



ANNUAL

**ACCOUNTABILITY
STATEMENT**

**2025-
2027**



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PART A: PURPOSE AND CONTEXT

WILBERFORCE PURPOSE: SKILLS

Wilberforce College offers a curriculum that aligns with the vision, mission and core values, as well as determined by and aligned with the Local Skills Improvement Plan (LSIP) for the Humber region. A key purpose is to predominantly serve the community of East Hull, providing outstanding post-16 education within academic, vocational and technical skills. Wilberforce supports the regional economic growth to develop tomorrow's workforce through innovative and pioneering education, inspiring confident, skilled, employable and entrepreneurial professionals who make a valuable contribution to the local, regional and national priorities.

Contribution, growth and skill alignment for delivery at Wilberforce is seen particularly across Engineering Manufacturing, Digital Technology, Media and Health. Wilberforce supports progression onto Level 4+ studies across all qualifications, with over 44% progressing to Higher Education or Degree Apprenticeships. The College works alongside employers and partners to support student awareness, education and choices. As part of the employer events themed to specific career areas for all students throughout the year, teachers and support access updated information and run pre-events to share curriculum development and gain a steer on changes and focused skills from employers.

The skill development agenda also sees growth in Level 2 provision with over 200 students developing core skills and over 60% continuing into Level 3 programmes. Over 30% of the Wilberforce cohort in year 1 study GCSE re-sits, supporting the core skills need in the community.

VISION:

To be an outstanding college, with an innovative curriculum that supports all students to achieve the best possible life chances.

The College has three key strategic priorities:



OUTSTANDING EXPERIENCES



OUTSTANDING PROGRESSION




OUTSTANDING OUTCOMES

MISSION:

Wilberforce mission statements support the strategic planning, implementation and decision making in year to achieve the College Vision.

1. Support and grow a broad and flexible curriculum with provision for academic, vocational and mixed pathways, to include technical education.

2. Design and deliver an inclusive, engaging, and high-quality curriculum experience that inspires high achievement, progression and serves the Hull and East Riding community.
3. Deliver and support life skills that inspire, educate, and inform all students on how to progress well and become informed contributing citizens.
4. Invest in industry standard facilities to meet business and employer needs now and, in the future, preparing students for employment and lifelong learning.
5. Develop linked employer skill networks to align relevant curriculum experiences and high-level knowledge to inform positive progression options.
6. Partner with local education professionals to align and steer a green education framework, factoring renewable for all for green aware leaders and professionals of the future.
7. Be the educator of choice for students and employees, with high level support structures and investment in people with dedicated social and ethical college culture for all.



COLLEGE CORE VALUES

In delivering the Vision and Mission, the college will do so using a set of behavioural and conduct values, which supports employability skills and future learner success.

- ▶ We conduct ourselves with integrity and respect for all.
- ▶ We make students' experience central.
- ▶ We value individuals and promote self-esteem.
- ▶ We work as a team.
- ▶ We encourage innovation, creativity and enjoyment.
- ▶ We aim for excellence in everything we do.

PART A: STRATEGIC AIMS AND OBJECTIVES

The underpinning activity and actions of the strategic objectives highlight alignment to the strategic plan of the College as we deliver the accountability plan for local, regional and national needs.

OUTSTANDING EXPERIENCE

- Students have access to a wide, rich set of experiences through the curriculum, tutorial and the upskilling programme that is updated alongside needs and guidance.
- High expectations of behaviours and attitudes ensure all students develop a strong work ethic, resilience, and determination.
- A sustainable growth in student numbers that maintains a vibrant, interactive learning environment in which students are highly challenged.
- A College environment with first class facilities, welcoming, accessible and a place everyone enjoys being in, with development and investment in facilities and technology to serve the needs of future employment expectations.

OUTSTANDING PROGRESSION

- A curriculum that is aligned to local and national priorities that enables all students to progress to their chosen destinations. With partnership development a key factor within development to ensure students gain exposure to opportunities and gain awareness.
- Students are equipped with the skills, knowledge and behaviours needed to progress in education and employment, including proficiency in English and Mathematics.
- Students are educated and supported to make decisions that ensures their long-term health and well-being.

OUTSTANDING OUTCOMES

- A fully ambitious, challenging curriculum that provides students with first rate qualifications and has a clear steer and focus on skills through work experiences and live projects that support outcomes.
- Aspirational and stimulating teaching and learning that engages all students at all levels, developing learning tools and awareness to lifelong learning opportunities, motivations and expectations.
- Stretch and challenge of all groups of students ensure that all reach their potential and there are no significant gaps.
- A student support framework that proactively removes barriers to learning, and a review of the curriculum under the skills and local needs plans to support entry and exit points.



PART A: CURRICULUM PURPOSE

Wilberforce has eight faculties supporting both academic, vocational and technical education, *to meet local, regional and national priorities.*

COLLEGE VALUES

Consistent Curriculum

Collective accountability, consistent quality cycle support and evidence-based insight for planning



ATTENDANCE

CELEBRATION

INCLUSIVE
SUPPORT

OUTSTANDING
EXPERIENCES

OUTSTANDING
PROGRESSION

OUTSTANDING
OUTCOMES

Each student, regardless of faculty, has a full study programme and wider education to support their experiences and exposure to skills. **The College activities support the embedding of skills with planned employer events for all students to engage, and specific focused industry employer talks throughout the year.**

SCIENCE AND ART



SSA	%
01: Arts, Media & Publishing	42.4%
02: Science and Mathematics	52.4%
11: Social Sciences	5.2%

The **Science and Art** faculty has a vocational and academic curriculum which is predominantly Level 3. **The faculty currently offers eight A Levels, two extended diplomas and two extended certificates. The curriculum is responsive to skills needs, with health occupations the region’s second largest employment sectors. The faculty introduced two new courses – Applied Biomedical Science and Extended Certificate in Human Biology – that will facilitate students in the local area to access health occupations in the future without following the traditional A Level route.**

The Science A Level curriculum continues to develop with the outreach of partnerships and national agendas, **with the NHS Long Term Workforce Plan predicting an increase from 1.5 million jobs to between 2.2 and 2.3 million by 2036/37.** The LMI Hull and East Yorkshire 2025 report predicts that the plan could raise the number of doctors by 60,000 to 74,000, the number of nurses by 170,000 to 190,000, and the number of allied health professionals by 71,000 to 76,000.

The future need for expertise in Low Carbon is an area of continued awareness, with 50% of green energy apprenticeships currently not delivered in the HEY LEP area. With no T Level focus yet available in Green Energy, **the intent in science includes the continuous engagement of new opportunities, employer support and partnerships to support. For example, the official partnership with the University of Hull to ensure work with the Royal Society continues to support students to become involved with specialist links and educated on future challenges, solutions and green careers.**

The following examples highlight the alignment of the science curriculum and the development of Hull and East Riding industry:

- The largest offshore wind farm in the world – Hornsea 2 – is located 89km off the East Yorkshire coast. It provides power to more than 1.4 million homes.
- When construction of the Dogger Bank offshore wind farm – located off the East Yorkshire coast – is completed, it will become the world’s largest, generating enough electricity to power up to 6 million homes.
- Saltend Chemicals Park could become home to one of the world’s first at-scale facilities producing hydrogen from natural gas with carbon capture and storage, enabling the reduction of 900,000 tonnes of carbon emissions in the region.
- The Energy Works waste to energy power station in Hull will produce enough electricity to power the equivalent of 43,000 homes per year by processing 240,000 tonnes of waste.
- 27% of the UK energy sector workforce are predicted to retire in the next 10 years. Combined with the growth of new and replacement jobs, this means that the sector needs to replace or retrain 48% of its current workforce over the next decade, which equates to 277,000 vacancies.
- The Humber is the most carbon intensive industrial cluster in the UK. 37% of carbon dioxide emissions from the UK’s six largest industrial clusters come from the region. Decarbonisation could attract up to £15 billion investment and potentially create up to 49,000 exciting and well-paid jobs in technologies such as clean hydrogen production and carbon capture and storage.

The other focus of the faculty is within the Arts and includes **A Levels in Fine Art, Graphics and Photography**, as well as **Btec Extended Diploma in Vocational Art & Design**. **A Level Graphic Communications** was introduced in 2024/25 in response to the local need for design and development occupations.

The Creative Industry in Hull and East Riding is one of the fastest growing (LMI Humber 2025), with a 33% increase in jobs from 2015. With 575 creative and digital companies in the area, the Arts curriculum is focused on how digital developments are embedded into studies, topics and live project briefs – essential to provide experiences linked to skills needed for future opportunities in fast paced developing industries. **A third of the creative and digital sector’s workforce are self-employed, therefore key self-employment skills are embedded and continue to be a development with the new cross-college entrepreneur pathway.**

HEALTH, CARE AND INTERNSHIPS

SSA	%
07: Retail & Commercial Enterprise	23.1%
02: Health, Public Services and Care	76.9%

The faculty of **Health, Care and Internships** offers a mix of vocational and technical qualifications from **Level 1 through to Level 3 as well as the Internship Project Search curriculum with CHCP and Asda for students with an EHCP**. **Mainstream courses include Health & Social Care, Early Years, Hairdressing and Beauty Therapy**. **The T level in Health with a Nursing pathway supports the local, regional and national skills requirements**. **Level 2 vocational provision across the faculty accounts for 33% of their learners, with a strong focus on Childcare Level 2 to support progression into settings after one year.**

The aim of the faculty is to support learners on their journey to employment in some of the **most challenging and under-staffed industries both locally and nationally**. **The faculty strives to meet needs through diverse pathways and skills focused curriculum design**. Skills shortages across the local area that our curriculum is mapping to include many positions in early years childcare settings and the health and social care sector, including dementia care, mental health support and care for the vulnerable and the elderly. **Alongside these the skills, knowledge in digital technology to support the digitisation of the sector requires faculty focus moving forward**. **With Health an area of fast paced developments in health technologies, the College partnership and upskilling access is essential within curriculum planning and design.**



MATHS AND BUSINESS

The following labour information highlights key needs and curriculum drive.

- If the population aged 65 and over grows as projected, 43,000 extra adult social care posts will be required in Yorkshire and the Humber by 2035, an increase of 25%.
- There are around 11,000 jobs working for hospitals in Hull and East Yorkshire, up by nearly 500 since 2015, an increase of 5%.
- There are more nurses and midwives working in the NHS than ever before - approximately 372,000 in total.
- The total number of jobs in this sector in Hull and East Yorkshire has grown by around 3% since 2015.
- The number of jobs in residential care in Hull and East Yorkshire has increased by 425 since 2015 to around 7,850, an increase of nearly 6%.

Partnership with the University of Hull continues to develop to support the healthcare sector recruitment, students' progression aspirations, technology advancements for future careers and sequencing for curriculum delivery. The recent introduction of Childcare Extended Certificate provides a more diverse offer; it can be studied alongside Sociology, Psychology, Health and Social Care, English and other key Level 3 single programmes to support progression to university, teaching or an alternative role working with children.

The Hair & Beauty provision continues to service the local area, with around 2,750 jobs with businesses offering hairdressing and other beauty treatments in Hull and East Yorkshire, an increase of 72% since 2015. The provision at Wilberforce develops employment ready learners for industry; the team engage in aspirational events to expose students to and get involved in vast experiences whilst at college.

Project Search doubled in provision in September 2024 with Hull ASDA superstore joining CHCP's lead in offering a supportive internship programme for learners with an EHCP and/or Autism. **With huge success and support from local partnerships and employers, we see progression into employment highly successful and continue to focus on growth to support an increased demand across the city.**

SSA	%
02: Science and Mathematics	71.6%
08: Leisure, Travel and Tourism	5.2%
11: Social Sciences	2.7%
15: Business, Administration and Law	20.5%

The **Maths and Business faculty** meet the needs of the local area through the development of business and enterprise skills to **improve higher level access to managerial, professional, and associated careers.**

The faculty encompasses a range of qualifications at Level 2 and Level 3, Vocational (11%) and A Levels (13%). **The curriculum of Economics, Business and Maths at A Level help to address skills needs across sectors and link with other key skills curriculum such as Physics and Engineering particularly. Other vocational options include Business, Travel and Tourism and Marketing. A faculty review identifies investment in the Sales and Marketing T Level for future delivery. Another area linked to the local needs is to raise the level of the female intake within Maths and Engineering; with just 10% engagement across both in 2024, a focus on recruitment and education is required to increase this.**

The faculty particularly picks up the local skills gaps in **data analysis, leadership and management skills to support the productivity growth for the region.** The faculty has focused on increasing employer engagement to support learners to develop the work-ready skills in line with the HEY LEP Employment and Skills Strategy. **This has resulted in 100% of Level 2 and Level 3 Year 2 students completing work experience linked to their main qualification aim and chosen pathway.**

The number of jobs in the business and service sector in Hull and East Yorkshire has grown by 3% since 2015; it is the second largest sector in the region after manufacturing and engineering. During that time, the number of jobs with companies offering accounting, auditing and bookkeeping services has increased by nearly 30% to around 2,000. The number of jobs working for call centres in Hull and East Yorkshire has also grown 17% to 1750 since 2015.



The **GCSE Maths re-sit programme sees an increase in demand year on year with 2025 seeing over 500 students enrol.**

CREATIVE PRACTICE AND PERFORMANCE



SSA	%
09: Arts, Media and Publishing	100%

The Creative Practice and Performance faculty has an industry-centred curriculum, providing students the opportunity to develop independent creative skills that enable progression to further study and exploration in creative arts and access to work in a variety of industries. A review of the curriculum resulted in changing to the UAL awarding body to support, which supports the ‘practice’ element and enables students to build the skills and temperament required to produce successful creative work for their courses and in the future, and develops strong self-reflection, problem solving, exploration and a willingness to experiment.

The development of curriculum to support industry requirements is key to the success of students. Curriculum planning drives critical and analytical skills to equip students for careers and further study, whilst promoting creativity and individuality.

The faculty offers a full range of courses for students to develop their creative practice – from Level 2 through to the new Level 4 Foundation Art and Design course – to enable students to decide on specialisms before making university choices. Level 3 courses (61%) are offered across Media, Performance and Music disciplines, and a new UAL Level 2 Art, Design and Media course (20%) enables learners to develop their creative experience and skills across a range of pathways that enable them to access the full range of creative pathways at Level 3.

Continued partnership with the Northern Academy of Performing Arts (NAPA) sees high level access to professional coaching, delivery and outcomes. **The Level 3 and a new Level 4 programme of study ensures the very best in performance practice and exit routes are in place for future talents in the city and region.**

The growth in tech start-ups, music and arts was driven initially by Hull’s status as City of Culture in 2017. With further work to embed digital technology, the 2021 Tech Nation Report highlights that Hull is ranked 5th in the UK as measured by the size of investment by the tech cluster, previously scoring 14th in 2017. **The number of jobs in the sector have increased by 33% since 2015. There are 575 creative and digital companies in Hull and East Yorkshire.**

The faculty focuses on music and performing, film, TV and animation. They have partnerships and external links in place, supporting access to opportunities to practice and embed skills and techniques. **An example of this is in 2025, when students secured the ‘best music video’ award at the East London LGBTQ+ Film Festival. Film and media students also gain opportunities to access a competitive market by engaging with Screen Yorkshire master classes, including ‘This is England’.**

The faculty strongly embeds enterprise through personalised interests, employment and skills, such as the student record label @RonnoRecords, designed to support students to plan gigs, including event management, designing music sets and ticket sales. **Music students perform annually at the Adelphi to fundraise for a Mental Health Charity. Individual music students also gain opportunities and real-life practice at local events such as performing on the Youth Stage at Hull’s Humber Street Sesh event.**

COMMUNICATIONS AND CULTURE



SSA	%
09: Arts, Media and Publishing	15.1%
04: Preparation for Life and Work	18.2%
12: Language, Literature and Culture	66.8%

The Communications and Culture faculty has a creative, academic curriculum, providing students with the opportunity to develop the skills and knowledge to enable them to progress in further study and sector focused careers. **They are a purposeful, coherent and collaborative faculty that brings together a range of courses in communications (English Language, Media Studies and GCSE English) and culture (English Literature, English Language and Literature Combined, Film Studies and Drama and Theatre Studies), with creativity unifying them all.**

The development of the curriculum is steered to support industry requirements, with English studies linked to writing related careers such as digital copywriting, editing, journalism, teaching, publishing, and content creation. The faculty pathways focus on the next steps to **Higher Education using subjects as opportunities for skills development, realising opportunities and opening doors in a highly competitive sector.** A high percentage of students have aspirations for teaching careers and working in education.

The curriculum intent, as well as driving creative subjects, has a strong focus on the LSIP focus for teaching professionals and employment skills in all sectors.

HUMANITIES AND SOCIAL SCIENCES



SSA	%
02: Science and Mathematics	28.5%
10: History, Philosophy and Theology	11.2%
11: Social Sciences	36.9%
12: Languages, Literature and Culture	2%
14: Preparation for Life and Work	2.7%
15: Business, Administration and Law	18.7%

The Humanities and Social Sciences subjects have a historical and contemporary context and provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed.

The subjects taught in Humanities and Social Sciences faculty include **A Levels in History, Sociology, Psychology, Criminology, RE and Law.**

Through studying Humanities and Social Sciences, **students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.** These are skills required by all sectors and high on the employability skills agenda to support local and national organisations.

Students will develop a huge variety of transferable skills for many career paths, including research, evaluation, analytical and communication skills. The focus is to provide entrants into Level 4+ programmes for local and national opportunities and is linked to the HEY LEP priorities of raising the number of Level 4+ qualified people within the Hull and East Riding region, which is currently below National Average.

The faculty facilitates opportunities for students to develop skills and knowledge through visiting speakers and other forms of employer engagement and wider experiences, e.g. a magistrate talks, Police talks, local social support organisations and trips to Nottingham Museum of Criminal Justice and visits to raise aspirations in higher education such as Leeds, York, Lincoln, Hull and The University of Law. **The focus in 2025 is to continue to drive employment skills through team projects across the faculty with live briefs and activity. This is to further develop the actions around core communication, presentation and independent study skills.**

The Hull and East Riding sees high employment within the public sector, including education, the justice system and policing. Despite the slight decrease since 2015, it remains the fifth largest sector in the region, just behind social and healthcare. **The faculty of Humanities and Social Sciences provide academic study to enable progression into Higher Education and degree apprenticeships within the social science, law and wider interest areas depending on students' subject combinations. Regarding law, jobs within firms of solicitors in Hull and East Yorkshire have grown by 40% since 2015 to around 1,750.**

DIGITAL & ENGINEERING



SSA	%
04: Engineering and Manufacturing Technologies	54.4%
06: Information and Communication Technology	33%
07: Retail and Commercial Enterprise	12.6%

The Digital and Engineering faculty includes IT, Engineering, Computing and Esports. Emerging provision ensures that students have the edge for the local and national opportunities that are constantly developing, particularly within the engineering and ICT sectors.

Engineering is a key area of growth with new industries and technologies emerging; 203,000 people with Level 3+ Engineers skills are needed every year to meet demand. The offer is designed to allow a student to choose either the practical or academic workplace routes or a university pathway. **The City and Guilds course is a practical course that allows students to prepare for the workplace and advanced apprenticeships, whereas the T Level and BTEC courses prepare students for further study (both at university and higher apprenticeships), as well as employment.**

Curriculum adjustments within courses help to support changes in line with local needs, for example the BTEC Extended Diploma in IT switched to T Level Digital Support Services, which is now moving to the Cyber Security pathway in 2025 due to national skills needs data. The College IT facilities and equipment are aligned to meet the demands of further study, with continued yet challenging investment budget.

Further development sees Computer Science address the shortage of web developers and programmers and the Esports course serves a demand for upcoming industry and future needs in digital events business. Job roles are routinely embedded into the curriculum and used as discussion points to help raise the aspirations of students and ensure relevant destinations are achieved.

Engaging in external partnership experiences help to develop skills and awareness. HumberTechWeek includes talks from local employers about developments in the industry and partnerships with businesses like Daifuko and FR Scott add value to courses through shared skill needs and enhanced work experience opportunities.

The investment in equipment and software is designed to progress the students academically and equip them with key employability skills needed within high technical careers. These range from data tracking to promoting well-being on Esports programmes to Microsoft HoloLens advanced AR systems to future proof our students in emerging technologies.

- ◇ The engineering sector accounts for 16% of Hull and East Riding's employment, particularly manufacturing. It is one of the broadest sectors with many different specialist areas, such as aerospace, automotive, control and instrumentation, electrical, materials, mechanical, process or rail. There are nearly 44,000 jobs in this sector in the area, more than double the national average for Great Britain (7.5%). **The College's investment in Engineering sees the T Level technical route, the Level 2 Vocational route and the Level 3 single academic route. Growth of 17% has been seen in this area SSA from 2022 to 2024.**
- ◇ In 2023/24, in Hull and East Yorkshire, 26.2% of apprenticeship starts and 30.7% of apprenticeship achievements were in Engineering and Manufacturing Technologies, double the average for England, which stands at 13.5% and 14.2%, respectively. **Engineering and ICT destinations see 29.9% move into apprenticeships. 100% of Engineering T Level students move onto apprenticeships.**
- ◇ Women into Manufacturing and Engineering (WiME) is a local initiative aimed at encouraging more women to pursue careers in these industries. **This continues to be a focus for Wilberforce, with 10% representation by females in Engineering and Maths courses. Curriculum activity and celebration of females in Maths and Engineering is a key focus moving forward, building on the previous focus on International Women's Day.**

Siemens Mobility's new train manufacturing facility and rail village in Goole has already created several hundred direct engineering and **manufacturing jobs** since opening in 2024. It is expected to create up to 1,000 direct jobs in the town over the next few years, with many more generated within the company's supply chain. **The constant review and focus of topics and curriculum, with Level 2 options under review, will support opportunities and align with skills needs in these industries.**

SPORTS AND PUBLIC SERVICES



SSA	%
01: Health, Public Services and Care	37.3%
08: Leisure, Travel and Tourism	62.7%

The **Sports and Public Services** curriculum aims to develop students' physical, mental and social competencies while understanding the roles and responsibilities that are required in public service careers. **Through a rigorous and dynamic programme, the intent is to cultivate students' physical fitness skills, leadership qualities, and civic awareness, preparing them for both higher education and professional pathways in sport and public service-related fields.**

The curriculum for both courses is designed to offer a strong foundation in physical fitness, sports science, and public service disciplines, enabling students to explore a range of topics in each area. By integrating theoretical knowledge with **practical application, students are encouraged to engage in collaborative and independent learning, critical thinking, and problem-solving. These are key employability skills for industry.** The programme is designed to develop well-rounded individuals who not only **excel in their chosen area but also understand the importance of physical well-being, teamwork, ethical conduct, and community involvement.**

The faculty offers a range of courses including **Level 2 Sport and Level 3 Extended Diplomas in Coaching and a newly introduced pathway for Leisure Management.** There is also an **Extended Certificate in Sport** for those aligning the key skills and academic theory alongside other academic pathways for progression to Level 5. The faculty also offers the **Extended Diploma in Public Services, with the Level 2 option allowing students the chance to develop**

appropriate skills to progress onto Level 3 qualifications. New in 2025 is the Extended Certificate, which supports those progressing into policing apprenticeships, psychology and law to study appropriate subjects alongside public services.

Students have access to a number of employer engagement and voluntary opportunities, for example Sports students visit a number of primary schools to develop their coaching skills during the 'Sports coaching' unit. Level 2 Sports students also deliver to primary schools for their 'Leading a sports event' unit. Public Services students can engage with the Police when taking part in interview preparations, and the Army and Fire Service deliver appropriate fitness tests that need to be completed as part of the application process for the relevant public service.

The leisure industry is a growing area since Covid and the growth of gyms and sports clubs creates a need for employees with good people and communication skills, and the ability to deal with members of the public on a daily basis. Development in 2025 see a bespoke coaching qualification for personal and group training, therefore supporting the pathway into employment, with partners supporting exit options for positive destinations.

Local LMI stats steering development in the sports and public services curriculum;

- ◇ The operation of sports facilities (e.g. stadiums) employ to 1,450 jobs.
- ◇ Britain's newest 'smart' prison, HMP Millsike at Full Sutton in East Yorkshire, will create around 600 public sector jobs when it opens in 2025.
- ◇ East Riding of Yorkshire Council is the largest employer in East Yorkshire, employing over 10,000 staff.
- ◇ Since 2015, there has been an increase of 15% in Hull and East Yorkshire in the number of jobs working in public order and safety, for example the police force.
- ◇ The public sector has a much higher proportion of high-skilled jobs (46%) than the private sector (24%).

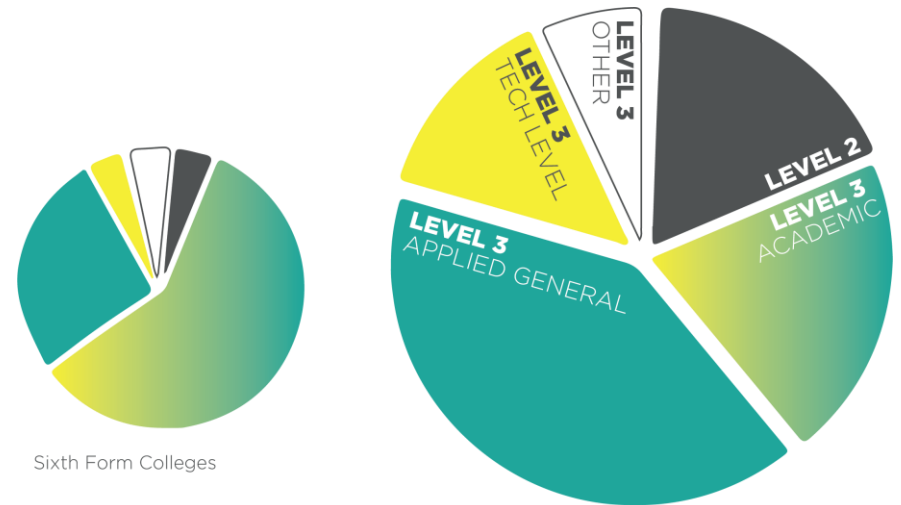
PART A: CONTEXT AND PLACE

Wilberforce Sixth Form College is a designated Sixth Form College (SFC) for 16-19-year-old students in East Hull.

The College currently serves 55% female and 45% male students across Level 2 (20%), Level 3 (77%) Level 4 (1%) and Level 1 / Project Search (2%). The broad and balanced curriculum sees Level 3 students access three pathway types: 16% study pure A Levels, 64% study Advanced General Vocational courses and 20% study a combination of A Level and vocational. Overall, 88% of all students (Levels 2/3) undertake at least one vocational qualification. In addition to a student's main programme of study, 38% of students study GCSE in Maths and/or English.



Academic Overview



Sixth Form Colleges



YH Sixth Form Colleges

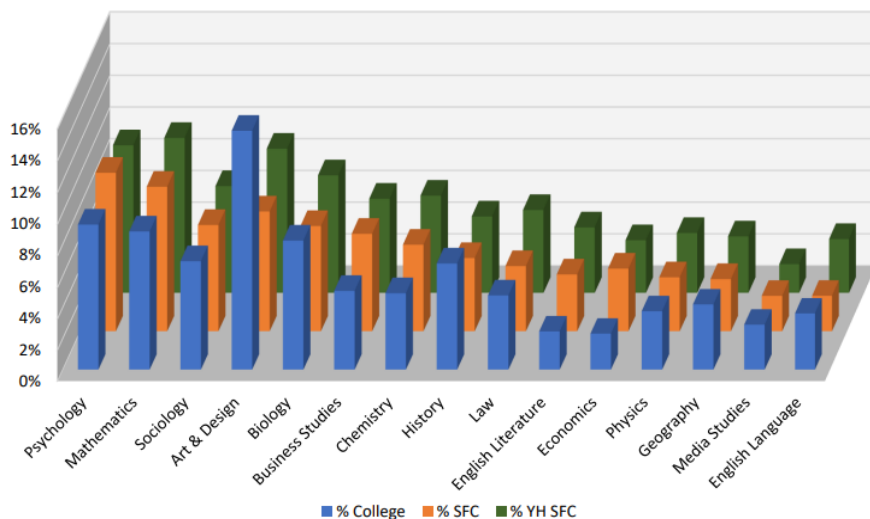
Note: MIDES 23/24 November Data

WILBERFORCE COLLEGE CURRICULUM TYPES

The College provides a diverse curriculum for students, whether it is a stepping stone to Level 3 to gain academic excellence through a traditional, yet diverse range of A Levels, or more increasingly to expand career knowledge and skills through Level 3 Applied General Qualifications.

A Level Choices

Profile of 16-19 Learners by the 15 Most Popular A/AS Level Subjects Nationally



Note: MIDES 23/24 November Data

Catchment

Travel to learn and work sees recruitment predominantly from the local communities of Kingston Upon Hull and East Riding of Yorkshire. The local transport network supports travel into the city centre as well as coastal villages. This is complemented by the College's bus service. A significant percentage of students live within a 16-mile reach.

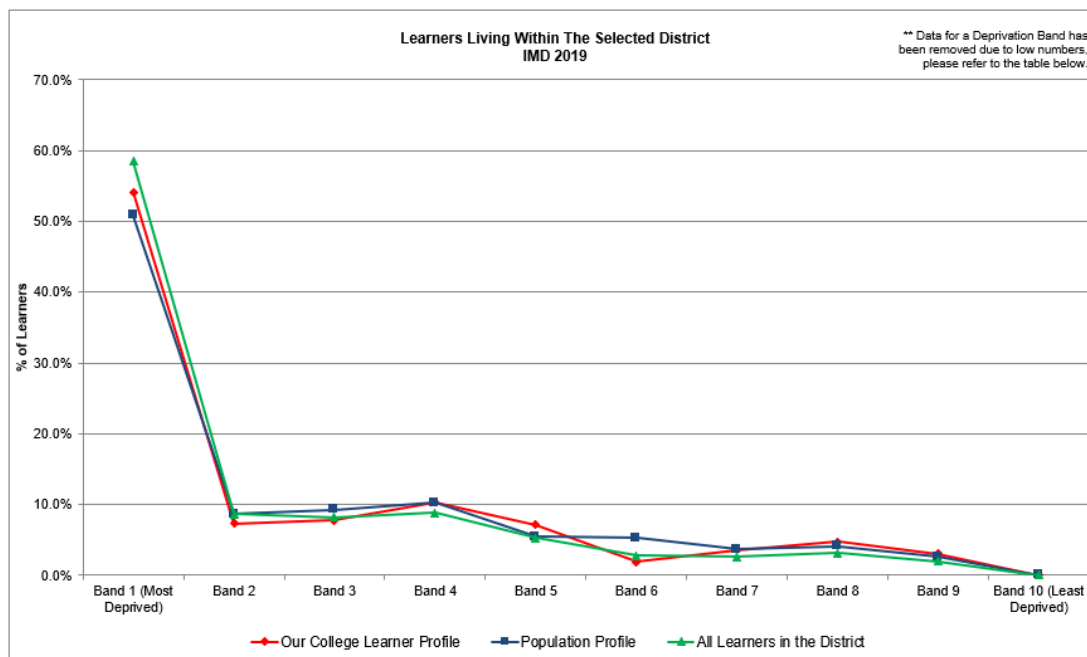
The support for students from disadvantaged postcodes (57%) focuses on equity in opportunity that runs through the curriculum provision and support services. The college sees 38% of the cohort access bursary support and 23% free school meals.

February 2024 NEET Data – By Ward

Wilberforce NEET data for 2022/23 leavers was at 4.5% compared to Hull at 7.6% and 2023/24 leavers was at 3.4%. College catchments highlight a rate of 6.3%, 8.1% and 6.3% and 2.6% in February 2024.

The NEET focus and support continues to ensure destination success. Wilberforce has led actions around retention and IAG as a priority across all subjects to support the Hull and East Riding focus on the reduction of NEETs in year. In 2023 Wilberforce saw 122 in year leavers compared to 69 in 2024. This focus continues as a priority and Wilberforce will take the lead on a local partnership's 'Barriers to learning' group, through the tutorial and support structures, and throughout curriculum delivery.

PART A: ECONOMIC AND SOCIAL CHARACTERISTICS



MIDES: 21/22 October Data

This is a particular focus for the College. Due to deprivation bands that the college serves, many students face barriers to learning and progression, often seeking employment. A focus for curriculum is to maintain strong retention and purpose that is valued. The College has changed its timetable model to support all students on full-time study programmes to have a day off timetable that enables them to work or to support wider pressures (e.g. family support). Where possible, students on single subjects also have block days.

PROGRESSION DESTINATIONS

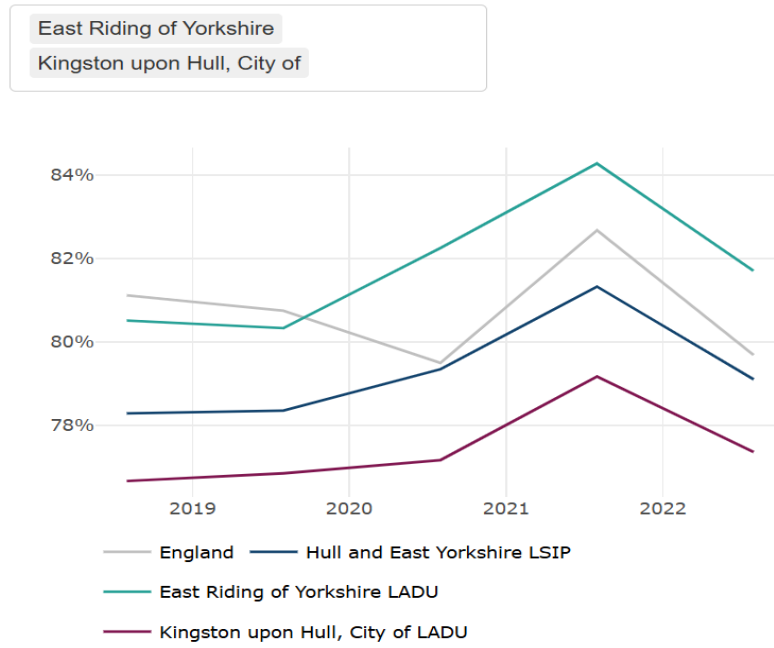
Over the last three destination years, Wilberforce has seen a consistent picture in Higher Education destination choices across the UK (63 different universities choices selected), there have been 24 moving onto Russell group universities and 550 choosing HE as their destination. A high majority choose to study at their local university (53%). In 22/23 there were 44% choosing to attend University and 43% in 23/24. With an increase of technical provision at the College, the direction of travel has shifted, seeing destinations into apprenticeships and employment maintained over the last three years at over 40%. The local area needs, and context are a key factor for this shift, including the impact of COVID and cost of living in the local area. The need for students' progression into employment and Apprenticeship drives the focus and shape the teaching of the skills required by employers and the jobs of the future. The College has developed its technical offer to support the apprenticeship provision in the key areas of need.

PART A: DESTINATIONS

CONSIDERING HULL, EAST RIDING AND LSIP

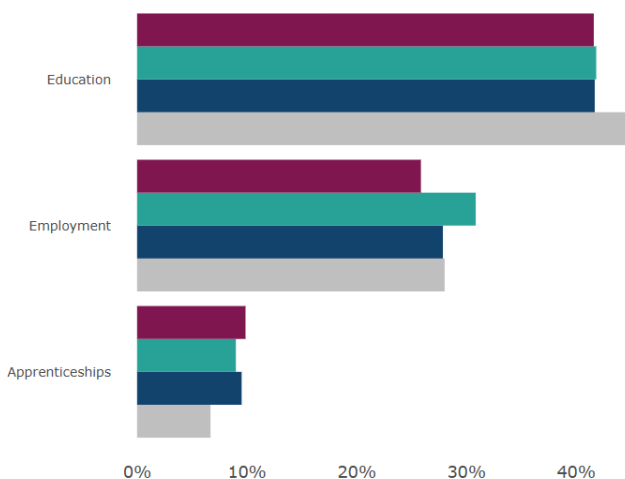
How are key stage 5 sustained positive destination rates changing over time?

The sustained positive destination rate after study at Key Stage 5 in Hull and East Yorkshire LSIP has increased while nationally it has decreased in the last 4 years.



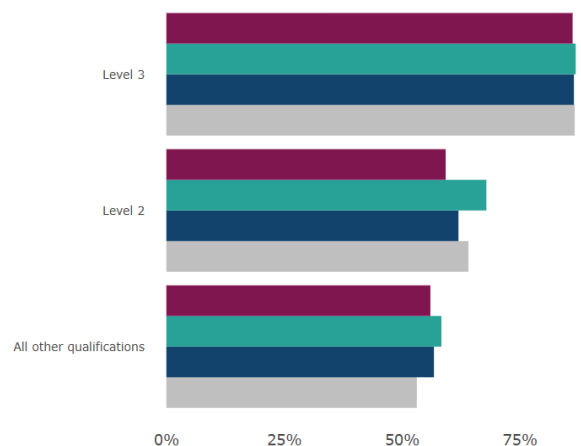
HOW DO KEY STAGE 5 DESTINATIONS VARY BY OUTCOME?

Hull and East Yorkshire LSIP has a higher key stage 5 sustained positive destination rate in Apprenticeships than the national average.



HOW DO KEY STAGE 5 DESTINATIONS VARY BY LEVEL?

Hull and East Yorkshire LSIP has a higher key stage 5 sustained positive destination rate in All other qualifications than the national average. The top 10 subgroups are shown. Use the filter to add or remove subgroups.



PART A: ACCOUNTABILITY APPROACH

All essential updates to the curriculum – including intent, implementation and impact – is developed and designed with local, regional and national information for the effectiveness of meeting the future skills needs and challenges across all sectors.

Reviewing curriculum and content using labour market information, predicted change data and automation enhancements is essential to ensure Wilberforce curriculum supports young people (employees of the future workforce).

Hull and East Riding aims:

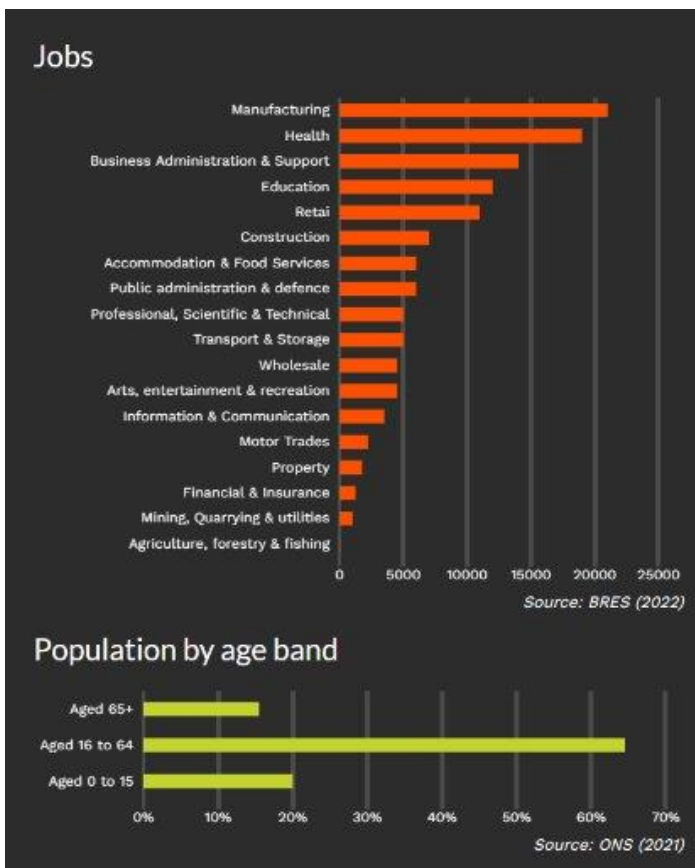
- ◇ Ensure collaborative working between employers, providers, colleges and key stakeholders for the benefit of the Hull and East Yorkshire region.
- ◇ Ensure job opportunities within new developments go to local people.
- ◇ Increase uptake on to technical education courses, such as Apprenticeships and T Levels.

Wilberforce college engages in local LSIP meetings and are represented at the Local Skills Improvement Planning workshops and meetings to help shape the collective plan for the area. The focus on partnerships and collaboration underpins the work completed to ensure future success and access for all potential students.

Hull LMI information

[Places | Skills Hull and East Yorkshire](#)

When reviewing the statement and curriculum development, the College reviews wider context and local authority reports, including labour market information for the area. For example for our Public Services there are over 36,000 jobs in this sector in Hull and East Yorkshire. We are investing in additional qualifications in this area.



It is reported that difficulties exist to recruit to a variety of roles, including social workers, care workers, engineers, construction professionals, refuse collectors, environmental officers, planning officers and lifeguards. With this in mind, Wilberforce continues to invest in Health and Social Care, Engineering, Sciences and Leisure/Business.

The number of reported teacher vacancies has risen from 1,600 in November 2021 to 2,300 in November 2022. The College offer upskilling for aspiring teachers regardless of their pathways, also the A Level and Certificate combinations support positive progression into future teaching qualifications.

The College also support newly qualified teachers, those wishing to start their teaching career from industry with training alongside for those high skilled areas such as Engineering.

Source: BRES (2022), Home Office Statistics, School Workforce in England

PART A: INFORMED PLANNING

Future of jobs - core skills | Tableau Public

The impact of automation is challenging and changing the skills demands across organisations and jobs. We use this information to plan the curriculum by **reviewing our units and coverage – as well as projects – to ensure we adjust, update and expose students to the skills, knowledge and practice** that will be demanded from employees and employers in all sectors.

Informed planning moving forward will include the top core skills required, **including technological literacy, empathy and active listening, curiosity and lifelong learning, talent management, and customer service. Skills needs reflect the important role of technical proficiency, strong interpersonal abilities, emotional intelligence, and a commitment to continuous learning** demonstrating an expectation that workers must balance hard and soft skills to thrive in today's work environments.

Overall, leadership and social influence, resilience, flexibility and agility, and AI and big data have seen the most substantial increase in importance, with 22, 17, and 17 percentage-point rises, respectively, in the share of respondents identifying them as core skills compared to the 2023 edition of the report.

Key curriculum questions start with:

- ◇ How much can we review in our teaching that can support developing the skills needed and rising needs?
- ◇ How can we review courses, introduce units and topics and opportunities to offer diverse skill development?
- ◇ How do we develop and adjust the assessments plans to support job tasks and skills?
- ◇ How do we teach and expose students to the technology and automation expected in industries in their futures and support teachers to upskill in these areas?

In conclusion, we will move forward with implementing the curriculum updates by ensuring we are informed by research, projections and skills based needs. We engage in stakeholder planning, monitor progress, and adjust strategies based on demands, government steers and local area needs.



PART B: CONTRIBUTION PLAN

National and Local Priorities Focus



KEY DOCUMENTS SUPPORTING WILBERFORCE PLANNING

LSIP

Additional LSIP focus includes:

- a) Employability and behaviours
- b) Careers guidance
- c) Accessibility

[Hull and Humber Chamber of Commerce \(hull-humber-chamber.co.uk\)](https://www.hull-humber-chamber.co.uk)

◇ HEY LEP areas of skills development relevant for 16-19 education provider

[Hull & East Yorkshire Local Skills Report \(heylep.com\)](https://www.heylep.com)

[FINAL-HEY-LEP-Economic-Growth-Workforce-Wellbeing-Strategy-2021-2026.pdf \(heylep.com\)](#)

- a) Driving higher level skills
- b) Maximising progression to higher education (Level 4+)
- c) Embedding digital skills**
- d) Delivering a green recovery through skills development
- e) Retaining and attracting young people
- f) Supporting labour market participation
- g) Greater economic inclusion

◇ Hull Local Authority Education & Skills

[Education learning skills statement 2021-2022 \(hull.gov.uk\)](https://www.hull.gov.uk)

- a) Reducing NEETs in Hull Local Authority

◇ SKILLS

[Skills outlook - The Future of Jobs Report 2025 | World Economic Forum](#)

[Which occupations are at highest risk of being automated? - Office for National Statistics](#)

The Office for National Statistics data analysis highlights that the Automation in Kingston Upon Hull, using 2011 to 2017 data will be 45.9%. Using data linked to specific industry, curriculum development and delivery can be updated and adapted to ensure skills are developed and access to enhancements are exposed through partnerships to prepare the students of the future carers with automation and Artificial advancement.

SUPPORTING DOCUMENTATION/DATA:

[Wilberforce College - Open - Find an Inspection Report - Ofsted](#)

[HEY LSIP](#)

departmenten-for-education.shinyapps.io/local-skills-dashboard/

[LMI | Skills Hull and East Yorkshire](#)

[Education Learning Skills Statement 2023 to 2024 - Annual NEET Report](#)

PART B: STAKEHOLDERS AND PARTNERSHIPS

The College works closely with a range of local and regional networks and stakeholders to develop curriculum and provision to serve the future of the communities. The following stakeholders support in developing curriculum and advancing opportunities across faculties, with the themes of the LSIP and the context of Wilberforce College.

Civic Partners	Employers	Education	Community
<ul style="list-style-type: none"> Hull Chamber of Commerce – LSIP Team HEY LEP Hull and East Riding Local Authorities Employment, Participation and Skills Hull Transition Team Supported Internship Team Workforce Development Team 11-19 standards and Partnerships WiME 	<ul style="list-style-type: none"> CHCP Humber Teaching NHS Screen Yorkshire Ministry of Defence Recruitment UK STEM Director Future Ferens The Loft Beauty Hull City Football Club Integrated Care Boards (ICBs) FR Scott LTD Hull Kingston Rovers North Ferriby FC Clinical Psychologist Adviser Humberside Police Service Cranswick Country Foods 	<ul style="list-style-type: none"> Sixth Form groups NORVIC Hull Principals Hull Secondary Heads University of Hull University of Law- Leeds University of Sunderland University of Lincoln University of York DFN Project Search Education and Training Foundation Education Endowment Foundation NAPA HETA Holderness Academy Aura – University of Hull 	<ul style="list-style-type: none"> Yorkshire MESMAC Refresh & Compass (HCC) ReNew CAMHs Yorkshire Water / Living with Water Hull and East Yorkshire MIND Yipiyap Hull Magistrates Humber Street Sesh Child Dynamix



PART B: CONTRIBUTION PLAN

Linked to LSIP and National priorities



Focus Area	National Skills Priority Link	HEY LEP	LSIP Theme	Link to Strategic Objective (pg 2)	Focus
Future Skills Development (Curriculum)	All	Driving higher level employability skills	Theme 1 Technical & Digital skills development	1.1 2.1 2.2 3.3	<ol style="list-style-type: none"> 1) Map either work experience or project work to all qualifications as a minimum expectation. 2) Increase volunteering opportunities for students to access wider job-related skills. 3) Review digital technologies and advancements across industries, expose skill needs and access in all subject areas through curriculum IAG and all cross-college teams. 4) Invest and develop AI strategies and working with AI skill awareness for all.
Excellence Pathways	University STEM Creatives Sports	<p>Driving higher level skills and aspirations</p> <p>Maximising level 4+ progression</p>	Theme 1,2,3 Academic and Technical skills Behaviours	2.1 3.1	<ol style="list-style-type: none"> 1) To provide access to specific, specialist pathway education under focus areas of need, listed below. 2) Build student access to updated opportunities, employer projects, visits and specialised educational support. (Upskilling review) 3) Complete skills projects in Vocational areas with Employer links 4) Partner with specialists to support the three progression strands to gain impactful reportable data sets. <ol style="list-style-type: none"> a) University Pathway b) Entrepreneur Pathway c) Apprenticeship Pathway

Focus Area	National Skills Priority Link	HEY LEP	LSIP Theme	Link to Strategic Objective (pg 2)	Focus
Sustainable Development Goals (SDGs)	Engineering Digital & Technology Science & Maths	Delivering a green recovery through skills development Driving higher level skills	Theme 1 Cross cutting technical skills	2.1 3.1	1) To embed SDGs through curriculum projects, with particular focus on personal impact and responsibilities. Using school delivery to develop awareness. 2) Focus units and subject examples to support long-term interest in future studies and engagement in net zero. 3) Develop school partnerships links further to introduce IAG specific activities linked to future skills and green recovery. 4) Invest in careers education linked around renewables and green careers for all as part of the IAG programme.
Careers Guidance	Digital & Technology Science & Maths	Retaining and attracting young people Greater economic inclusion	Theme 1 Theme 3 Technical skills Employer behaviours	1.1 1.3 2.1 2.3 3.1 3.3	1) Develop the tutorial programme to cover skills in employment and future 'new careers' to educate, empower and develop. 2) Review access to Engineering and Maths for female applicants, working with primary and secondary to promote WIME. 3) Review delivery in Engineering, maths and science to support future skills needs in manufacturing, aerospace and electrical.
Educational Teaching Professionals		Driving higher level skills Embedding digital skills Retaining and attracting young people	Theme 2 Developing tech and infrastructure to support enhanced teaching capabilities	1.1 1.2 1.3 2.2 3.4	1) To support advanced opportunities regarding TLA and research-based development alongside technology developments. 2) Invest in resources to offer digitally enriched TLA, increasing skill development of educational professionals and those in training. 3) Invest in CPD for AI for all, supporting workload and curriculum TLA. 4) Embed projects in academic programmes to support teaching in schools. 5) Support aspiring teachers through IAG and Upskilling skills training.

PART B: CORPERATION STATEMENT

The Corporation regularly reviews how Wilberforce Sixth Form College is meeting local, regional and national skills needs. In response to the Skills and Post-16 Education Act (2022), the Corporation conducted a review to determine how well the College meets local skills needs and prepares for emerging skills needs as identified within the Accountability Statement.

Further to the review, the Corporation is satisfied that the College continues to be effective in addressing local skills needs through its broad and responsive curriculum, which includes Academic, Technical, Vocational programmes, student enrichment and experiential learning opportunities. The College actively engages and collaborates with local partners, employers and stakeholder groups, and the curriculum offer is responsive to local and national skills priorities and emerging skills needs.

Having reviewed Wilberforce Sixth Form College's position against the needs of the current and future local, regional and national economies served, the Corporation is confident that the College is well positioned to respond.

In April 2024, the College was assessed as making a 'reasonable' contribution to meeting skills needs during the full Ofsted Inspection. The inspection highlighted the positive working relationships with stakeholders, including employers and the local authority. It added that the College has " a thorough understanding of the need to upskill the workforce in developing industries, such as vehicle electrification and artificial intelligence in agriculture".

The Corporation is committed to complying with our 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 2022. We will look to hold a review at least every three years to identify how well we are meeting skills needs associated with securing suitable employment. The Accountability Statement is published on our main website, www.wilberforce.ac.uk.

On behalf of the Wilberforce Sixth Form College Corporation, it is hereby confirmed that the College plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Chair of the Corporation on 26 March 2025.

Principal Wilberforce



Chair of Governors

