

Accountability Statement 2024

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Calderdale
College



Our Mission



Engage People, Invest in Skills, Transform Lives

We aim to support all of our stakeholders, including young people, adults, apprentices and businesses, to reach their potential through exemplary skills development.

Recognition of 'place' has been the key to the continued success of Calderdale College and we are proud to support the community to develop and grow.

Our Vision



To be a hub of lifelong learning and personal growth, offering individuals of all ages and backgrounds the opportunity to continually learn, grow, and evolve throughout their lives.

Calderdale College aims to be a beacon of possibility, inspiring individuals to pursue their passions, unlock their potential, and make a positive impact on the world.

We strive to be known as a great place to work for all staff, fostering a culture of respect, collaboration, and innovation, and investing in our employees' growth, happiness and well-being.



Overview

Calderdale College services a wide community across the West Yorkshire region with our expansive 16-18 and adult provision. We offer courses for 16-18-year-olds, further education, higher education, adults, T Levels and apprenticeships at a local level. Our apprenticeship offering also delivers strong collaborative models at local and regional level. The College has seen growth in the majority of areas over the last three years, including 16-18-year-olds, adults and bespoke commercial activities that support local and national businesses. The College has developed a robust and inclusive curriculum planning process which involves all stakeholders including students, staff, employers and key local authorities including the West Yorkshire Combined Authority.

West Yorkshire is the economic, cultural and geographic heart of Yorkshire and an essential component of the Northern Powerhouse.

West Yorkshire has a diverse geography with a population of over 2.3m across five districts with relatively distinct sectoral specialisms and the city

of Leeds providing an economic hub and a business base of 95,000 businesses which are predominantly small and medium in size. West Yorkshire has an employed workforce of 1.1m, and a broad base of employment growth across diverse manufacturing and service sectors with steadily increasing employment rate, mainly in employed and full-time jobs.

As a region:

- Steadily increasing employment rate, mainly in employed and full-time jobs.
- Unemployment rates are currently similar to those nationally but differ across West Yorkshire local authorities.
- A large skills and education provider base at further and higher education levels, offering diverse provision, including apprenticeships at all levels to address technical needs. Apprenticeship starts grew by 9% in 21/22.
- Productivity levels below the national average and a gap that has not narrowed over the last decade – this is impacted in part by skill levels below the national average at Level 4+, and an overrepresentation of residents with low or no qualifications or lower than average pay levels, reflecting weaker productivity.

Widespread pockets of deprivation across West Yorkshire, particularly Adult Skills deprivation. Skills demand coming from:

- The three biggest sectors in West Yorkshire's employment base - Health and Social Care (13%), Manufacturing (10%) and Business Administration and Support Services (10%).
- Sectors with higher-than-average representation in the economy, including manufacturing and financial services.
- Growth in the green economy skills linked to energy, environment and primarily Science, Technology, Engineering and Maths (STEM) related skills across diverse roles including engineering, project management, electricians and specialists such as environmental scientists.
- Growth in mainly high-skilled occupations including:
 - Science, research, engineering and technology professionals (especially digital).
 - Business and public service associate professionals (including finance and investment analysts and advisers).
 - Business, media and public service professionals (especially business and financial project managers).

Growth in some intermediate level occupations including caring personal service and administrative roles.

- Two-thirds of employers with upskilling needs, driven by new working practices, new technology, equipment and regulatory requirements.
- Skills shortages, particularly affecting higher skilled roles, and compounded by labour shortages in sectors such as Health and Social Care and Construction. 59% of skills shortage vacancies are due to a lack of specialist/job specific skills and knowledge, eg, marketing, finance, agile methodology and auditing. Transferable skills such as customer handling, team-working and time management are also identified as lacking.
- Skills gaps, particularly relating to computer literacy and basic IT skills, but also including numeracy and literacy in the lower skilled occupations, which also have high staff turnover. There are skills gaps in 15% of employers (accounting for 51,000 gaps).
- Replacement demand driving recruitment in most sectors and occupations, including those with expected employment decline such as skilled trades, administrative occupations and customer service, in turn impacting on a continuing need for skills.

Demand-related challenges:

- Employers are crucial in developing the skills needed, but 39% of them under-invest in training



(due to a lack of funds or not being able to spare staff).

- Succession planning is an issue for many employers, particularly across the range of sectors that have an ageing workforce.
- Skills under-utilisation (particularly among graduates) co-exists alongside acute skills shortages.
- A widespread lack of proficiency among managers is impacting on business performance and workforce development, and ultimately their ability to respond to key economic drivers and challenges.
- Exposure to automation in industries such as retail and food manufacture reduces the need for people with lower-skilled jobs – reskilling is essential to enable the affected individuals to develop new skills to make the transition into new career opportunities.
- Transferable and employability skills are cited by most employers as areas of skills gaps in both existing workforce and potential new recruits. The focus is not just on technical skills.

Supply-related challenges cover a wide range of factors including:

- A relatively weak skills base and comparatively low educational attainments amongst young people, a lack of basic skills impacts on ability of individuals to both enter into and progress in learning.
- Acute deprivation is widespread across West Yorkshire's communities and is closely associated with a lack of skills within those neighbourhoods.
- A significant challenge in getting jobless people into or back into work (in those that are inactive or dealing with health issues).
- Lack of access to education and training opportunities including apprenticeships and higher education for disadvantaged groups. This is a key barrier to inclusive growth and social mobility. This is typically reflected in employment rates for underrepresented groups, including women, older people, people from ethnic minorities and disabled people.
- Both the take up and provision of higher apprenticeships is focused on a narrow range of subjects in areas around technical skills. The most acute skill shortages are in areas such as engineering, construction and ICT, all of which have low start-up rates. This misalignment of provision suggests that improved careers support is needed to raise awareness and understanding of the opportunities in the local labour market. In addition to the local context for skills development, the Local Skills Improvement Plan needs to consider key drivers, that impact across sectors, and on a national/global basis.

West Yorkshire and Calderdale skills strategies and plans all reference these drivers, but it is useful to provide examples of factors that will affect labour supply and skill shortages. These include:

- Long-term structural changes in the economy, the move to low-carbon industries, AI, automation, 5G networks and the shift away from permanent roles to portfolio careers are macro factors signalling a mismatch in skills and supply.
- The shift from secure roles to self-employment and gig work and the rise of creative tech skills/roles. For example, supporting companies and consumers to better manage their operations and processes by applying specialised software and algorithms, as well as using emerging technologies to bring about new ways of engaging audiences.





West Yorkshire/Calderdale Strengths

- Within West Yorkshire, higher skilled jobs have been the main driver of recent employment growth and this is expected to continue into the future.
- Broad-based employment growth (prior to the health crisis) in terms of sectors, with manufacturing and services sharing in the growth.
- West Yorkshire is an economic hub and as one of the most vibrant labour markets in the north.
- Strong availability of intermediate level skills (levels 2 and 3) which are a key requirement for some.
- Calderdale has businesses in large/concentrated sectors such as finance and insurance, manufacturing, administration and support services and health and care.
- Calderdale has a strong and growing cultural and creative sector that includes many freelancers.
- Digital employment growing rapidly in West Yorkshire presenting a key opportunity to boost the performance of the regional economy and create opportunities for individuals.
- Future infrastructure investment presents an opportunity to connect people in the region to jobs related to the construction and operation of such schemes.
- A large skills and education provider base at further and higher education levels, offering diverse provision, including apprenticeships at all levels to address technical needs. Apprenticeship starts in West Yorkshire grew by 9% in 21/22.
- Calderdale has seen growth starts for Health, Public Services Care Engineering and Manufacturing, ICT and Higher Apprenticeships.
- Entry rates into apprenticeships following KS4 is higher than the national average in both West Yorkshire and Calderdale.
- Calderdale's population has qualification levels that are mostly at or just above the West Yorkshire and national average.
- Attainment of young people in Calderdale is above that of West Yorkshire and similar to the national average at 81% having a level 2 and 59% having a level 3 qualification.

West Yorkshire is the UK's largest regional finance centre, with strengths in professional and digital services.

- More manufacturing jobs than anywhere in the north (with specialisms in textiles, furniture, chemicals, machinery).
- The fastest growing digital sector in the country (e.g. computer programming), with areas of professional services (e.g. legal and management consultancy) seeing strong growth along with retail, hospitality and transport.
- West Yorkshire has a high performing further education sector offering a diverse range of provision, strong community engagement and good level of quality.
- It is also home to a large and diverse higher education sector, attracting a significant net inflow of students each year.
- Strong availability of intermediate level skills (levels 2 and 3), which are a key requirement for some inward investors.
- Higher skilled jobs have been the main driver of recent employment growth and this is expected to continue in the future.
- Calderdale has more self-employed workers than GB and Yorkshire and Humber, which stretches across both females and males. This correlates with the higher than average number of micro sized enterprises in the district, which is 89% of the total number of businesses.
- Low unemployment (overall).
- An above average proportion of the workforce is in senior and skilled occupations such as managerial, professional and skilled trade roles, and fewer people are in elementary roles.

West Yorkshire/Calderdale Challenges

- Within West Yorkshire overall, skills levels at level 4+ are below the national average and there is significant overrepresentation of people with low/no qualifications.
- Whilst Calderdale is above the national average for most qualification levels, we are below the national average for Higher Skills levels.
- In West Yorkshire, large numbers of people lack basic literacy and numeracy skills that provide a basis for further learning and progression. English language proficiency (ESOL) also an important issue.
- There are endemic skills shortages for technical roles at professional, skilled trades and technician levels constraining firm-level productivity and the performance of the wider West Yorkshire economy.
- In Calderdale there is a prevalence of skills shortages in skilled trades and professionals/associate professionals with acute shortages in higher level STEM roles.
- There is a need to increase the graduate retention rate from regional higher education institutions and colleges to increase access to higher level skills in the regional economy.
- There is under-investment in skills and training across many businesses in West Yorkshire with few having a structured approach to managing their talent. Whilst employers are crucial in developing the skills needed, 39% of them under-invest in training (due to a lack of funds or not being able to spare staff).
- Calderdale's working age population has fallen over the last decade and is reducing further, this presents recruitment and labour market challenges.
- A significant proportion of workers across West Yorkshire lack the full proficiency to do their jobs. Among the skills that need improving are management skills, basic digital skills, functional literacy and numeracy and "soft"/interpersonal skills.
- There is potential for labour shortages in West Yorkshire as the economy recovers, particularly in sectors like hospitality, partly due to a deficit of labour market participation following the health crisis.
- Within West Yorkshire, under-utilisation of skills is a widespread issue and affected workers need options to refocus their portfolio of skills to better align with available opportunities, whilst employers need to increase their capabilities.
- West Yorkshire has a relatively weak skills base and comparatively low educational attainment amongst young people, the latter concentrated in Bradford, Leeds and Wakefield. A lack of basic skills impacts on ability of individuals to both enter into and progress in learning.
- The widespread lack of proficiency among managers is impacting on business performance and workforce development, and ultimately their ability to respond to key economic drivers and challenges. Automation in industries such as retail and food manufacture reduces the need for people with lower-skilled jobs – reskilling is essential to enable the affected individuals to develop new skills to make the transition into new career opportunities. Transferable and employability skills are cited by West Yorkshire employers as areas of skills gaps in both existing workforce and potential new recruits. The focus is not just on technical skills.
- Acute deprivation is widespread across West Yorkshire's communities and is closely associated with a lack of skills within those communities.
- 29% of Calderdale's neighbourhoods were ranked as the most 20% deprived in England. The proportion of people in poverty or with poor employment and skills outcomes varies across the borough and is highest in areas such as Park, Town, Warley, Mixenden, Illingworth and Ovendon.
- Productivity levels below the national average and a gap that has not narrowed over the last decade – this is impacted in part by skill levels below the national average at Level 4+, and an overrepresentation of residents with low or no qualifications or lower than average pay levels, reflecting weaker productivity.
- Calderdale's positive skills and occupational profile does not feed through into wages and productivity, median weekly pay is around £20 below that in West Yorkshire and £50 below the national average. There are also larger than average gaps between male and female pay
- Succession planning is an issue for many employers in West Yorkshire, particularly across the range of sectors that have an ageing workforce. Skills under-utilisation (particularly among graduates) co-exists alongside acute skills shortages.

Year One Goals Achievement

In alignment with Calderdale College's vision of fostering skills development and transforming lives, our strategic focus for Year One is firmly set on meeting local needs and ensuring tangible progress towards our goals. As outlined in our Strategic Plan, we are committed to achieving the following objectives within the first year:

1. **Expand Course Offerings to Address Local Needs:** We will conduct a thorough review of our existing curriculum to identify areas where alignment with the Local Skills Improvement Plan (LSIP) is needed. By collaborating closely with local stakeholders, including key employers and community organisations, we will develop new, innovative programs that address the evolving needs of our region. This will include courses in green technology, advanced manufacturing, health, and digital skills, among others.
2. **Strengthen Community Partnerships:** Building strong relationships with local businesses, organisations, and community groups is essential for understanding and addressing the unique challenges and opportunities within our region. Through regular needs assessments and collaborative initiatives, we will work closely with stakeholders to support economic growth, prosperity, and social development. Our focus will be on initiatives that promote low carbon, sustainability, and digital skills, contributing to a vibrant and inclusive economy.
3. **Enhance Digital Infrastructure and Resources:** Recognising the importance of technology in education, we will invest in upgrading our digital infrastructure to ensure that our students and staff have access to the latest technology and resources. This will include upgrading computer facilities, investing in AR/VR technology, and providing state-of-the-art equipment for advanced manufacturing, engineering, and green technologies. By enhancing our digital capabilities, we aim to create a learning environment that is innovative, sustainable, and responsive to the needs of our learners.
4. **Promote Inclusivity and Diversity:** Creating a culture of inclusivity and diversity within our college community is paramount to our success. We will implement policies and initiatives that promote equality, diversity, and inclusion, including inclusive hiring practices, regular diversity training, and staff forums for feedback. By fostering a welcoming and supportive environment for all, we aim to attract and retain a diverse workforce that reflects the richness of our community.
5. **Regular Engagement with Stakeholders:**



Open communication and collaboration with stakeholders are essential for driving progress and ensuring alignment with local priorities. We will schedule regular meetings and forums with stakeholders to share information, gather feedback, and collaborate on initiatives. By actively engaging with our stakeholders, we will ensure that our efforts are closely aligned with the needs and aspirations of our community.

Through diligent implementation of these initiatives, we are committed to making significant strides towards our year one goals. By focusing on meeting local needs, fostering partnerships, enhancing resources, promoting inclusivity, and maintaining open communication, we will lay a strong foundation for the long-term success and impact of Calderdale College in our community.

Objective 1: Expand Course Offerings to Address Local Needs

Key Performance Indicators

1. Develop and launch a minimum of three new courses aligned with local skills requirements.
2. Achieve a 20% increase in enrolment in newly developed courses compared to the previous year (Esports/Computer Games Design/TV and Film).
3. Secure partnerships with at least two local businesses or organisations to sponsor or endorse new courses.
4. Conduct termly reviews of course effectiveness and relevance based on student feedback and industry demand.
5. Measure student satisfaction with new courses through regular surveys, aiming for an average satisfaction score of 90%.

Time Bound

Develop and launch new courses within the first six months. Monitor and evaluate progress quarterly, with a final review at the end of the year.

Objective 2: Strengthen Community Partnerships

Key Performance Indicators

1. Establish partnerships with at least five local businesses, organisations, or community groups to collaborate on initiatives supporting economic growth and social development.
2. Conduct quarterly needs assessments to identify evolving community needs and opportunities for collaboration.
3. Organise and host a minimum of two community engagement events or workshops aimed at addressing local challenges.
4. Measure the impact of community partnerships by tracking participation rates, engagement levels and outcomes achieved.
5. Receive positive feedback from community partners, with a goal of maintaining an average satisfaction rating of 80% or above.

Time Bound

Establish partnerships within the first three months and conduct needs assessments quarterly. Evaluate partnership impact and satisfaction at the end of the year.

Objective 3: Enhance Digital Infrastructure and Resources

Key Performance Indicators

1. Continue to upgrade computer facilities and equipment in all designated learning spaces by the end of the first term.
2. Provide training on new technologies and resources to 100% of teaching staff by the end of the term 2.
3. Implement AR/VR technology in at least two courses, with positive feedback from students and instructors.
4. Achieve a minimum of 90% uptime for all digital platforms and resources throughout the year, including APTM, MyDay, Teachermatic and any other new system.
5. Measure student satisfaction with digital resources through quarterly surveys, aiming for an average satisfaction score of 90%.

Time Bound

Complete computer facilities upgrade and staff training within the first six months. Implement AR/VR technology and conduct regular surveys throughout the year.

Objective 4: Promote Inclusivity and Diversity

Key Performance Indicators

1. Increase diversity in the workforce by reviewing recruitment process.
2. Conduct diversity training sessions for all staff members, with 100% attendance and positive feedback.
3. Establish staff forums for feedback and discussion on diversity and inclusion topics, with active participation from at least 80% of staff.
4. Monitor and address any reported incidents of discrimination or bias, aiming for zero tolerance and resolution.
5. Measure employee satisfaction with inclusivity efforts through annual surveys, aiming for an average satisfaction score of 90%.

Time Bound

Hire new staff members within the first quarter and conduct diversity training sessions within the first six months. Monitor progress and conduct annual surveys at the end of the year.

Objective 5: Regular Engagement with Stakeholders
<p>Key Performance Indicators</p> <ol style="list-style-type: none"> 1. Schedule termly meetings through our Employer Advisory Boards, ensuring representation from diverse community groups and organisations. 2. Provide regular updates on college initiatives and achievements through newsletters, website updates, and social media channels. 3. Actively seek feedback from stakeholders through surveys, focus groups, meetings, with a response rate of at least 50%. 4. Collaborate on at least three joint initiatives or projects with stakeholders, measuring success based on agreed-upon outcomes and objectives. 5. Maintain a positive reputation and perception among stakeholders, with at least 80% of respondents expressing satisfaction with college engagement efforts.
<p>Time Bound</p> <p>Schedule quarterly meetings and provide regular updates throughout the year. Measure feedback response rates and collaboration success at the end of each quarter. Conduct reputation surveys annually.</p>

Local Skills Improvement Plan – West Yorkshire

Overall priorities

The West Yorkshire LSIP Board and our stakeholders have agreed the following overall aims, objectives and priorities for the West Yorkshire LSIP:

To enable employers and individuals to access the technical skills they need to support growth, transformation and increased productivity in our key sectors, defined as:

- Health and Social Care
- Engineering and Advanced Manufacturing
- Financial and Professional Services
- Low Carbon
- Digital and Technology
- Creative Industries
- Education
- Construction
- Transport and Logistics

To enable employers to increase their responsiveness and resilience to changes, including emerging regulatory challenges and changing socio-economic circumstances, by addressing thematic skills needs, with themes defined as:

- Net zero transition and sustainability
- Transferable skills
- Equality, diversity, and inclusion (EDI)
- Leadership and management
- Digitisation and automation.

To work in collaboration with key stakeholders to jointly address the skills-specific issues, focusing on the occupations/activities where there are significant local skills shortages alongside gaps in, or limited take-up of, locally available provision.

- To build upon the strengths in the existing collaborative working arrangements and post16 skills ecosystem across West Yorkshire. To make the necessary changes to better respond to the shifting needs of employers and the West Yorkshire labour market.
- To facilitate practical interventions that are

achievable on the local level and consider other regional and national strategies, plans and activities, ensuring the local workforce is equipped with the skills that employers need now and in the future.

In identifying and responding to these priorities we are seeking to help employers to:

- Better understand and communicate their skills needs.
- Overcome barriers to accessing suitable provision.
- Become actively involved in influencing curriculum development.
- Increase awareness of what provision is available to them.
- Become more proactive in planning and investing in their workforce development activities over a longer period.
- Develop a more inclusive approach to addressing their skills needs, working with providers to open up opportunities and skills and recruitment pipelines.

Support providers to:

- Align and develop provision to respond to identified needs.
- Collaborate amongst each other to jointly address curriculum areas that are niche and may not be feasible for a single organisation; or alternatively, where demand is significant in several areas and may benefit from each organisation taking a specialism to ensure provision is available locally.

Develop new ways of delivering to improve take-up of provision by employers of all sizes.

- A clear strategic imperative for allocating resources to support skills development.
- Clarity on the potential benefits and impact of skills investment on individuals, employers and the wider West Yorkshire economy.

SP1 - Prosperity

Task 1: Conduct a comprehensive review of the use of financial resources.

Action 1: Analyse current budget allocations, expenditures, and resource utilisation. Identify areas where financial efficiency can be improved without compromising.	Action 2: Implement resource optimisation strategies that apply resources to the areas of highest impact to deliver good education.	Action 3: Develop a clear investment plan that outlines how financial resources will be strategically allocated.	Expected Impact: Better use of revenue resources will improve the learner experience and environment.
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Task 2: Conduct a comprehensive options appraisal for the implementation of the Estates Strategy.

Action 1: Commission an independent review of maximising funding for capital works, and the options for further capital projects to improve the learning environment.	Action 2: Consult on the options with staff, students, management and governors.	Action 3: Produce a detailed capital investment plan to 2027.	Expected Impact: Better use of revenue resources will improve the learner experience and environment.
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Task 3: Conduct a comprehensive review of learner financial support.

Action 1: Review the current targeting of learner financial support, and the historic funds still held.	Action 2: Consult on the options with staff, students, and management.	Action 3: Develop a learner financial support strategy.	Expected Impact: Improved learner experience. Improvements in retention & achievement.
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SP2 - Performance

Task 1: Develop the use of Edtech in teaching, learning and assessment to create 'Memorable Learning Experiences'.

Action 1: Identify suitable educational technologies to enhance teaching and learning across vocational subjects, age groups and levels. Integrate immersive technologies such as virtual reality (VR) and augmented reality (AR) into lessons to enhance engagement and deepen understanding. By incorporating VR and AR, students will engage in interactive, immersive experiences that make learning memorable and concepts more tangible.	Action 2: Train teachers and educators on how to effectively integrate these technologies into their teaching methods. Implement adaptive learning platforms that personalise learning experiences based on students' individual needs, preferences, and progress. Through adaptive learning, students will receive tailored instruction, leading to increased motivation, self-directed learning, and improved academic outcomes.	Action 3: Continuously assess and evaluate the impact of Edtech on student learning outcomes. Utilise multimedia content creation tools to encourage student creativity and active participation in the learning process. By enabling students to create multimedia content, they will become active contributors to their learning, fostering creativity, critical thinking, and deeper comprehension of course material.	Expected Impact: Enhanced engagement, personalised learning experiences, and improved assessment methods leading to better academic performance. An average of 30% increase in the use of Edtech tools by tutors in their teaching practices and positive feedback from at least 80% of students regarding the effectiveness and impact on their learning experiences. Recognition by external education quality assurance bodies for innovative approaches to enhancing learning experiences through Edtech integration.
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SP2 - Performance

Task 2: Develop a comprehensive programme of staff development, including:

- Professional Learning
- Meetings & Comms
- Staff Health & Wellbeing
- Volunteering, Social Action & Sustainability

Action 1:	Action 2:	Action 3:	Expected Impact:
Conduct a needs assessment survey among staff to identify professional learning needs, communication preferences, health & wellbeing priorities, and interest in volunteering and sustainability initiatives.	Implement the CPD program and monitor its effectiveness.	Evaluate the impact of the CPD program on staff development and organisational culture.	Staff Development: Enhanced skills and knowledge boosting job satisfaction.
Design a structured CPD program that includes a variety of learning opportunities, communication strategies, health & wellbeing initiatives, and volunteering and sustainability activities, tailored to meet the identified needs and interests of staff.	Roll out the CPD program, providing clear guidelines and schedules for staff participation in professional learning sessions, communication improvements, health & wellbeing activities, and volunteering and sustainability efforts.	Measure the impact of the CPD program on staff professional growth, communication effectiveness, health & wellbeing outcomes, and engagement in volunteering and sustainability initiatives through quantitative and qualitative data analysis.	Communication Improvement: Effective meetings and channels enhancing collaboration.
	Regularly assess staff engagement and satisfaction with the CPD program through surveys, feedback sessions, and performance evaluations, making adjustments and improvements as needed to ensure its effectiveness.	Gather feedback from staff, supervisors, and other stakeholders to assess the perceived benefits and areas for improvement of the CPD program, informing future iterations.	Staff Wellbeing: Tailored health/wellbeing initiatives reducing stress and absenteeism.
			Engagement Boost: Volunteering and sustainability efforts fostering community spirit.
			College Success: Investing in staff enriching the college environment and supporting student achievement.

SP2 - Performance

Task 3: Develop a culture of 'High Performance' through the implementation of the College 'Professional Expectations' and new policies around behaviour, attendance and fitness to study.

Action 1:	Action 2:	Action 3:	Expected Impact:
Clearly communicate the College 'Professional Expectations' to all staff members through workshops, training sessions, and written documentation, alongside the introduction of the new behaviour, attendance, and fitness to study policies for students, outlining defined roles and responsibilities for staff in its implementation. Conduct an initial needs assessment survey to understand the current awareness and understanding of the College 'Professional Expectations' among both staff and students.	Provide ongoing support and training for staff members on the implementation of the College 'Professional Expectations' and the new behaviour, attendance, and fitness to study policies, ensuring consistency of application and emphasising a restorative approach.	Recognise and reward staff members and students who consistently demonstrate behaviours that align with the College 'Professional Expectations' and the new behaviour, attendance, and fitness to study policies, fostering a culture of excellence and accountability.	Through the implementation of the College 'Professional Expectations' and the new behaviour, attendance, and fitness to study policies, we aim to:
Develop and distribute comprehensive written documentation outlining the College 'Professional Expectations' and the new behaviour, attendance, and fitness to study policies, with clear roles and responsibilities for staff in implementing and enforcing the policy in a restorative manner.	Develop and deliver comprehensive training sessions for all staff members on the College 'Professional Expectations' and the new policies, focusing on restorative practices and providing practical guidance on how to apply them effectively.	Establish a recognition program that highlights exemplary staff and student behaviours in line with the College 'Professional Expectations' and the new policies, such as monthly awards or shout-outs in SLT weekly update newsletter.	Decrease low-level disruption incidents by 30%, tracked through incident reports and disciplinary records.
		Implement a rewards system, such as certificates of recognition or small incentives, to acknowledge and celebrate staff and students who consistently uphold the College 'Professional Expectations' and the new policies.	Reduce exclusions from college by 20%, measured by the number of students suspended or expelled.
			Enhance overall student attendance by 5%, observed through attendance records.
			Receive positive feedback from stakeholders, with at least 80% expressing satisfaction with the College's approach to behaviour management and reduction in disruptions.

SP3 - Place

Task 1: Conduct Community Needs Assessment.

Action 1: Collaborate with local health organisations and community groups to gather data on the specific wellbeing needs of Calderdale residents. Analyse existing resources and services available within the community to identify gaps and areas for improvement.	Action 2: Based on the needs assessment findings, design tailored wellbeing programs and services that address the identified gaps. Establish partnerships with local healthcare providers, mental health organisations, and wellness experts to enhance the range and quality of services offered.	Action 3: Launch targeted outreach campaigns to raise awareness of the new wellbeing programs and services available at Calderdale College. Utilise various communication channels such as social media, community events, and local publications to reach diverse segments of the community and encourage participation.	Expected Impact: Improved understanding of community wellbeing needs, leading to targeted and effective support services for residents, ultimately enhancing overall quality of life. Increased accessibility to specialised wellbeing programs, resulting in enhanced individual and community resilience, and reduced healthcare burdens. Greater community participation in wellbeing initiatives, leading to improved community health outcomes and strengthened social connections.
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SP3 - Place

Task 2: Expand Sports and Recreation Facilities.

Action 1: Evaluate the existing sports and recreation facilities available at Calderdale College, including indoor and outdoor spaces, equipment, and accessibility. Identify areas for improvement or expansion based on usage patterns, community feedback, and industry standards.	Action 2: Invest in upgrades and renovations to existing facilities to improve functionality, safety, and inclusivity. Explore opportunities for developing new sports infrastructure or expanding existing facilities to accommodate a wider range of activities and user groups.	Action 3: Launch promotional campaigns to encourage community members of all ages and abilities to participate in sports and recreational activities offered at Calderdale College. Establish partnerships with local sports clubs, schools, and community organisations to facilitate joint events, tournaments, and fitness programs aimed at fostering a sense of community and promoting healthy lifestyles.	Expected Impact: Identification of areas for improvement and expansion, resulting in enhanced facilities that cater to diverse community needs and promote active lifestyles. Enhanced sports infrastructure leading to increased participation in recreational activities, improved physical health outcomes, and strengthened community cohesion. Increased community engagement in sports and recreation, fostering healthier lifestyles and stronger social ties among residents.
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SP3 - Place

Task 3: Strengthen Educational Support and Community Engagement.

Action 1: Conduct surveys and focus groups to gather input from community members, local businesses, and educational stakeholders regarding their educational needs and priorities. Assess current educational offerings at Calderdale College and identify areas for enhancement to better serve the community.	Action 2: Based on the needs assessment results, design customised educational programs and initiatives that address the identified gaps and align with the College's resources and expertise. Incorporate flexible learning formats, such as online courses, evening classes, and community workshops, to accommodate diverse schedules and preferences.	Action 3: Forge partnerships with local schools, businesses, and community organisations to create synergies and maximise the impact of educational initiatives. Establish outreach programs and mentorship opportunities that connect Calderdale College students and faculty with the broader community, providing valuable resources and support while fostering civic engagement and social responsibility.	Expected Impact: Informed decision-making leading to the development of educational programs that address community needs, resulting in increased access to relevant learning opportunities for residents. Provision of tailored educational programs enhancing skills development, employability, and lifelong learning for individuals, contributing to socio-economic development within the community. Strengthened community partnerships leading to enhanced educational outcomes, increased community engagement, and a more vibrant and connected local community.
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SP4 - People

Task 1: Design, create, consult on, and implement a colleague volunteer scheme.

Action 1: Identify key staff members to oversee design and implementation. Consult with key stakeholders to ensure scheme is workable.	Action 2: Create a draft proposal that is workable and fits in with clear organisational aims. Consult with key stakeholders including SLT, People Strategy Group, staff and trade unions.	Action 3: Set an implementation and launch plan to ensure that the scheme is visible and available for all. Launch scheme with key stakeholders, in particular local third sector partners.	Expected Impact: Enriching the individuals and the community as a whole. Greater visibility of the College's Corporate Social Responsibility agenda. Contribution to the sustainable communities vision.
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Task 2: Design, create, consult on and implement a Workload Agreement.

Action 1: Agree a consultation process that encompasses recognised Trade Unions, People Strategy Group. Agree parameters with key stakeholders ensuring the needs of the College are met.	Action 2: Create a draft proposal that is workable for all key stakeholders. Create a group to focus on the key issues and content. Consult with SLT, People Group and recognised Trade Unions through JCC.	Action 3: Implement and agree consultation feedback. Ensure all key stakeholders can collectively agree to uphold this agreement.	Expected Impact: Provide best practice and guidance for all managers and staff regarding expectations in the workplace. Improve work/life balance for managers and staff. Provide guidance for all to improve efficiency and productivity across the College.
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SP5 - Partnerships

Task 1: Stakeholder Engagement, with key organisations identified in Plan.

Action 1: Identify key internal team members responsible for coordinating and executing the engagement strategy. Define the modes of communication, such as virtual meetings, in-person forums, webinars, or online discussion platforms.	Action 2: Organise sessions focused on sharing updates on relevant issues, such as policy changes, market trends, or technological advancements. Foster collaboration by creating working groups or task forces to address specific initiatives identified during the meetings.	Action 3: Regularly gather feedback from stakeholders to assess the effectiveness of the engagement strategy and meeting formats. Adjust the stakeholder engagement strategy based on feedback and changing stakeholder needs to ensure its continued relevance and success.	Expected Impact: Increase in college participation on collaborative initiatives. Improve communications. Strengthened links with key stakeholders. Improved intel to inform college plans and delivery.
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Task 2: Employer Engagement - We will engage with employers to ensure that the College's curriculum remains relevant and up to date, ensuring the College keeps up with the rapid pace of change in the sector: Regular consultation, Industry advisory committees, Work placement opportunities

Action 1: Introduce a new structure and plan to form a dedicated team responsible for employer engagement. Build on the number of Sector Advisory groups established by the College. Increase the number of employers involved in Advisory groups. Define key performance indicators (KPIs) for employer engagement teams to measure the effectiveness of the engagement efforts.	Action 2: Establish clear arrangements for joint and collaborative working within teams to achieve maximum impact in the College's work with employers. Establish a structured process for regular consultation with employers, including surveys, focus groups, and feedback sessions. Solicit input from employers regarding the skills, competencies, and knowledge they expect from graduates. Use the feedback to identify areas for curriculum enhancement and alignment with industry needs.	Action 3: Establish partnerships with local businesses and organisations to provide industry/ work placement opportunities for students. Develop clear guidelines and expectations for work placements to ensure valuable learning experiences for students and meaningful contributions to employers. Facilitate ongoing communication between students, employers, and college faculty to monitor progress and gather feedback.	Expected Impact: Efficiencies and effectiveness achieved in employer engagement work. Improved coordination in College work with employers. Increase in number of opportunities created for collaboration with employers for students, apprentices and workforce development.
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SP5 - Partnerships

Task 3: Introduce a CRM system to improve coordination of employer and stakeholder engagement.

Action 1: Create a team of key internal stakeholders to lead on the review of College's CRM system. Make recommendations for connectivity, functionality, and relevance with existing college systems. Make recommendations to SLT for relaunching a revised CRM.	Action 2: Relaunch CRM, identify key users and develop clear guidelines for users, including training for users. Establish reporting arrangements, timelines etc. Undertake necessary build work including populating CRM.	Action 3: Review and evaluate utilisation, and effectiveness by year end.	Expected Impact: Improved intel on employers and stakeholders. Improved coordinated working across teams and improving efficient ways of working.
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SP6 - Planet

Task 1: We will develop and implement a comprehensive sustainability plan

Action 1: Engage experts to conduct a thorough assessment of Calderdale College's current environmental impact across all operational areas, including energy consumption, waste management and carbon emissions.	Action 2: Through our 'Planet' Group consisting of staff, students, and relevant stakeholders, we will drive sustainability initiatives within different departments and aspects of college operations.	Action 3: Develop and implement educational programmes and awareness campaigns to promote sustainability practices among students, staff, and the wider community.	Expected Impact: Improved sustainability practices and a more efficient use of resources, ultimately contributing to a healthier environment and cost savings for the college. 15% reduction in waste to landfill.
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SP6 - Planet

Task 2: We will play a central role in driving the local green economy.

Action 1: Through our Employer Advisory Groups, we will collaborate on projects, share resources, and support each other's initiatives. This could involve joint ventures, research collaborations, or sponsorship agreements.	Action 2: Design and implement training programs, workshops, and courses focused on developing skills and expertise relevant to the green economy. This could include training in renewable energy technologies, sustainable agriculture and green construction.	Action 3: Seek funding opportunities to facilitate networking events to support aspiring green entrepreneurs and innovators within the college community. Provide mentorship, access to resources, and guidance on developing sustainable business models and products.	Expected Impact: By equipping students with the necessary skills and knowledge to thrive in green industries, Calderdale College can support the growth of the local green economy by supplying a skilled workforce. These programs will not only enhance employability but also empower individuals to contribute to environmental sustainability and economic prosperity in the region.
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Task 3: We will invest in innovative sustainable technologies.

Action 1: Allocate resources and funding towards initiatives focused on innovative sustainable technologies. This could involve collaborating with industry partners, academic institutions, and research organisations to explore cutting-edge solutions in areas such as renewable energy, waste management, and resource efficiency.	Action 2: Identify opportunities to pilot and implement innovative sustainable technologies within college facilities and operations. This could include installing renewable energy systems, implementing smart building technologies and waste management.	Action 3: Foster partnerships and collaborations with industry leaders, startups, and technology providers specialising in sustainable solutions. This could involve joint projects, technology transfer agreements, or participation in innovation.	Expected Impact: Increase collaborations with industry and startups by 20% to accelerate the adoption of cutting-edge solutions, provide access to state-of-the-art technologies, and facilitate knowledge exchange, ultimately driving continuous improvement and innovation in the College's sustainability efforts.
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Local Needs Duty

In response to the Local Needs Duty outlined in The Skills Act (2022), Calderdale College, in collaboration with West Yorkshire Combined Authority (WYCA), Calderdale Council, West Yorkshire Consortium of Colleges, and all strategic partners, has undertaken a comprehensive review of our approach to ensure alignment with local skills demands.

The Board of Governors has conducted a thorough examination of our curriculum, focusing on its responsiveness to current and emerging local skills needs. This review process, characterised by oversight, challenge, and extensive discussion with both employers and college leadership, has been pivotal in shaping our strategic direction.

Building upon the recommendations from our Strategic Plan and Operational Development Plan, the Board has approved a significant capital investment towards implementing our new Estates Strategy. Specifically, we have allocated a minimum of approximately £1 million from college reserves to enhance our technological infrastructure, develop new facilities, and expand learning resources. These investments are crucial in

ensuring that Calderdale College remains equipped to address skills and growth needs through to 2026/27.

Furthermore, we are committed to fostering collaboration with key local education partners across our defined area. Together, we will conduct a comprehensive analysis of skills provision within our sub-region, identifying areas of economic clustering and opportunities for collective enhancement. This collaborative effort aims to strengthen our relationships and develop innovative solutions to meet local needs effectively.

Calderdale College remains dedicated to acting with integrity and fostering a spirit of collaboration for the betterment of our region and communities.

Through strategic mechanisms such as the annual curriculum planning cycle and our Strategic Plan, we are continually aligning our offerings with priority sectors and labour market demands. This includes the development of higher-level study programs in crucial areas such as renewable energy, healthcare, and digital technologies.

Moreover, our commitment to developing wider employability skills and raising aspirations remains unwavering. Initiatives such as the Employer Advisory Boards and the annual Accountability Agreement further reinforce our strategic focus on maintaining strong connections with industry and ensuring the agility and relevance of our programs.

Calderdale College continues to adapt and respond agilely to the evolving regional, national, and global skills landscapes. Our multifaceted approach aims to position the college as a leader in technical education, driving productivity and inclusive growth across the local area and beyond.

In collaboration with employers, other educational providers, and stakeholders, we are dedicated to preparing our learners for success in both the local and national economy. Our ongoing commitment to quality improvement, as evidenced by our engagement with employers and the enhancement of impact measurement, reflects our dedication to meeting and exceeding local skills needs.

Key Skills Strategy Documents

[Calderdale College Strategic Plan 2023-26](#)

[West Yorkshire Combined Authority Labour Market Report 2021](#)

[West Yorkshire Combined Authority Adult Education Budget Strategy 2020](#)

[West Yorkshire Combined Authority Delivery Agreements 2019](#)

[West Yorkshire Combined Authority Delivery Agreements 2021](#)

[West Yorkshire Combined Authority Employment Skills Framework](#)

[West Yorkshire Combined Authority Local Skills Report 2022](#)

[West Yorkshire Combined Authority FE Delivery Agreements 2019](#)

[Calderdale Council Inclusive Economy Strategy](#)