through tutorial, curriculum and wider college activities, such as the sustainability tutorial programme, RHS (Royal Horticultural Society) Big Seed Week, No Mow May, the Re-use clothing initiative, Swish, the SCC Group Green Car scheme, the SCC Group ‘Green Teams.’</p> <p>Ensure that the college leads by example through its strategic objective to develop a net zero college and pro-actively seeks opportunities to promote the green agenda.</p> <p>Through the SCC Group Low Carbon and Sustainability Action Group with staff and student participation from across the group.</p>	<p>A curriculum that delivers green skills across all provision types of provision underpinned by curriculum content that highlight impact of green economy on future jobs.</p>
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<p><b>Strategic Priority: People</b></p> <ul style="list-style-type: none"> <li>To be an exceptional employer where staff and students are developed and thrive because they feel valued, engaged, and challenged.</li> </ul> <p><b>AA Objective 4</b></p> <ul style="list-style-type: none"> <li>To be the College of choice: attracting, appointing and retaining high quality talent, who are value driven, hard-working and excellent practitioners in their field</li> <li>To develop a workforce with the skills required to deliver high quality learning experiences across identified priority skills area.</li> <li>To ensure that staff are developed, feel a part of and actively engage in all aspects of college life</li> </ul>	<p>Recruit teachers with skills and knowledge in priority subject areas. (STEM, Construction, Digital, Health) through initiatives such as Grow Your Own, Referral bonuses, Golden Hellos, The Championing Student Teacher initiative.</p> <p>Continue to enhance wrap around support for newly qualified teachers through the SCC ECT Programme.</p> <p>Develop range of pathways for entry into teaching profession.</p> <p>Continue to develop “Be Outstanding” programmes for Teaching Staff including an Industry Upskilling Programme aligned to skills sector requirements.</p> <p>Utilise training and upskilling opportunities facilitated through the Local Skills Improvement Fund.</p> <p>Achieve a high retention rate of highly skilled industry relevant teachers. To continue the #WELLSTUDENT and #WELLSTAFF initiatives to allow launched with online digital resources created for both staff and students to access a range of resources in support of their mental, physical, emotional and financial wellbeing.</p>	<p>A highly skills relevant and diverse workforce who have the skills, knowledge and industry experience that addresses current and future workforce needs.</p>
<p><b>Strategic Objective: Finance</b></p> <ul style="list-style-type: none"> <li>To manage the College’s finances, estates, and resource is effectively to provide an exceptional and sustainable learning environment.</li> </ul> <p><b>AA Objective 5:</b></p> <ul style="list-style-type: none"> <li>To continue to pursue opportunities that will build capacity for growth in provision in key sector areas.</li> </ul>	<p>To continue to seek out opportunities to ensure that improvements to the college estate support and align to local skills agenda.</p> <p>To continue to seek out bids that support the development of a varied curriculum that will engage and upskill learners and employees in areas that are aligned to the local skills offer.</p> <p>Apply to continue the delivery of the Multiply Programme for an additional year to support the development of numeracy skills for adult learners.</p> <p>To ensure that funding received through the Local Skills Improvement Fund support resources to deliver curriculum that is aligned to skills priorities.</p> <p>To bid for further opportunities to broaden the Bootcamp Curriculum Offer in line with local skills needs.</p> <p>To continue to work with stakeholders and resource to deliver additional Sector Based Work Academies.</p>	<p>To deliver a curriculum with high quality resources that are aligned to local skills priorities and support students to access real world industry standard resources.</p>

	<p>To resource additions to the suite of Apprenticeship Standards that are aligned to local skills needs.</p>	
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The impact of this activity will be measured through the SCC Cycle process, monitoring of recruitment numbers, and ongoing feedback from stakeholders.

It will also be monitored and scrutinised by the Governance Corporation committee and meeting schedule, notably in the Strategy, Finance and Resource Committee but also throughout the academic year through meetings with the Lead Governor for Skills.



## **Section 6: Supporting Information**

[Strategic Plan - Salford City College \(salfordcc.ac.uk\)](https://www.salfordcc.ac.uk)

The Greater Manchester Local Skills Improvement Plan: [gm-lsip-updated-08aug2023.pdf \(gmchamber.co.uk\)](https://www.gmchamber.co.uk/gm-lsip-updated-08aug2023.pdf)

[Salford Employment and Skills Strategy \(partnersinsalford.org\)](https://partnersinsalford.org)

[The Post-18 Education Review \(the Augar Review\) recommendations - House of Commons Library \(parliament.uk\)](https://www.parliament.uk)

[16 to 19 funding: 16 to 19 tuition fund - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Introduction of T Levels - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Levelling Up the United Kingdom - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Skills for jobs: lifelong learning for opportunity and growth - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Multiply: funding available to improve adult numeracy skills - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Our priorities, the Great Eight • Salford City Council](https://www.salfordcc.ac.uk)

[Adopted Salford Local Plan: Development management policies and designations](https://www.salfordcc.ac.uk)

[Greater Manchester Independent Prosperity Review - Greater Manchester Combined Authority \(greatermanchester-ca.gov.uk\)](https://www.greatermanchester-ca.gov.uk)

[Greater Manchester's Local Industrial Strategy - Greater Manchester Combined Authority \(greatermanchester-ca.gov.uk\)](https://www.greatermanchester-ca.gov.uk)

[Greater Manchester's Growth Locations \(aboutgreatermanchester.com\)](https://www.aboutgreatermanchester.com)

[13A GM ESAP Local Skills Report update March 2022 FINAL.pdf \(greatermanchester-ca.gov.uk\)](https://www.greatermanchester-ca.gov.uk)

[GMCA \(Greater Manchester Combined Authority\) Part A Report Template \(greatermanchester-ca.gov.uk\)](https://www.greatermanchester-ca.gov.uk)

[Unit for Future Skills - GOV.UK.pdf](https://www.gov.uk)

[Careers advice - job profiles, information and resources | National Careers Service](https://www.nationalcareersservice.co.uk)

<https://www.salfordcc.ac.uk/about-us/college-annual-reports-accounts/>

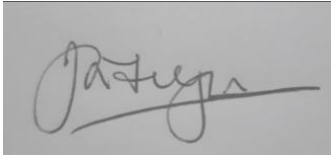
[Salford City College - Open - Find an Inspection Report - Ofsted](https://www.ofsted.gov.uk)

## Section 7: Corporation/ Governing Body Statement

On behalf of the Salford City College Group Corporation, it is hereby confirmed that the college complies with their duty under section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as introduced in the Skills and Post-16 Education Act 2022 (as defined under section 91(3) of the Further and Higher Education Act 1992).

The Corporation has given due regard to this guidance as part of its duty to review how well the education or training provided by the Salford City College meets national, regional and local needs and can confirm that the plan as set out above reflects an agreed statement of purpose, aims and objectives approved by the corporation on 14 May 2023.

The plan will be published on the college's website within three months of the start of the new academic year.



Jackie Flynn  
Chair of Governors  
Dated: [OBJ]



Rebecca Parks  
Principal/Chief Executive and  
Accounting Officer