

Accountability Statement

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Mission and Vision

The Chesterfield College Group's (CCG) strategic curriculum intent is set out in our new Strategic Plan 2024-2027 which is defined at a corporate level through the mission and vision.

Our vision sets out how we wish to be recognised as an organisation, as a highly responsive education business which supports people development for our local economy.

Our Mission:

Inspiring futures
Changing lives



Our strategic aims and the delivery of our mission and vision are framed around the concept of our 5 strategic priorities (the 5Ps) being People, Performance, Planet, Prosperity, Place. The CCG ethos centres around a people first approach; we believe that the development, happiness and wellbeing of our people is the cornerstone of success. Whilst operating within an environment which is challenging and unpredictable, our focus on the wellbeing, development and support of our people is an area of continuous development for the CCG.

Working effectively in partnership with our governing body, this people centred focus remains at the heart of every decision we make, thus assessing the impact on our staff, students and the communities we serve. This approach is built on developing trust, accountability and with the belief that teams make better decisions than individuals and we are all "in it together".

Our Vision:

**Empowering people
through education,
where individuals grow
and communities thrive.**

Our Core Values

We prioritise the wellness of our students and colleagues; we provide a safe and supportive environment in which to work and learn.

Our strategic intent and the framework of the 5Ps also translate into the core values for students and staff.

To treat everyone with respect

Treating everyone with dignity, respect and kindness.

To be an inclusive college

Creating an environment where everyone is welcomed, valued and celebrated for who they are.

To operate with integrity

Being honest and trustworthy in everything we do.

To be accountable

Taking ownership together, for the continual success of our college.

Purpose and Strategic Aims

The CCG exists to inspire the future of our local people and the economy through high quality teaching and learning, and clear progression routes into good jobs, whilst building resilience and ambition for a positive future for every student and member of staff.

Building ladders of progression for our students and apprentices sits at the heart of our strategy. Being recognised for our ability to provide a platform for progression is critical to develop our student numbers whilst influencing the ambitions of our students and apprentices, supporting them to aim high and achieve well.

Our strategy focuses primarily on our people; students, apprentices and staff together with the external stakeholders who utilise our services and support us in the development of our business. Our strategic priorities – ‘The 5Ps and Strategic Achievements’ are at the heart of everything we do, every decision we make and every opportunity we embrace as we develop our organisation as a leading provider of education and skills.

Our new 3-year strategic plan continues with the development of transformational leadership, building on the strengths and expertise of the Senior Leadership Team. Our objectives for the future will involve even greater whole group collaboration, both internally and externally, to place CCG at the forefront of the delivery of the Skills Act.

During the Ofsted inspection in November 2022, Chesterfield College received Good across all aspects of the framework with the highest possible grade for the contribution to meeting skills needs. This achievement recognises the significant engagement with external stakeholders throughout CCG. In June 2023 our provision in Derby, which predominantly delivers engineering and service sector apprenticeships, was judged as good by Ofsted. More recently the college achieved an outstanding Ofsted grade for Teacher Training in partnership with Sheffield Hallam University.

Employers are a key influence in shaping the curriculum and the strong and trusted relationships place CCG in a strong position to meet national and regional skills priorities which in turn will support the delivery of the Local Skills Improvement Plan (LSIP).

Our new strategic plan demonstrates CCG's ambitions to continue to build on the already strong partnerships to further develop work experience/ industry placements for 16-19 year olds, improve outcomes for students including progression into apprenticeships, further/higher

education, develop the adult offer to meet economic need and continue to develop our student numbers and apprenticeship offer with a focus on employer led higher level skills.

Much work has been undertaken to carefully steer CCG through difficult financial times whilst investing in the infrastructure and resources for staff and students with the development of our new Advanced Manufacturing and Life Sciences Academy now underway.

Every member of staff is a role model for our student community and there is a relentless drive to support individual development, high levels of success and good citizenship. In addition, we are developing a new strategy for stakeholder engagement under the banner of being “Loudly Brilliant” where we will promote CCG's successes and encourage our students to showcase their skills, enter competitions, and fulfil their life/career dreams. Their personal development, attitudes and behaviours will be recognised as outstanding.

In turn we will develop their life skills and digital skills to prepare them for the world of work.

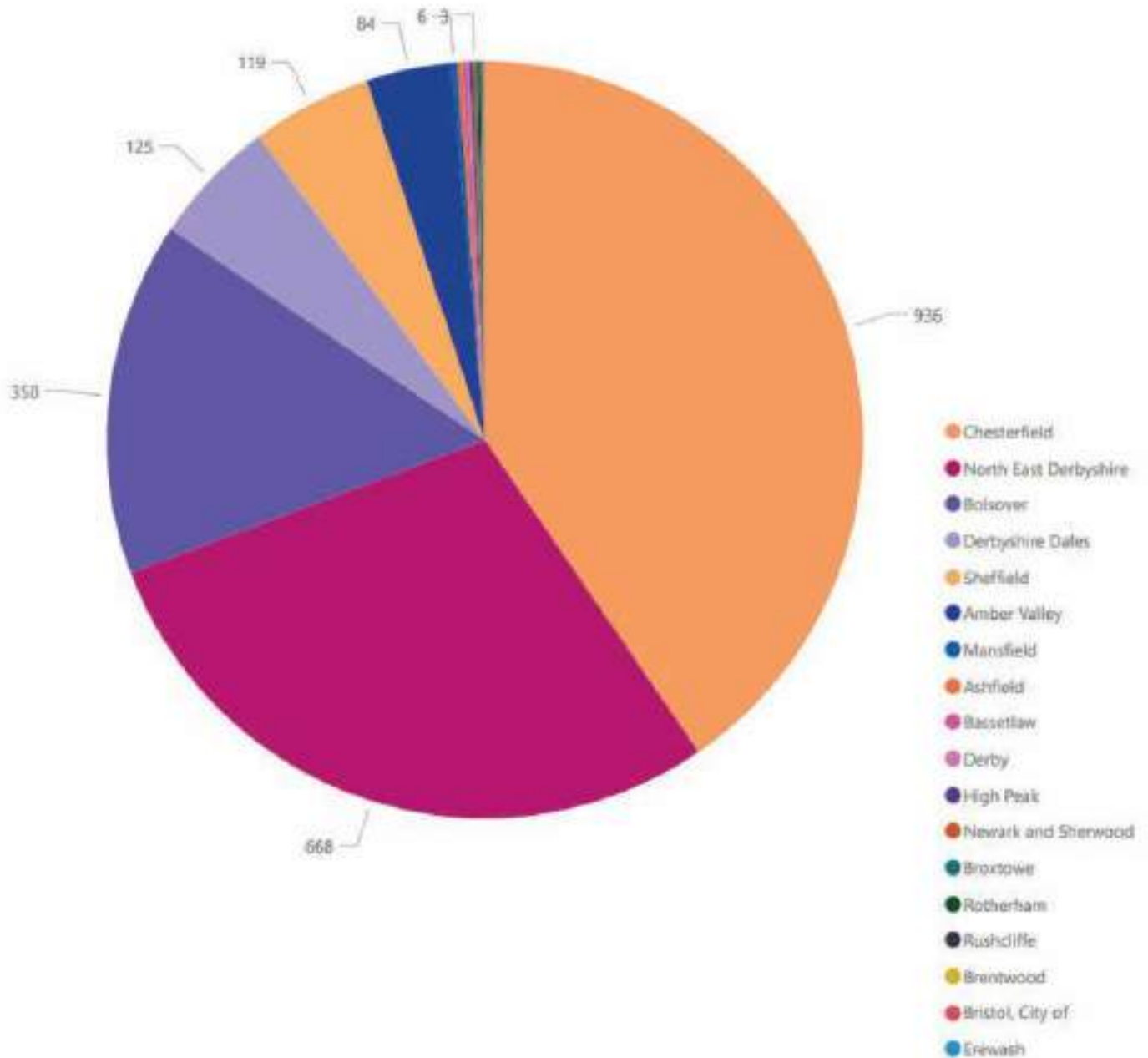




Context and Place

16-19s

The pie chart below maps the home location for 16-19 year olds studying at CCG in 2023/24.

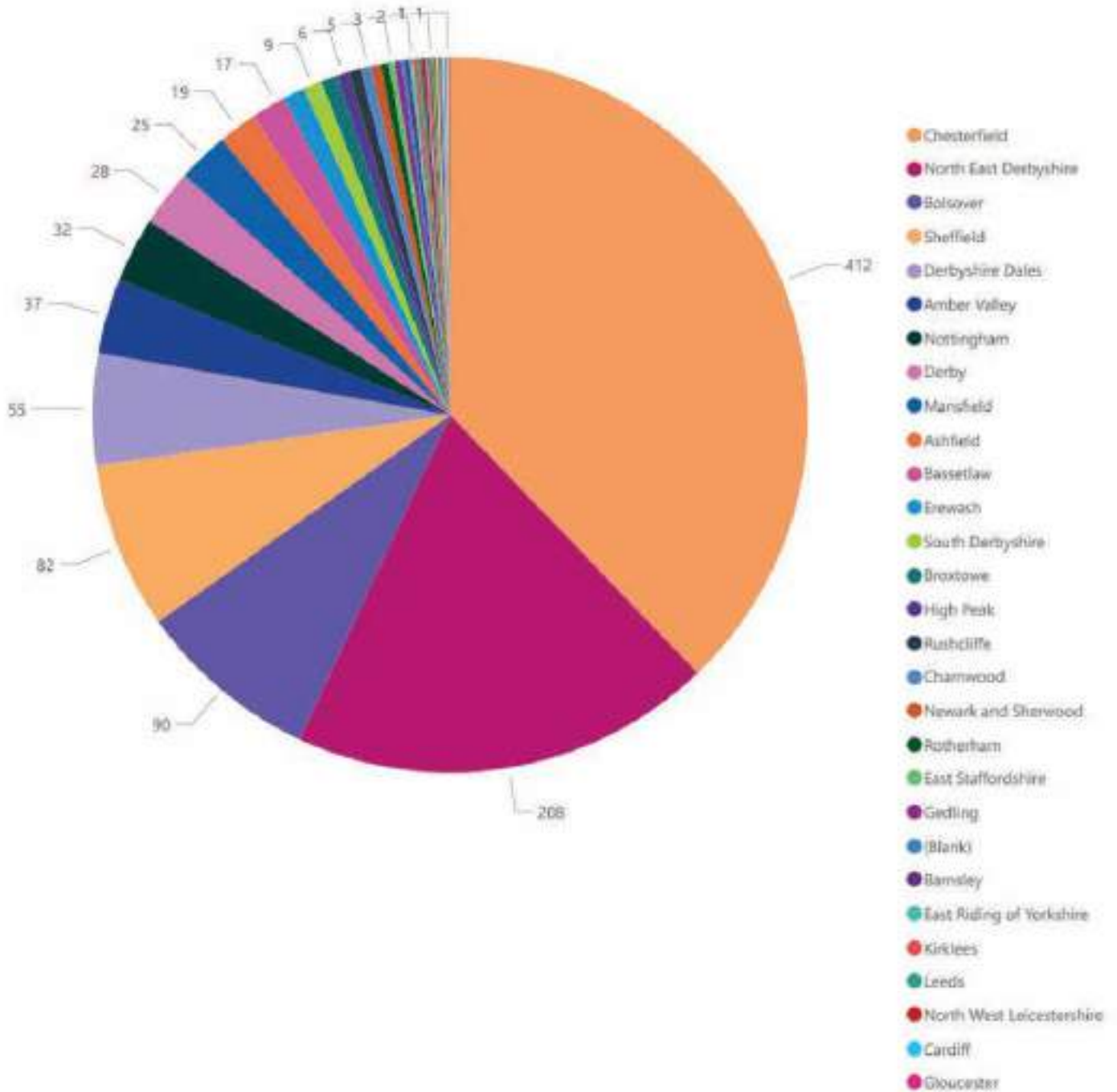




Context and Place

19+

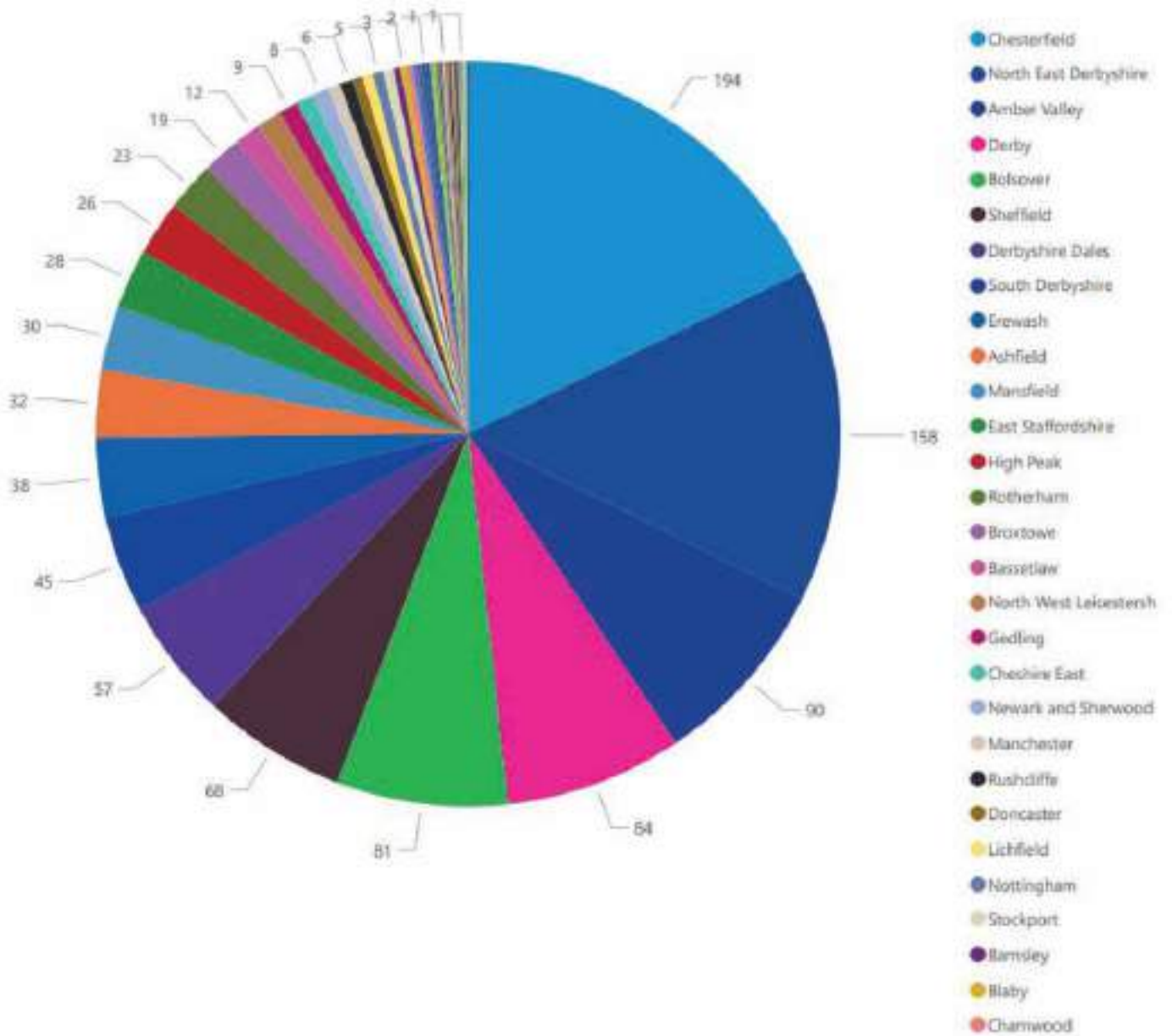
The pie chart below maps the home location for our adult students in 2023/24.





Apprentices

The larger geographical spread represents apprentices who are taught by our work based teams who, through the use of technology, deliver provision effectively online.



Addressing the Local, Regional and National Challenges

In 2022, 3,350 enterprises operated in Chesterfield. Over ten years the business base has grown by 21%, however this is below the rate of growth seen at regional (30%) and national (29%) levels. The largest growth is in construction, business administration and professional services sectors.

Chesterfield Growth Strategy 2023-2027

At 2.9% the proportion of 16 to 17 year olds who are NEET (Not in Employment, Education or Training) is double the Derbyshire average (1.5%).

Chesterfield Skills Plan 2023-2027

There were over 500 vacancies for maths and English lecturers in March 2024 and 1,200 more are needed to comply with new funding regulations.

David Hughes, CEO, Association of Colleges

Without sufficient resources and personnel, colleges will be unable to provide the necessary support and training to meet the growing demand for digital skills.

Derbyshire and Nottinghamshire Local Skills Improvement Plan, August 2023

Chesterfield continues to have a high rate of youth (18-24) unemployment at 6.9% compared to 4.9% nationally.

Chesterfield Skills Plan 2023-2027

Construction accounts for around 2,400 jobs in Chesterfield (5% of local employment) and is expected to continue to grow due to the pipeline of new housing and infrastructure locally.

Chesterfield Skills Plan 2023-2027

Chesterfield has fewer people qualified at Level 4 or above (26.8% compared to 33.9% nationally) and more people with no qualifications (20.2% compared to 18.1% nationally).

Chesterfield Growth Strategy 2023-2027

Future growth areas include green/low carbon and digital/data-based roles.

Chesterfield Skills Plan, 2023-2027

Addressing the skills shortage in the digital sector requires collaborative efforts between educational institutions, employers, and industry leaders.

Derbyshire and Nottinghamshire, Local Skills Improvement Plan, August 2023

Modernising the manufacturing sector is a challenge, with technologies such as robotics, additive manufacturing, and AI increasingly important for continued competitiveness.

D2N2 Local Skills Report January 2022

A significant influx of green skills will be required to support the growth of more environmentally friendly business processes and materials.

D2N2 Local Skills Report January 2022

The Indices of Deprivation (2019) ranks Chesterfield as the 86th most deprived district in the country (out of 317 districts).

41% of colleges say mental health referrals have been significantly higher since the pandemic.

Mind Charity, Prince's Trust, and Association of Colleges

Increased awareness and understanding of climate literacy in areas of the economy is required to promote engagement with green growth initiatives.

Derbyshire and Nottinghamshire Local Skills Improvement Plan August 2023

The college will require 2,600 industry placements for young people in 24/25.

Connectivity

CCG is extremely well connected. CCG's main campus is in the heart of Chesterfield with a wholly owned subsidiary delivering apprenticeships in Derby. Chesterfield Railway Station, which is a short walk from the Chesterfield campus, provides excellent rail links throughout the country. The Chesterfield campus is based in the centre of the M1 corridor with easy access to local cities such as Derby, Nottingham and Sheffield.

CCG delivers all aspects of provision, with the exception of land based, servicing circa 6,000 students from entry level through to degree and masters level in partnership with Sheffield Hallam University and other professional awarding bodies.

Over the last eight years, CCG has secured significant investment to improve the facilities and resources for students, apprentices and staff. In April 2022, CCG successfully secured £17.2m of Further Education Capital Transformation funding to build a new Advanced Manufacturing Academy which will also support the development of the skills required to deliver the Government's targets for climate change. Work has begun on site and following the completion of the new

build, a new refurbished commercial facility will be developed for hair, beauty and hospitality.

Working in close collaboration with the D2N2 Colleges Group, CCG has formed well respected strategic partnerships to deliver strategic development fund projects linked to the development of new technologies, including additive manufacturing and vehicle electrification.

The CCG community, led by the Senior Management Team, engages effectively with key stakeholders and has well established relationships with the local authorities, Chamber of Commerce, schools and universities, in addition to working with over 1,500 employers.

The Principal is a member of various Boards which help shape the future of the town and surrounding areas and CCG is leading on a new Construction Skills Hub in partnership with Chesterfield Borough Council, the Devonshire Group and the University of Derby.

The Skills Hub provides an onsite training facility as part of the Staveley Town Deal where students and apprentices will work onsite in a real work environment alongside the developers, building 650 new homes and community facilities in the local area.





Statutory Requirement

From June 2022, governing bodies of institutions within the further education sector have a duty under a new section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as proposed in the Skills and Post-16 Education Bill.

CCG has introduced a process to meet its statutory requirement which maximises the local knowledge and expertise of the Board, and through regular strategic conversations, the Board engages to review CCG's provision in relation to local needs whilst utilising its vast knowledge and experience in an advisory capacity.

The Board already has responsibility for the approval of CCG strategy and this has now been extended to include the CCG Accountability Agreement. Through a number of sub-committees, including Performance and Standards, Finance and Corporate Services,

Governance and Search, and Audit, Board members proactively review and monitor progress towards the delivery of the strategic plan and associated outputs. The Board proactively seeks assurances that CCG's curriculum offer is carefully considered and researched to meet the needs and requirements of the community, national and regional skills priorities, and any specific requirements of local students, employers and stakeholders.

The Board provides the appropriate steer and challenge to the Senior Management Team in the production of the Accountability Plan and setting of

strategic aims/objectives. The Senior Management Teams has a responsibility to ensure CCG's Strategies and Accountability Plans are aligned to its strategic aims/objectives.

Utilising the Code of Good Governance, the Board undertakes an annual appraisal of its statutory duties and a Governance Quality Improvement Plan is developed, implemented and monitored in order to ensure CCG is effectively delivering against key priorities together with statutory duties.





National Policy Overview

The key policy focus for 2024/25 and beyond for CCG will be to continue the implementation of the FE White Paper – ‘Skills for Jobs’, particularly the changes enacted through the Skills Bill alongside responding to the HE reforms. The focus on national skills priorities will include:

Responding to the climate crisis with a real focus on the future requirements for green skills, CCG is embedding sustainability into all aspects of the curriculum with a focus on the development of resources to enable students and apprentices to deliver the Government’s agenda for sustainability. These include hydrogen vehicle maintenance, modern methods of construction, heat pump technology, and the efficient and effective use of technology. Through the highly successful Aspire tutorial programme, every student will deliver a sector-based project outcome which supports the sustainability agenda in their industry.

The world of work is changing rapidly with people often making 4-5 career changes in their lifetime. More than ever, we need to equip our students and apprentices with a range of flexible skills which will enable them to thrive in this ever-changing environment.

The fourth industrial revolution is being fuelled by the rapid changes in technology. People entering the labour market need a new range of skills to be able to embrace this.

The ageing population means there is a growing demand for health and social care. We will need to ensure that specific pathways into the health and social care workforce meet growing workforce demands.

To support the local housing plan, which identifies a need for at least 240 new homes to be built each year through to 2035, CCG will continue to develop both traditional trades and new methods of construction to ensure that the supply of labour to the construction industry meets the requirements of this extensive growth.





Contribution to National, Regional and Local Priorities

These objectives set out CCG's plans for the 2024/25 academic year, addressing the LSIP for the area and Skills for Jobs White Paper.

Strategic Intent – 16-19

CCG will continue to review the curriculum offer for 16-19 year olds in line with Government policy and to address the D2N2 LSIP. The qualification reforms and the introduction of T-Levels will be a key driver in developing three-year curriculum plans. Labour market intelligence, inward investment and the economic climate will continue to be key considerations when planning and future-proofing the curriculum.

There will be an intensive focus on digital skills, green technologies and all students will continue to develop their skills and knowledge of the environmental agenda within their chosen industry specialisms. CCG plans to move from emerging to established against the indicators within the Further Education Climate Roadmap.

The new Advanced Manufacturing and Life Sciences Academy, due for completion in 2025, together with the Digital Skills Centre, will provide state-of-the-art facilities for students to develop skills for the future.

There will be a key focus on ensuring that students with lower levels of attainment and those with special educational needs and disabilities (SEND) are appropriately supported with the relevant qualifications and development of life skills.

A new programme for young people not in employment, education or training (NEET) will be implemented in 2024/25.

Careers education, advice and guidance will continue to be developed to ensure each young person has a bespoke career plan to meet their individual needs and ambitions. Development of life skills, including communication, organisation, teamwork and good citizenship will continue to be developed to prepare our young people for work and life.

Maths and English has undertaken a full strategic review based on robust evidence of outcomes and extensive student feedback to consistently improve GCSE and other maths and English outcomes. Maths and English will be embedded into each curriculum school and a programme of staff upskilling will support the development of maths and English skills in the vocational context.



Strategic Aims and Objectives

- Aim Objective 1

1.1 Continue with the growth in delivery of T Levels with the additions of 3 new sector subjects in Digital, Plumbing & Heating and Electro-Technical in addition to Health, Early Years, Construction introduced from September 2023.

1.2 Development and implementation of a curriculum roadmap per curriculum area designed with employers, including a student/ apprentice recruitment and progression plan and incorporating sector specific green skills.

1.3 Work closely with employer partners to plan the curriculum in line with emerging employment opportunities and to develop the skills required to contribute to the local and national economy. Ensure all programmes for young people are shaped and influenced by employers, ensuring the qualification and unit/module choice is linked to future skills for Jobs.

Impact and/or Contribution towards National, Regional Local Priorities for Learning and Skills

-
- (a) T Levels - recruit 133 students across the areas. Two specific student engagement events planned.
 - (b) Two specific employer engagement events planned to achieve minimum of 30 placement opportunities.
 - (c) Implement a partnership charter with the Royal Hospital NHS Trust focusing on community health and education.
 - (d) 90% of achievers move to a positive destination including HE, employment or apprenticeship.
 - (e) Delivery of 6 digital competencies for all T Level students.

-
- (a) Introduction of T Level foundation programme for 24 students.
 - (b) Roll-out of recruitment toolkit for all 9 curriculum areas, recruiting an additional 50 starts.
 - (c) All Level 3 Automotive technicians will have hydrogen fuel cell technology embedded within each course.
 - (d) Commencement with year 2 delivery of onsite construction skills to 35 students at the new Construction Skills Hub in partnership with Chesterfield Borough Council, Devonshire Group and University of Derby.

-
- (a) An employer advisory boards in all curriculum areas by July 2025.
 - (b) The curriculum offer will be endorsed by employers in all areas by July 2025.
 - (c) Introduction of a dynamic and flexible curriculum, outside of the traditional term time model, responding to local skills needs.
 - (d) Piloting employer led lessons to support teaching, learning and knowledge development in 10 sector areas.
 - (e) Building capacity for industry placements for technical level students by engaging apprentices as workplace mentors.

Strategic Aims and Objectives

- Aim Objective 1

1.4 Develop young people's digital and green skills alongside employability, English and maths, and wider social skills to prepare them for employment and modern technology.

1.5 Implement the new Steps (NEET) programme and continue to work with local authorities to reduce the number of young people who are NEET.

1.6 Development for all teachers, tutors and learning support employees resulting in the effective delivery of maths and English under the "All about ME" strategy.

Impact and/or Contribution towards National, Regional Local Priorities for Learning and Skills

-
- (a) 90% of young people will take part in a green skills fair to increase their knowledge and skills to prepare them for work.
 - (b) Development and implementation of work-related projects through the Aspire Tutorial Programme; every student and apprentice develops their life skills including communication, motivation, and teamwork.
 - (c) Invest in a new post to support the development and integration of digital in teaching, learning and assessment.
 - (d) Full utilisation of our virtual reality (VR) and augmented reality (AR) digital suite in supporting digital innovation across all curriculum areas.
 - (e) Continuation of a sustainability project with Waterways England and The Canal Trust for 25 Construction students as part of their qualification.
 - (f) Development of dedicated alternative energy qualifications including heat pumps in partnership with a global supplier who will support with design and delivery of the relevant programmes. Launch by July 2025.
 - (g) All 16-19 students will undertake 'The Aspire Programme' as part of their personal, social, health and economic skills, which will develop confident, independent, aspirational, enterprising young people in health and wellbeing, digital, maths, English, relationships and living in the wider world that is sequenced and built on prior learning.

-
- (a) Reduction in Chesterfield NEET figures by 10%.
 - (b) 80% of retained students on Steps programmes will achieve a meaningful qualification that takes them onto their chosen next step.
 - (c) The Staveley Skills Construction Hub to provide new opportunities for NEETs in the local area, engaging with 10 young people who are NEET by July 2025.

-
- (a) 80% of delivery staff are teaching maths and English in their vocational context.
 - (b) An increase in the number of young people leaving with a Level 2 English and maths qualification. Target: Increase GCSE high grade achievement by 3% from 2023/24.
 - (c) Narrow the attendance gap between main vocational courses and English and maths courses by 4%.
 - (d) Reduce English and maths staff absence by 5%.

Strategic Aims and Objectives

- Aim Objective 1

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- 1.7 Re-shape the higher needs SEND curriculum to focus on employability skills, work experience, independence and stronger internal progressions.

Impact and/or Contribution towards National, Regional Local Priorities for Learning and Skills

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- (a) Further develop internal work experience, offering to at least 75% of students, and introduce external work experience to at least 20% of students within the Pathways* provision.
 - (b) Refocus the curriculum by introducing 'work skills sessions' to 75% of students within the Pathways provision, concentrating on developing employment and independence skills which match those identified through the LSIP report including communication, teamwork and problem solving.
 - (c) Clearer progression pathways for Pathways students with the implementation of a transition course, allowing students to 'step up to FE'.

** Pathways is the discreet CCG provision offering courses from Entry Level 2 up to Level 1 for those with more complex SEND, usually with an Education Health and Care Plan (EHCP) in place and including those classed as High Needs.*





Contribution to National, Regional and Local Priorities

These objectives set out CCG's plans for the 2024/25 academic year, addressing the LSIP for the area and Skills for Jobs White Paper.

Strategic Intent – Adults

CCG is developing a new adult skills offer within each School to provide a bespoke and unique offer to meet both the requirement for adults to upskill and reskill based on economic need and in preparation for devolution.

As devolution commences in 2025, CCG has positioned itself at the heart of the development of the devolved adult skills fund and will continue to push for greater flexibility to meet the demands of employers. The Principal is the further education representative for Derbyshire on the D2N2 skills steering group.

There will be an intensive focus on digital skills and green technologies, and all students will continue to develop their skills and knowledge of the environmental agenda within their chosen industry specialisms. CCG plans to move from emerging to established against the indicators within the Further Education Climate Roadmap.

Maths and English has undertaken a full strategic review based on robust evidence of outcomes and extensive student feedback to consistently improve GCSE and other maths and English outcomes.

There will be a key focus on the transition between levels for example, Access to HE into higher education, together with a dedicated focus on supporting the unemployed into meaningful work.

Careers advice and guidance will focus and support adults who need to reskill to secure new employment to meet economic need.

We will bid for Local Skills Investment Fund in partnership with local colleges to build a flexible and responsible adult offer across D2N2.



Strategic Aims and Objectives

- Aim Objective 1

2.1 To continue to develop and grow programmes to support adults into employment in key sector areas in conjunction with employers.

2.2 To continue to deliver upskilling/reskilling programmes for adults to address the lower levels of attainment in the region when compared to the national picture (Chesterfield has a lower skills profile than the national average, with more people with no qualifications, 7.6% compared to 6.4%).

2.3 Increase participation and achievement on essential skills programmes for underrepresented groups and low wage residents in Adult Education Budget (AEB) funded provision in English, mathematics and digital.

Impact and/or Contribution towards National, Regional Local Priorities for Learning and Skills

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- (a) Upskill and deliver retrofit training and heritage skills to 15 employers.
 - (b) To support the local community with opportunities to reskill in trade areas of construction, introduce a suite of home maintenance/DIY short courses. Delivery to 30 students.
 - (c) Deliver pre-employment training to 200 unemployed adults. 70% of achievers will be offered a guaranteed interview with a dedicated employer.
 - (d) Introduction of a new strategic partnership with Bolsover District Council to address the key priorities within the area to secure positive outcomes and sustainable employment in this area of high social deprivation (top 10 within the UK). Logistics, Haulage with the Fraser Group. Engagement with 75 students.
 - (e) Continue to develop the relationship with the Integrated Care Boards in Derbyshire (four NHS Trusts) and Joined Up Careers Derbyshire to provide a pipeline of trained Health Care professionals. Engagement with 100 students.

-
- (a) Engage and deliver construction programmes to a minimum of 20 adults at the new Construction Skills Hub in Staveley, by July 2025.
 - (b) Introduce a new hybrid delivery model for Access provision. Target recruitment 40.
 - (c) Introduce new lower-level professional courses: Accountancy, Teacher Training, Counselling, Teaching Assistant. Target 50 students.

-
- (a) Develop digital training courses to upskill digital literacy skills to meet the needs of the job market. Target: 30 adults.
 - (b) Increase adults gaining a Level 2 English and maths qualification by 5%.
 - (c) Increase participation on the Maths Multiply programme to at least 40 students in 2024/25.



Contribution to National, Regional and Local Priorities

These objectives set out CCG's plans for the 2024/25 academic year, addressing the LSIP for the area and Skills for Jobs White Paper.

Strategic Intent – Apprenticeships

CCG has undertaken a complete re-engineering of its apprenticeship provision and, moving forward, will focus its attention on the delivery of apprenticeship provision to meet employer demand. Key sectors will include Engineering, Construction, Digital, AAT and other Service Sector provision including Business Administration.

CCG will work to ensure provision is of a consistently high quality and is efficient and a new curriculum planning tool has been introduced to assess financial viability and programme design.

There will be an intensive focus on digital skills and green technologies, and all students will continue to develop their skills and knowledge of the environmental agenda within their chosen industry specialisms. CCG plans to move from emerging to established against the indicators within the Further Education Climate Roadmap.

CCG will move to a group delivery model for all aspects of provision to enhance the student experience and there will be a greater emphasis on employers through a new and revised contract which will ensure their commitment to supporting all off the job training and skills development in the workplace.

Development of 3 new higher level apprenticeships by 2027.



Strategic Aims and Objectives

- Aim Objective 1

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- 3.1 Continue to improve the quality of education in apprenticeships to meet industry requirements.
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- 3.2 Integrate digital skills and the use of technology across the apprenticeship provision.
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- 3.3 Work with employers to co-design bespoke apprenticeship programmes to support progression opportunities as part of succession planning and meet local skills needs.
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- 3.4 Collaborate with employers regarding future demand, barriers to recruitment and additional skill requirements.
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- 3.5 Develop bespoke programmes relevant to the minerals and quarrying industry alongside the relevant awarding organisations.

Impact and/or Contribution towards National, Regional Local Priorities for Learning and Skills

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- (a) Improve apprenticeship achievement to 64%.
- (b) Maintain high levels of EPA outcomes (currently 99% pass rate).
-
- (a) 100% utilisation of OneFile in 2024/25 for all new starts. 100% utilisation of digital apprenticeship resource hub in 2024/25 for all new starts. 100% utilisation of digital skills e-learning course in 2024/25 for all new starts.
-
- (a) The employer on-boarding process supports the development of bespoke employer led plans for apprentices and employers, tutors effectively align the knowledge, skills, and behaviours within the standard to the requirements of the individual employer's business and working practices. An example of this is the co-design of the Level 5 operations or departmental manager apprenticeship standard for the Co-op group.
- (b) Work with top key employers across the priority sectors to co-design 5 bespoke apprenticeship delivery programmes.
- o Co-op – Management provision
 - o Derbyshire Constabulary – Service Sector provision
 - o Royal Mail – Finance provision
 - o Naysmiths – Engineering provision
 - o Aerofabs – Engineering provision
 - o Slack and Parr – Engineering provision
 - o Gardner Aerospace – Engineering provision
 - o Global Brands – Digital provision
-
- (a) Employer forums and advisory boards have been scheduled to create an opportunity for networking and to allow employers to feed directly into the curriculum development process.
- (b) Implement new website and CRM system by July 2025.
- (c) Carry out 8 customer care visits to obtain feedback and apprenticeship delivery plans for employers as part of the curriculum development process.
- (d) Carry out two employer forums per growth sector area to develop and maintain sector-based customer relationships in 2024/25.
-
- (a) Development of Quarrying and Minerals apprenticeship in partnership with The National Stone Centre. Target 12 apprentices and working with 4 major employers within the Quarrying and Minerals sector.



Contribution to National, Regional and Local Priorities

These objectives set out CCG's plans for the 2024/25 academic year, addressing the LSIP for the area and Skills for Jobs White Paper.

Strategic Intent – Higher Education

A full review of CCG's higher education offer will be undertaken in the academic year 2024/25. This will include a review of the work undertaken with Sheffield Hallam University, together with a detailed analysis of the professional qualification offer at Level 4 and above and the delivery of higher technical qualifications.

A new higher skills strategy will be written through consultation with all key stakeholders.



Strategic Aims and Objectives - Aim Objective 1

4.1 Develop a higher skills strategy for Derbyshire in conjunction with partners.

Impact and/or Contribution towards National, Regional Local Priorities for Learning and Skills

- (a) Develop higher technical qualifications (HTQs) in Health, Digital and Construction for launch in 2025/26, with an aim to recruit 20 students.
- (b) Introduce two new higher level apprenticeship pathways.
- (c) Continue to raise awareness of internal and external progression opportunities. Coordinate both internal and external providers to attend HE careers and information events within the college to offer impartial careers, information, advice and guidance to L3 students across the college. A target of 250 students will book and access the event(s) from a wide range of curriculum areas.
- (d) Develop flexible, employer led, modular delivery at levels 4 and 5, particularly in Construction. Target: launch of one new programme (10 students) by September 2025.





Reference To Relevant Support Documentation

- Chesterfield College Ofsted Inspection Report
- Chesterfield College Strategic Plan 2024-2027
- Derbyshire and Nottinghamshire Local Skills Improvement Plan
- Chesterfield Growth Strategy 2023-2027
- Chesterfield Skills Plan 2023-2027
- D2N2 Local Skills Report January 2022
- Staveley Construction Skills Hub Contract
- Occupancy List Report/ILR
- Curriculum Planning Process
- T Level Implementation Plan
- 16-18 Engagement Plan



Local Needs Duty

Through the continuation of development in our people and focus on building sustainable and trusted partnerships as highlighted in our Strategic Plan, CCG will continue to operate as an anchor organisation to address local skills needs in partnership with employers and stakeholders.

Our innovative approaches to building capacity and better serving our local economy will ensure that local businesses have the skills they need to succeed. There are many examples already in place of strong collaboration with employers to design provision to meet their needs and the college is front and centre in working to shape the new combined authority's skills agenda

As an example of building meaningful relationships, new formal collaboration will be launched in September 2024 with the Chesterfield Royal Hospital NHS Trust.

CCG has overhauled the design of curriculum planning which puts employers and students at the heart of the curriculum intent. This ensures that

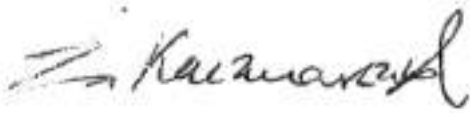
not only is the curriculum fit for purpose and constantly reviewed, but it is also flexible and agile and varied in delivery methodologies to fit in with an ever-changing world.



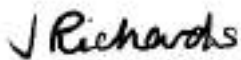
Corporation Statement

On behalf of Chesterfield College Group Corporation, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at its meeting on 13 June 2024.

The plan will be published on The Chesterfield College Group's website and will be updated annually.



Chair of Governors



Principal and CEO/Accounting Officer

Dated: 13 June 2024

