

Annual Accountability Statement

2026/2027

1 Group Mission and Purpose

The RNN Group (the Group) is a Further Education College Corporation with a Group structure meeting the needs of thousands of employers, adults and school leavers every year.

The Group has sites situated within the South Yorkshire Mayoral Combined Authority (SYMCA) and the East Midlands Combined County Authority (EMCCA) which includes: Rotherham College (RC); North Notts College (NNC); Dearne Valley College (DVC); University Centre Rotherham (UCR); Idle Valley and the National Fluid Power Centre (NFPC).

The Group:

- Supports 11,000 learners annually across a range of different education and training programmes and over 1,200 apprentices across a range of frameworks and standards
- Employs more than 800 people

- Works with more than 600 employers and businesses
- Has an annual turnover of £52m
- Serves areas with economic, social and educational disadvantage.

The Group's Strategic Vision is to: **'lead innovation and skills within our communities'**.

The Group's mission is: **"Through our strategic relationships with all the communities we serve, our education and training will provide exceptional opportunities for people throughout their lives. Our Centres of Excellence will be inspirational and we will be agile to the needs of our employers, stakeholders, schools and the community"**.

The Group's core values are: **"We are inclusive, we have integrity, we are one team, we deliver"**.

2 Strategic Ambition

The Group 2025 – 2030 Strategic Plan has a focus on Skills & Learning, People & Culture, Innovation & Growth and Place in the Communities we serve. RNN Group is an anchor institution in the Rotherham and North Notts areas, delivering impactful services that support our communities to develop and enhance their skills and improve their lives. In an environment facing significant changes in technology, climate change and a need to focus on sustainability and environmental priorities, we work in collaboration with our partners, making the right choice ensuring that we achieve our vision and strategic priorities, as well as looking forward to a sustainable future.

The RNN Group was judged to be **'Good'** by Ofsted in November 2022, across all provision types and across all Colleges and has received a Teaching Excellence Framework (TEF) Silver rating for Higher Education provision.

We support local skills investment through the National Fluid Power Centre (NFPC), by delivering specialist training and upskilling in systems engineering. The NFPC has a National and International

footprint, through which we support and further the development of competency skills of employers nationally, regionally and locally. We provide strategic advice and support for employers to drive business change, innovation and future workforce planning.

In alignment with our duty to meet regional and national skills demands, RNN Group has secured national status as a Defence Technical Excellence College (DTEC) in partnership with the Ministry of Defence and Department for Education. This milestone establishes the Group as a primary hub for high-level technical training across South Yorkshire, the East Midlands and wider. Through DTEC, we are systematically aligning our curriculum toward advanced manufacturing, digital technologies, and cybersecurity to secure robust skills pipelines for the UK's defence infrastructure and advanced engineering supply chains. This status reinforces our civic commitment to elevating regional wage growth, eradicating skills shortages, and supporting the industrial strategies of both SYMCA and EMCCA.

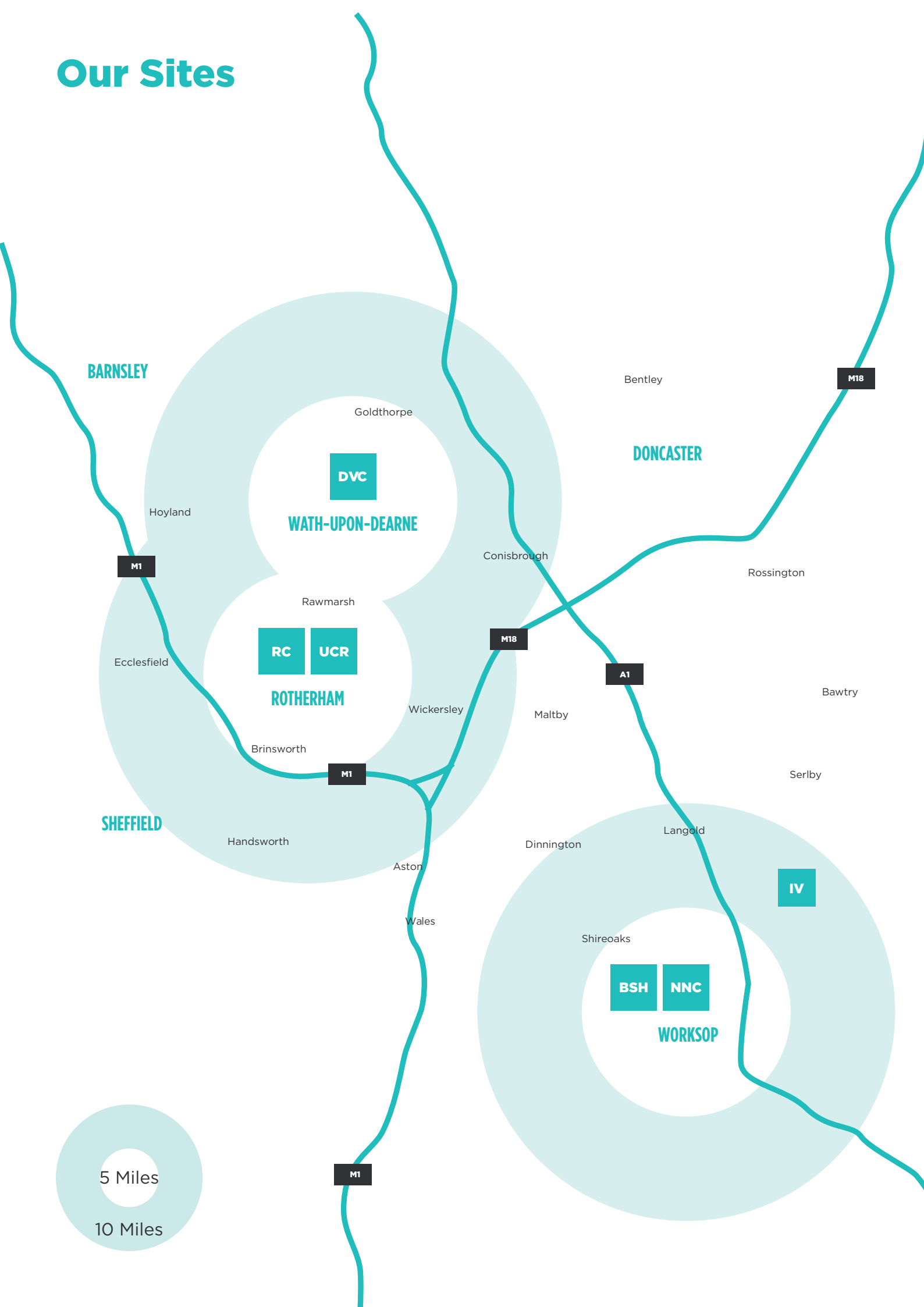
3 Context and Place

Our Strategic Vision

2025 - 2030



Our Sites



3 Context and Place (continued)

Communities we serve

The RNN Group primarily serves the geographic communities of Rotherham, the Dearne Valley and Bassetlaw (Worksop, Retford, and surrounding areas).

The Group operates through five primary venues:

- Rotherham College (RC)
- Dearne Valley College (DVC)
- North Notts College (NNC)
- University Centre Rotherham (UCR)
- National Fluid Power Centre (NFPC)

Additionally, the Group delivers education at the point of need in over 60 community venues, including libraries, care homes, and community resource centres.

Employers we serve

The Group serves employers across South Yorkshire and North Nottinghamshire, ranging from local Small to Medium Enterprises (SMEs) to multinational organisations. Primary local sectors include:

- Advanced Manufacturing
- Engineering and Motor Vehicle
- Defence
- Warehousing & Logistics
- Construction
- Digital Technologies
- Health & Social Care
- Early Years Education
- Hospitality
- Aviation Industry
- Drone Technology
- Business Administration
- Leadership, and Management

High-Growth Occupations:

Regional forecasts indicate that by 2035, Science, Engineering, and Technology professionals will account for 44% of all net employment growth in South Yorkshire, equating to over 12,800 new roles.

For the Bassetlaw region, regional forecasts to 2035 highlight a transformational shift toward advanced engineering and clean energy, largely driven by the STEP (Spherical Tokamak for Energy Production) fusion project and the East Midlands Investment Zone.

Civic organisations

The Group operates in two Devolved regions of the UK:

- South Yorkshire Combined Mayoral Authority (SYMCA) – Devolved
- East Midlands Combined County Authority (EMCCA) – Devolved

Within respective Geographic areas the Group operates closely with:

- Rotherham Metropolitan Borough Council (RMBC)
- Bassetlaw District Council (BDC)
- Nottingham City Council (NCC)

The Group also works closely with local branches of Government including:

- Department of Work and Pensions (DWP)
- Jobcentre Plus Centres

4 Strategic Regional Context & Partnerships (2026–2027)

RNN Group operates uniquely across two combined authority regions with college sites positioned within the East Midlands Combined County Authority (EMCCA) and the South Yorkshire Mayoral Combined Authority (SYMCA) regions.

National DTEC Designation (New for 2026/27)

In April 2026, RNN Group successfully secured a major national government bid to establish a Defence Technical Excellence College (DTEC), delivered in collaboration with the MoD and DfE. Backed by a targeted portion of a £175 million national industrial fund, this status elevates RNN Group to a national hub. The DTEC framework legally mandates the Group to rapidly innovate and expand its Level 2 to Level 5 curriculum in Advanced Manufacturing and Digital Technologies to directly feed the UK's Defence Industrial Strategy and its commercial engineering supply chains across both regions.

East Midlands Combined County Authority (EMCCA) Footprint Regional Drivers & Challenges

The EMCCA region features a strong manufacturing core (11.8% of local jobs vs. 7% nationally) alongside nuclear and hydrogen technology clusters, anchored locally by the STEP Fusion Energy project at West Burton in Bassetlaw. While Bassetlaw shows high economic activity (84.4%), there is a different picture across the wider EMCCA region:

- Skills Deficits: 30% of the working-age population is capped at Level 2 or below, and higher-level technical qualifications (Level 4+) lag behind national benchmarks.
- Systemic Deprivation: Economic inactivity exists across neighbouring pockets (e.g., Ashfield at 31%, Nottingham at 30%), with 13 out of 17 local authorities designated as “social mobility cold spots”.

RNN Group Strategy & Adult Skills Fund (ASF) Realignment

Utilising the EMCCA Adult Skills Fund (ASF), Free Courses for Jobs, and targeted Skills Bootcamps, RNN Group's 2026–2027 focus centres on:

- Green Energy & Defence Pipelines: Pivoting North Notts College courses to align with the technical demands of the STEP site and DTEC expectations.
- Social Mobility Pipelines: Delivering flexible, community-centric basic skills (English, Maths, and Digital) to transition low-skilled workers into secure, modern manufacturing and logistics pathways.

South Yorkshire Mayoral Combined Authority (SYMCA) Footprint Regional Drivers & Challenges

SYMCA remains an international centre for advanced engineering, driven by the Advanced Manufacturing Innovation District (AMID), a strong digital technology media hub, and the South Yorkshire Institute of Technology (SYIoT), of which RNN Group is a member. However, the region suffers from deep socioeconomic hurdles:

- Inactivity: SYMCA has 267,000 economically inactive residents (23%), placing it 10th lowest out of 38 LEP areas, impacted heavily by long-term health conditions and intergenerational workless households.
 - Employability: Local employers report a critical lack of basic employability skills (communication, adaptability, problem-solving). Simultaneously, regional attainment scores across basic skills (Maths and English) sit below the national average.
- #### RNN Group Strategy & Devolution Readiness
- RNN Group is leveraging the University Centre Rotherham (UCR), Rotherham College (RC) and Dearne Valley College (DVC) to achieve SYMCA's core missions:
- DTEC & SYIoT: Combining our DTEC status with the SYIoT framework to scale up Higher Technical Qualifications (HTQs) and Higher Apprenticeships in automation, robotics, cybersecurity, and low-carbon construction management.
 - Work Readiness & Transferable Capabilities: Embedding a rigorous, employer-endorsed “transferable skills” framework into foundational (Levels 1–3) classrooms to rebuild regional resilience and address skills shortages across SMEs.

5 Strategic Skills Priorities

Bassetlaw

• Once operational, the West Burton site alone is expected to accommodate 6,500 full-time equivalent (FTE) jobs, which equates to roughly 12.5% of Bassetlaw's total workplace jobs.

- Employment growth is increasingly concentrated in Advanced Manufacturing, Logistics, and Environmental Industries.
- The "Trent Clean Energy Supercluster"—which includes the STEP site—is forecast to support up to 35,000 job-years of construction employment and between 5,550 and 8,850 direct operational roles over the next 15–20 years.

To meet this 2035 demand, Bassetlaw's strategy is pivoting from low-wage sectors toward high-value industries:

- EMCCA aims to have 210,000 additional residents with higher-level skills by 2035 to fill vacancies in the emerging fusion and green energy sectors.
- The transformation of the former coal power station site at West Burton is expected to catalyse a "thriving fusion industry" in Bassetlaw, creating a demand for roles in robotics, remote maintenance, diagnostics, and advanced materials.
- The district is specifically developing skills for the green economy and advanced manufacturing to use wage growth as a tool to address local deprivation and inequality.
- Recent business surveys in 2026 show that 90% of all jobs are expected to require some level of digital proficiency, with high demand for AI adoption tools among SMEs in professional and business services.
- While Bassetlaw aligns with the national trend of 90% of jobs requiring digital proficiency, the local implementation focuses on closing a specific "digital divide" within its micro-business economy.
- In Bassetlaw, where 90% of businesses are micro-enterprises, business surveys indicate that 78% of local SMEs identify "AI for productivity" as their top training priority for 2026/27.
- There is a surge in demand for data analytics and skills within Bassetlaw's logistics and manufacturing sectors to support automated warehousing along the A1 corridor.
- As of 2026, the district is prioritizing "Gigabit-capable" connectivity for rural businesses to ensure that SMEs in Retford and surrounding villages can utilise cloud-based AI tools effectively.
- The development of the STEP Fusion plant at West Burton is acting as a catalyst for a unique digital niche in Bassetlaw.
- Forecasts show a specific need for over 1,200 roles in digital twinning and high-performance computing (HPC) support by the early 2030s.
- As Bassetlaw becomes a site of "National Strategic Importance," local demand for cybersecurity professionals is projected to grow 18% annually through 2030.

RNN Group's Response in Bassetlaw

To meet these 2026 demands, the RNN Group has integrated specific digital tracks at North Notts College:

- Digital Skills Passport: Rolling out AI-literacy modules to ensure "baseline readiness".
- LSIF Investment: Utilising Local Skills Improvement Funding (LSIF) to create immersive digital classrooms, allowing students to train on VR/AR systems.
- Computing Specialisms: Expanding Level 4 and 5 provision in Cybersecurity and Network Engineering to create a local talent pipeline for the West Burton site.

This digital shift is designed to move Bassetlaw away from a reliance on low-skilled logistics toward a future in high-value technical services.

Sheffield City Region / South Yorkshire Mayoral Combined Authority (SYMCA)

SYMCA is anticipated to see a sustained increase in net new jobs moving toward 2035, driven heavily by its status as a global hub for advanced engineering and clean tech. Once fully scaled, the Advanced Manufacturing Innovation District (AMID)—spanning the Sheffield and Rotherham borders—along with major clean energy investments, is expected to accommodate thousands of full-time equivalent (FTE) jobs. Employment growth is increasingly

concentrated in Advanced Manufacturing, Logistics/Supply Chain Tech, and Clean Energy & Decarbonisation.

The wider South Yorkshire innovation clusters are forecast to support tens of thousands of construction employment opportunities and thousands of direct operational roles over the next 15–20 years.

Strategic Skills Priority

To meet this 2035 demand, SYMCA's strategy focuses on upskilling its substantial population base to pivot away from legacy low-wage roles toward high-value, high-tech industries. The combined authority aims to significantly increase the number of residents with higher-level skills (Level 4+) by 2035 to fill critical vacancies in the emerging aerospace, green steel, hydrogen, and modular nuclear sectors.

The continued expansion of the Advanced Manufacturing Research Centre (AMRC) ecosystem is expected to catalyse a "thriving innovation economy," creating an intense demand for roles in robotics, digital manufacturing, automation, and advanced materials engineering.

The mayoral authority is specifically developing skills for the green economy and high-value engineering to use wage growth as a direct tool to address localised deprivation and systemic inequality across the boroughs of Sheffield, Rotherham, Doncaster, and Barnsley.

Digital Proficiency and Business Demand

Recent business surveys in 2026 show that 90% of all jobs across South Yorkshire are expected to require some level of digital proficiency, with an exceptionally high demand for AI adoption tools among SMEs in professional services, supply chain logistics, and engineering.

While SYMCA aligns with the national trend of digital proficiency needs, the local implementation focuses on closing the specific "digital divide" within its massive SME and manufacturing supply-chain economy:

- In SYMCA, where a vast portion of the business ecosystem relies on engineering and supply-chain SMEs, business surveys indicate that 78% of local SMEs identify "AI for operational productivity" as their top training priority for 2026/27.
- There is a massive surge in demand for data analytics skills within SYMCA's logistics, warehousing, and smart manufacturing sectors to support automated distribution hubs along the M1 and iPort corridors.
- As of 2026, the authority is prioritising seamless "Gigabit-capable" connectivity and 5G test areas to ensure that manufacturing supply chains and rural enterprise hubs can utilise cloud-based industrial AI tools effectively.

The "Advanced Manufacturing & Clean Tech" Digital Effect

The development of South Yorkshire's Advanced Manufacturing Innovation District and regional hydrogen/SMR (Small Modular Reactor) nuclear initiatives is acting as a catalyst for a unique digital niche in SYMCA:

- Forecasts show a specific, urgent need for roles in digital twinning, predictive maintenance algorithms, and high-performance computing (HPC) support by the early 2030s to service smart factories.
- As SYMCA solidifies its position as a region of "National Strategic Importance" for UK industrial decarbonisation, local demand for cybersecurity professionals specialising in Industrial Control Systems (ICS) and infrastructure protection is projected to grow rapidly through 2030.

RNN Group's Response in SYMCA

To meet these 2026 demands, the RNN Group has integrated specific digital tracks across its South Yorkshire campuses, including Rotherham College, Dearne Valley College, and the University Centre Rotherham (UCR):

- Digital Skills Passport: Rolling out AI-literacy modules across to ensure "baseline readiness" for the modern workforce.
- LSIF Investment: Utilising Local Skills Improvement Funding (LSIF) to deploy immersive digital classrooms and industry-grade simulation spaces, allowing students to train on VR/AR systems.
- Computing Specialisms: Expanding higher-level provision (Level 4, 5, and Degree-level apprenticeships) in Cybersecurity, Cloud Networking, and Software Engineering to create a robust local talent pipeline for the advanced manufacturing supply chain.

5 Strategic Skills Priorities (continued)

This coordinated digital shift is intentionally designed to elevate the SYMCA workforce, moving the region away from a historical reliance on traditional heavy labour and low-skilled logistics toward a highly resilient, high-value technical services economy.

While both Bassetlaw and Rotherham are looking to transition from their traditional industrial roots into high-value, modern tech-driven economies, their specific skills priorities are shaped by their distinct regional anchors.

Bassetlaw is pivoting around the national STEP fusion energy project at West Burton, while Rotherham (as a key part of the South Yorkshire Mayoral Combined Authority - SYMCA) aligns its priorities with the Advanced Manufacturing Innovation District (AMID) and regional industrial decarbonisation initiatives.

Bassetlaw's Skills Priorities

Bassetlaw's core strategy is a pivot away from historically low-wage sectors toward high-value, green energy engineering.

- **Fusion & Clean Energy Engineering:** Driven by the transformation of the former coal power station at West Burton into the STEP Fusion plant. This is generating an intense demand for technical skills in robotics, remote maintenance, diagnostics, and advanced materials.
- **Advanced Manufacturing & Logistics:** There is a strong emphasis on smart logistics and automated warehousing skills along the strategic A1 corridor.
- **Digital Specialisms:** Bassetlaw requires an estimated 1,200+ specialist roles by the early 2030s centred around digital twinning and high-performance computing (HPC) support, alongside an 18% annual projected growth in cybersecurity needs.

- **Baseline Digital Literacy:** Addressing a local "digital divide" within its micro-enterprise economy. A priority for 2026/27 is training small business workforces in AI for productivity and baseline digital proficiency.

Rotherham's Skills Priorities

Rotherham's framework—reinforced by the Rotherham Employment and Skills Strategy and the South Yorkshire Local Skills Improvement Plan (LSIP)—is tailored to scale its global reputation in advanced engineering.

- **Advanced Manufacturing & Innovation:** Upskilling the local workforce to feed the AMRC (Advanced Manufacturing Research Centre) ecosystem. Priority skills include automation, digital manufacturing, aerospace engineering, and smart factory operations.
- **Green Tech, Hydrogen & Clean Energy:** Training for the green economy focuses heavily on industrial decarbonisation, carbon capture, and clean energy supply chains (such as Small Modular Reactors/SMR nuclear sectors).
- **Employability & "Transferable Skills":** A big push to embed a structured Skills for Employment framework. This certifies learners in ten core such as critical thinking, problem-solving, adaptability, and team leadership.
- **Combating Economic Inactivity & Digital Poverty:** Rotherham places a high strategic priority on reducing economic inactivity by securing core basic skills (literacy, numeracy, and language) while actively intervening to bridge digital poverty and exclusion across disadvantaged communities.

6 Responding to Local/Regional Skills Needs

RNN Group use SYMCA and EMCCA Local Skills Improvement Plan's (LSIPs) and sector-based insight reports to inform and help shape curriculum planning, working closely with employers and partners.

The Group builds on the strong partnerships with employers and local providers supporting collaboration and continues to deliver the LSIP outcomes which support local/regional training opportunities, skills development and business hubs.

RNN Group annually refreshes the local curriculum strategy in line with the LSIPs priorities by engaging with local stakeholders in order that we can meet priorities as outlined in the Industrial Strategy.

The EMCCA LSIP identified themes that were highlighted as particularly important in Derbyshire and Nottinghamshire:

- Digitalisation
- Net Zero
- Essential and transferable skills (Work Readiness)
- Local Skills System
- Local socio-economic conditions

South Yorkshire's Local Skills Improvement Plan has a focus on digital skills, an area identified as offering significant potential to deliver high economic growth for the region, and in response to the findings of the South Yorkshire Trailblazer Skills Accelerator

RNN Group has developed an innovative and sustainable curriculum and continues to develop curriculum specialisms at each RNN Group College site, that meet national, regional and local needs. The Group has invested in Specialist provision at different sites and has had significant Capital investment.

Deerne Valley College – Animal Care / Land Based / Sport / Outdoor Education / Esports / Electric & Hybrid vehicles technology / Health suites & technology / Drone Technology / commercial provision

Rotherham College – Visual & Performing Arts / Media / Hair & Beauty / Media Make-up / Digital / Games Animation / Construction / STEM / Health & Social Care / Aviation Industries / Early Years

North Notts College – Electrical / Plumbing / Electric & Hybrid Vehicle technology / Digital / Renewable Energy / Esports / Hair and Beauty / Early Years / Health suites

University Centre Rotherham – Teacher Education / Performing Arts / Digital / Higher Level Apprenticeships in Construction and Engineering.

Skills needs analysis is a key part of the Group's curriculum planning process, ensuring the curriculum has strong synergy with local skills needs, the technical skills needed in industry and the available labour market information.

RNN Group currently has employer academies in all curriculum areas which ensures the curriculum provides learners with the knowledge and skills that reflect local, regional and national skills needs supporting learners to be successful.

Our excellent facilities and expertise enable us to play an even greater role in developing healthy and connected communities, improving people's life chances through the development of curriculum specialisms within our local communities and improve community prosperity.

Senior leaders contribute at advisory boards across both the SYMCA and EMCCA regions to influence policy, collaborate with partners and influence projects.

The Group recognises that public funds are intended to be used to serve our local communities hence, we commit to providing education and training to support the skills needs of local people. We continue to be an active member of key groups that support economic generation such as the North Notts Business Improvement District (BID) Board, UK Shared Prosperity Fund (UKSPF) Investment Plan for Bassetlaw and for South Yorkshire, Rotherham Town Deal Board, Rotherham Together Partnership and Rotherham Business Growth Board.

We work in partnership with local schools, including specialist schools for students with learning difficulties and disabilities to support successful transition to vocational further education and we are expanding the number and range of employability programmes aimed at those not in work or economically inactive. RNN Group is trailblazing the operational response to NEET priorities with RMBC.

We continue to develop our Adult Education and community learning programmes and ensure that the facilities we develop at the Group are accessible to our local communities.

The Group is committed to working with partner organisations, to collectively increase the amount of social value delivered by public sector organisations through a jointly agreed social value charter. The charter sets out the aims and outcomes for public sector organisations to maximise the amount of social value they deliver.

7 Key Partners

The Group has had strategic input to the Local Skills Improvement Plan in the SYMCA and EMCCA regions, and has been successful in Bids (SDF) in both the SYMCA and EMCCA regions that support skills development and training. The Group has successfully secured LSIP aligned investment via the Local Skills Improvement Funds (LSIF) for both the SYMCA and EMCCA regions and is operating as the project lead for the Employment Skills strategic priority aspect of the LSIF for all EMCCA providers. The Group has secured further funding and investment via Higher Technical Qualifications (HTQs) to invest in high quality training in areas aligned to strategic priorities.

The Group has adopted a highly responsive approach to working with local partners. Close integration of sector priorities identified through the LSIP for the SYMCA region and Local Economic Partnership Strategic Skills Plans for the EMCCA region has influenced responsive and partner focused provision which prepares learners for progression into employment.

The Group supports the communities it serves well by providing access to opportunities, facilities, resources and expertise, offering local employers, charities and civic organisations access to resources and facilities at the same time as offering learners the opportunity to access volunteering opportunities and job vacancies.

8 Engagement with Other Providers in the Area

Learning Providers

The Group works in close collaboration & partnership with:

- South Yorkshire College Partnership (SYCP)
- South Yorkshire Provider Network (SYPN)
- Derbyshire & Nottinghamshire College Group (NCG)
- Local schools
- Local IAG services (e.g., Careers Hub)
- Yorkshire & Humber CTEC
- East Midlands CTEC
- National DTEC Colleges

Strong partnerships exist between Further Education Colleges in both the SYMCA area through the South Yorkshire College Partnership (SYCP) and in the EMCCA region. Strong partnership arrangements are in place with three Higher Education Institutions - Sheffield Hallam University, University of Hull and the University of Huddersfield.

9 Contribution to National, Regional and Local Priorities

Progress against 2025/26 plan aims and objectives

Aims and Objectives	Progress	Further Development	Status	Link to RNN Group Strategic Plan 2025 - 2030
1 Develop a Digital Skills Passport to bridge the gap between education and the skills employers need.	Proactively engaging employers to shape the curriculum. Organisations working with us to provide student pipeline into placements to support their digital departments e.g., NHS. DTEC priority skills development and Future Skills support being developed.	Move & develop the passport to incorporate digital skills alongside power skills AI Integration e.g., Systems and Process TLA and Business Support Upskilling adults and further linking with careers/sectors Google/Microsoft - develop upskilling opportunities in both systems e.g., classroom teaching. Microsoft industry related skills development Continue to develop and enhance TLA strategy through acknowledging the importance of staff development of and Digital / AI skills Continue to develop AI and embed in curriculum/support functions.	On Going	Innovation and Growth: Digital Transformation for Enhanced Learning and Efficiency We will embrace digital technologies to enhance both teaching and learning experiences, as well as streamline administrative processes. This includes investing in digital infrastructure and developing staff digital skills, and enhancing online and blended learning opportunities.
2 Supporting Skills for Green Jobs	Within Electric Vehicle curriculum and Refrigeration. Sustainability is well embedded into the curriculum. Advisory boards -focus on sustainability. Personal Development Programme has been enhanced to explore themes linked to sustainability and jobs for the future. Increased careers activities and partnership opportunities.	Further develop the matrix/ green skills room at NNC Introduce pledge activities within all curriculum areas towards sustainability and green jobs Develop further green skills training in in all areas including support areas Further work to collaborate with large employers Develop a green skills passport / toolkit	On Going	Innovation and Growth: Green Skills and Sustainable Development We will promote and embed sustainable development across the college group. This involves actively developing skills for green jobs, collaborating with stakeholders on a comprehensive sustainability and carbon reduction strategy, working towards achieving net-zero and biodiverse campuses, and developing and implementing a comprehensive Sustainability Strategy
3 Develop Learners employability skills and work readiness	Clear progression pathways in place e.g., Level 4-5 Employer engagement master classes, visits programme in place Increased number of students on Work experience & placements Induction programmes and careers events reinforce power skills Careers team are reinforcing employability skills in areas In the Logistics curriculum 100% Ret/Pass rate and all learners placed with recruiters for interview ESOL vocational programmes embedded	Further contextualisation of English and Maths with sector relevance Develop consistency of opportunity for volunteering Develop students' reflection skills of their development of employability skills Introduce more Leadership opportunities for students Agile response to embedding power skills due to over increasing changes to employer demands Promoting more opportunities for DTEC related curriculum offer Adapting curriculum to digital needs such as AI - including CPD	On Going	Skills and Learning: Future-Focused Skills Development and Progression We will prioritise equipping both young people and adults with the specific skills demanded by future careers. This includes providing excellent teaching and learning opportunities with a clear emphasis on skills development and well-defined progression pathways.

4	Responding to the Lifelong Learning Entitlement (LLE) & Flexible Learning	Hybrid Model being developed with online, distance, weekend/Evening/short course options Multiple entry points e.g., Jan starts, Block and Cohort options	Industry recognised qualifications - licence to practice + CSCS Card to be linked Increase Adults understanding: process, cost, application, IAG Continue to increase portfolio of technical quals at L3 to pipeline into L4 to L5 Link up T Level and HTQ Continue to engage with local employers re needs - create advisory branch for HTQ/HN Flex	Group will have developed and launched LLE-	Skills and Learning: Demand-Driven Curriculum and Employer Partnerships We will develop and deliver new, market-ready courses that are directly aligned with local skills priorities. We will grow strong employer relationships to co-design and deliver the curriculum, ensuring provision meets current and future needs. This also includes the continued development and implementation of T level programmes and development of Lifelong Learning and Flexible Learning programmes. Place in our Communities: Curriculum Aligned with Community Needs Develop a curriculum that prioritises the skills needs of local people, and enhance the Group's Higher Education and Adult Education offer to provide accessible pathways for lifelong learning
5	Supporting Young People and Adults who are not in Education Employment or Training	Tasters for NEET (RC) Apprenticeship ready (summer) Trauma Informed Approach A good range of programmes to target NEETs Project-based learning, Trauma informed curriculum with specific course to transition NEET learners 3-year plans A2A's capture potential NEETs Relationships and influence into RMBC and BDC At risk meetings - proactive approach with support teams and curriculum working together Early intervention - strong links with external organisations Youth Guarantee	Boot Camps Academy Involvement Adult NEETs Starts 25/26 Increased NEET Tasters Workshop increase early help etc, increase networks/ partnerships Modular offer - multiple entry point in all curriculum areas at higher levels e.g., Jan, Weekends Voc/E&M/Industry - relevance, embed Hub and transition - e.g., internal progression Skills 4 employment Tailored/Community re-development underway Continue to work closely with local authorities to identify NEET learners Continue to review inclusive and accessible curriculum 3-year plan process & IAG Out of work apprenticeship support	On Going	Skills and Learning: Inclusive and Supportive Learning Environments We will create vibrant and inclusive spaces that are welcoming and offer supportive learning environments for all students. This also includes building a 3-year curriculum plan that specifically supports SEND, vulnerable learners and those at risk of becoming NEET, addressing the challenges of core skills programmes in English and Maths, and enhancing partnerships with external support agencies to address mental health challenges. We will offer a guaranteed appropriate offer of an enrolment for all Care experienced children and young people in the local area.

2026/27 Aims and Objectives

Aims and Objectives		Contribution towards National, Regional and Local Priorities for Learning and Skills	Objective	Link to RNN Group Strategic Plan 2025 - 2030
1	Digital Skills Passport & AI Integration	Effectively addresses the digital skills gap and empowers students with competencies needed to succeed in the modern workforce. Learners prioritise acquiring digital skills directly relevant to career aspirations and the job market (coding, data analysis, digital marketing, AI, and cybersecurity). Helps learners identify strengths/weaknesses to tailor learning pathways. Aligns curriculum with changing digital landscapes, helping employers proactively engage to build talent pipelines. Empowers staff digital awareness to embed directly into classroom teaching.	Incorporate Power Skills: Move and develop the Digital Skills Passport to place digital skills alongside core “power skills”. Pilot Rollout: Fully develop and pilot the Digital Skills Passport framework across Levels 1-3 by 31 July 2027. Embed AI & Staff CPD: Continue to develop and embed AI tools within curriculum and support functions. This includes updating the Teaching, Learning, and Assessment (TLA) strategy to focus on staff development for AI and digital proficiencies. Tech Partnerships: Collaborate with Google and Microsoft to develop specific upskilling opportunities (e.g., Microsoft industry-related skills and classroom teaching systems).	Innovation and Growth: Digital Transformation for Enhanced Learning and Efficiency We will embrace digital technologies to enhance both teaching and learning experiences, as well as streamline administrative processes. This includes investing in digital infrastructure and developing staff digital skills, and enhancing online and blended learning opportunities.
2	Supporting Skills for Green Jobs	Shifts priorities for learning and skills for both learners and employers, placing greater emphasis on sustainability, innovation, and environmental issues. Addresses the challenges of climate change and contributes to a more sustainable, resilient future. Elevates learner awareness to drive enrolment matching increased demand for specialised green skills from green industry employers.	Green Toolkit / Passport: Formally develop and launch a “Green Skills Passport” or toolkit across all provision areas. Expand Enrolment: Actively increase the number of unique learners enrolled in dedicated Green Skills Passports by 31 July 2027, to support the regional green economy skills gaps. Campus Commitments: Introduce specific sustainability pledge activities across all curriculum areas, develop a green skills room at North Notts College (NNC), and roll out green skills training across college support departments.	Innovation and Growth: Green Skills and Sustainable Development We will promote and embed sustainable development across the college group. This involves actively developing skills for green jobs, collaborating with stakeholders on a comprehensive sustainability and carbon reduction strategy, working towards achieving net-zero and biodiverse campuses, and developing and implementing a comprehensive Sustainability Strategy.
3	Develop Learners employability skills and work readiness	Emphasises practical, transferable skills that prepare individuals for success in a competitive job market. Learners gain key skills highly valued by local employers, such as communication, teamwork, problem-solving, time management, and adaptability. Explicitly targets critical soft skills (emotional intelligence, empathy, leadership, and resilience) via volunteer work, community projects, and student leadership roles within the curriculum.	Contextualised Core Skills: Further adapt and contextualise English and Maths lessons to ensure direct sector and occupational relevance. Student Leadership & Volunteering: Introduce expanded student leadership roles and build a more consistent framework for volunteering opportunities. DTEC Alignment: Promote and expand curriculum offerings tied to the newly secured Defence Technical Excellence College (DTEC) status to support advanced manufacturing and cybersecurity pipelines. Reflective Practices: Help students explicitly develop reflection skills to track their own progress in employability capabilities.	Skills and Learning: Future-Focused Skills Development and Progression We will prioritise equipping both young people and adults with the specific skills demanded by future careers. This includes providing excellent teaching and learning opportunities with a clear emphasis on skills development and well-defined progression pathways.

4	Responding to the Lifelong Learning Entitlement (LLE), flexible learning and curriculum reforms	Embraces a fundamental shift in how post-18 education is funded and delivered via the national LLE launch. Utilises the capacity to fund individual modules or shorter courses at Levels 4-6, allowing learners to upskill without committing to a full degree/Higher skills programme. Adapts our course offerings to provide highly flexible, market-ready, modular, credit-based options directly aligned with local skills priorities. National & Strategic Realignment: Simplifies the post-16 framework into three clear Level 3 choices (Academic A Levels, Technical T Levels, and Vocational V Levels), replacing legacy qualifications. SME Growth Niche: The V Level structure provides a flexible blend of academic and applied learning, addressing local micro-business and supply-chain skills demands in Digital, Early Years, and Finance along the A1 and M1 corridors. NEET Prevention & Progression: Level 2 Foundation Certificates (Further Study Pathway) provide a protective bridge for the estimated 30% of working-age residents capped at Level 2 or below, keeping them engaged in educational pathways.	Modular Course Launches: Develop and launch LLE-ready Level 4-6 modular courses and engage a pilot cohort in these flexible pathways by 31 July 2027. Link T Levels & HTQs: Ensure seamless curriculum sequencing by connecting Level 3 T Levels directly into Level 4 and 5 Higher Technical Qualifications (HTQs). Industry & Employer Alignment: Create a dedicated advisory branch for HTQ/HN Flex to gather employer input. Additionally, link industry-recognised licenses to practice and CSCS cards directly to course outcomes. Establish a Post-16 Curriculum Transition Task & Finish Group in 2026 to prep for the September 2027 rollout of Tranche 1 V Levels (specifically in Digital, Education and Early Years, and Finance and Accounting). Map out "mixed-programme" pathways allowing learners at RC, DVC and NNC to combine traditional subjects or T Levels with the new, flexible V Level formats.	Skills and Learning: Demand-Driven Curriculum and Employer Partnerships We will develop and deliver new, market-ready courses that are directly aligned with local skills priorities. We will grow strong employer relationships to co-design and deliver the curriculum, ensuring provision meets current and future needs. This also includes the continued development and implementation of T level programmes and development of Lifelong Learning and Flexible Learning programmes. Place in our Communities: Curriculum Aligned with Community Needs Develop a curriculum that prioritises the skills needs of local people, and enhance the Group's Higher Education and Adult Education offer to provide accessible pathways for lifelong learning.
5	Supporting Young People and Adults who are not in Education Employment or Training	Emphasises personalised support, employability skills, and alternative transitions outside of traditional education for NEET individuals. Targets critical basic skills deficits (literacy, numeracy, communication, and digital literacy) as essential foundational building blocks for work. Aligns with regional employers to prioritise training programmes and initiatives that directly target acute industry skills shortages.	Modular and Flexible Starts: Introduce multiple entry points (such as January starts, weekend blocks, and modular offers) across higher-level curriculum areas to attract adult and young NEET learners. Local Authority Networks: Deepen early intervention networks and data-sharing partnerships with local authorities (such as RMBC and BDC) to proactively identify at-risk individuals. Pre-Entry Volume: Expand the volume of unique young people and adults (aged 16+) engaged in short-course or dedicated pre-entry provision by late July 2027. Realign the Group's 3-year curriculum plan to adopt the new Level 2 Further Study Pathway, structuring it as a feeder pipeline to keep at-risk 16-18-year-olds from becoming NEET.	Skills and Learning: Inclusive and Supportive Learning Environments We will create vibrant and inclusive spaces that are welcoming and offer supportive learning environments for all students. This also includes building a 3-year curriculum plan that specifically supports SEND, vulnerable learners and those at risk of becoming NEET, addressing the challenges of core skills programmes in English and Maths, and enhancing partnerships with external support agencies to address mental health challenges. We will offer a guaranteed appropriate offer of an enrolment for all Care experienced children and young people in the local area.

10 Local Needs Duty

In response to The Skills Act (2022), the Board of Governors reviews how we meet local skills needs and prepares for future skills needs through strategic planning events, oversight of the curriculum offer, the Group Self-Assessment as well as challenge, and discussion with employers and leaders of the college. The Board has approved the capital investment from the Post 16 development fund, T Level funding and HTQ funding amongst others. These all support the delivery of the Group Estates Strategy relating to new build projects, learning facilities and resources that ensure the Group is equipped to meet skills and growth needs.

We continue to collaborate with key local education partners in the regions we serve and collaborate on projects, bids and initiatives that promote and fund skills priorities across our local areas. We continue to analyse the combined skills offer across the regions with Further Education partners, share best practice, resources and skills, and our collaborative approach strengthens our relationships within our community of practice.

Collaborative working is a core feature of the way South Yorkshire Further Education Colleges operate across South Yorkshire. The desire for closer partnership working was clearly evidenced by the launch of a formal South Yorkshire College Partnership (SYCP) in 2022 and this now forms the basis for considering the way Colleges access and implement new curriculum and funding opportunities and how we secure the right offer for businesses and residents in the SY community.

In response to the SEND reform: putting children and young people first (Updated 27 April 2026) the Board of Governors and leaders review how the Group ensures that every child and young person has a right to an education that is academically challenging, rich in opportunity, and built on strong relationships.

The Board has approved the investment from the Inclusive Mainstream Fund which supports the delivery of the Group Inclusion and associated strategies relating to curriculum, teaching, professional learning and expertise, support, learning facilities and adapted and assistive resources that ensure the Group is well equipped to support transition to the reformed SEND system.

We understand that excellent education transforms and to support the needs of young people with SEND we will:

- Embed Systems leadership and a Systems-based approach using effective evidence-informed approaches and targeted interventions with clear impact and outcomes for young people including progression.
- Ensure young people are supported with clear and ambitious 3-year Skills & Progression plans that meet individual needs.
- Collaborate with external services, wrapping health, care and family services around our provision so young people can swiftly access the therapies and interventions they need with experts at hand. For example, educational psychologists, visual, speech and language therapists, and occupational therapists.
- Ensure young people, who need specialist support, receive it promptly and with dignity, clarity and care.
- Ensure teachers use inclusive evidence-based practice in education providing high quality, adaptive teaching and pedagogy.
- Continue to enhance and build on the Group's successful teaching & learning strategy and SEND Promise to develop staff skills so that 'all teachers are teachers of SEND.' Staff will utilise their expertise, use appropriate strategies, reasonable adjustments and adaptations to ensure students and apprentices achieve, belong and thrive.
- Ensure all teachers and staff, that provide support for students, fully participate in and complete the new national SEND training programme.
- Focus on inclusive strategic decision-making to ensure students benefit from accessible learning environments, curriculum adaptations, working in smaller groups, digital and assistive technology and total communication approaches so that students interact without barriers.
- Provide, monitor and review; Tailored support plans adopting the graduated response of Assess, Plan, Do, Review.
- Develop accessible digital Individual Support Plans (ISPs) for students, carers and families.
- Work effectively in collaboration with local authorities to support, monitor and review the new Targeted, Targeted Plus and Specialist support systems.

11 Collaboration partners

FE Colleges in the Partnership include RNN Group, Barnsley College, Doncaster College (part of DN Colleges Group), Yorkshire Rose College (formally Communication Specialist College Doncaster) and The Sheffield College.

This Partnership forms the basis for wider collaboration and strategic dialogue with stakeholders across the region including Sheffield Hallam University, AMRC and the South Yorkshire Provider Network on behalf of Independent Training Providers. Individual members also bring to the partnership experience of their own collaboration e.g., DNCG with Universities of Lincoln and Hull and specialist SEND knowledge from The Yorkshire Rose College.

A similar partnership exists in the EMCCA region with partner Colleges along with an operational group attended by DCEOs. FE Colleges in the Partnership include RNN Group, Chesterfield College Group, West Notts College, Derby College, Nottingham College, Lincoln College Group (Newark) and Burton College & South Derbyshire College. Collaboration exists through the Yorkshire and Humberside and the East Midlands CTEC.

12 Collaboration projects

Specific examples of how the collaboration has worked together to review skills needs across the region and develop approaches include:

Institute of Technology:

Led by Doncaster College

SYCP has continued to work collaboratively with Sheffield Hallam University and leading employers on the development of the South Yorkshire Institute of Technology (IoT). This includes reviewing the region's skills needs and the curriculum offer required.

Higher Technical Qualifications

Development of Higher Technical Qualifications in South Yorkshire is underpinned by a formal Partnership Agreement between the SYCP and Sheffield Hallam University. The Agreement recognises the skills and expertise of respective members of the partnership and that alignment of activity is critically important in shaping the region's curriculum offer and ensuring it supports the IoT.

T levels

Partners across the South Yorkshire region have collaborated to build a network of immersive and connected classrooms. This has provided a catalyst for wider collaboration around digital learning technologies including AI.

Apprenticeship Hub

Led by The Sheffield College

SYCP has supported SYMCA in launching South Yorkshire's first Apprenticeship Hub. Colleges secured funding and approval for the Hub to address as a priority the significant drop in take up of apprenticeships by younger people, as well as taking steps to address barriers to successful completion. The management and 'control' of the hub has now been successfully transferred to SYMCA.

Devolved Adult Skills Budget (ASF)

SYCP Partners receive devolved ASF grant funding through the South Yorkshire Mayoral Combined Authority (SYMCA). SYCP Principals have worked collaboratively and with SYMCA to help shape the way in which more innovative funding methodologies can support the curriculum offer across the region in response to emerging skills priorities, such as the need for low carbon skills, key shortage areas such as welding and cross-cutting digital skills.

Local Skills Improvement (LSIF), led by Barnsley College, has been a key opportunity for collaborative activity between SYCP, the South Yorkshire Provider Network and Sheffield Hallam University

responding to the Local Skills Improvement Plan. Having reviewed recommendations, prioritisation, and responsibilities, the LSIF Partner Board has focused on opportunities to engage with employers, including further development of the South Yorkshire Skills website (initially funded through SDF2) a single-entry point for businesses to access information on skills.

In response to the LSIF, LSIF partners have focused on digital/technical skills, including investment in a network of immersive classrooms, establishment of a digital curriculum group, exploration of digital badge accreditation and investment in digital spaces and mobile learning kit.

Future Work

We expect future collaborative work to include:

Development and delivery of the Defence Technical Excellence College.

Led by RNN Group

The SYCP group agreed a strategic approach to expressions of interest across the TEC opportunities and the successful application by RNN Group will further strengthen collaborative working over the next academic year.

An agreed South Yorkshire approach to future TEC opportunities linking the partnership to any bid led by one of the FE Colleges.

Systems leadership around work aimed at reducing NEET 16-24 numbers across South Yorkshire.

RNN Group supports communities in areas of high deprivation and plays a crucial role in providing accessible education and vocational training to individuals who might otherwise lack these opportunities. The Group offers a wide range of courses, from basic literacy and numeracy to advanced technical and professional qualifications, tailored to meet the needs of the local population. We work closely with local businesses, community groups, and local organisations to ensure programmes are relevant and can lead to real job opportunities as well as providing essential support services, including careers advice and personal development workshops to help students overcome barriers to education. With a focus on inclusivity and practical skills, RNN Group enhances individual prospects and contributes to the economic and social regeneration of our communities.

RNN Group is committed to complying with our duty to review provision in relation to local needs, in response to the Skills and Post-16 Education Act 2022.

13 Reference to Relevant Supporting Documentation

RNN Group Strategic Plan 2025 - 2030

RNN Group Ofsted Inspection Report

14 RNN Corporation Sign Off

On behalf of the RNN Group corporation, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 30 June 2026. The plan will be published on the Group website within three months of the start of the new academic year and can be accessed from the following link:

Annual Accountability Statement 2026/2027 Academic Year

Chair of Governors

Paul Lomas



Date: 27/07/2026

Principal/Chief Executive and Accounting Officer

Jason Austin



Date: 27/07/2026

**Annual
Accountability
Statement**
2026/2027

