



2023

Annual Accountability Statement



Version 1 – author: Deputy CEO

Full Board

5/15/2023

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1. Context

Telford College is a general further education college, graded Good by Ofsted, with Outstanding financial health. The College currently has one campus based in Wellington and in addition uses several community venues in the West Midlands to deliver sector-based work academies.

Telford College offers the following types of provision:

- Education programmes for young people, including a broad curriculum offer that enables young people to develop the work-ready skills identified and needed by the employers in the local economy, beginning with close collaboration with the local schools.
- Adult learning programmes have developed pathways that successfully re-engage adults, often some of the most disadvantaged, giving them the confidence and skills to secure sustained employment opportunities. This further enables students to raise their expectations and progress in their employment.
- Apprenticeship teams that understand employers' requirements and tailor this to deliver individual curricula that develop the required skills, knowledge, and behavior to meet the needs of both the student and employer.
- Provision for students with High Needs is a robust provision that caters for students with a variety of additional requirements. Through the specialist support in The Willow Tree and Entry Level education within Foundation Learning, the College provides a safe environment with clear progression into Level 1 vocational areas.

Telford College's overall quality of education is good, fulfilling the mission and values statement very successfully, supporting the needs of students, employers, and the local community through a wide range of initiatives. The College has developed an ambitious curriculum to meet the needs of students, offering the knowledge and skills required by local employers and higher education. Strong partnerships with local schools enable students to have a more effective transition from school to college. Innovative Employer Hubs have been designed with local employers to strengthen employment opportunities for students.

The College has **four key sector specialisms** that align to the local and regional skills priorities:

- Engineering
- Digital
- Health & Science
- A Levels

Investment in these specialisms has been prioritised to ensure that high quality resources and clear curriculum pathways are in place to address skills shortages within these sectors. The specialist areas are also linked to high quality Universities or other academic institutions.

Table1: Telford College – Curriculum Areas (*specialisms identified in blue*):

A levels	Engineering & Aviation	Digital & Professional Studies	Health & Science	Additional Academic	Additional Technical
Linked to a top-rated academic institution, and Part of One Million Mentors	Linked to a High-Quality University, and Part of the WMCA Electrification Project	Linked to a High-Quality University, and Part of the Black Country & Marches IOT	Linked to a High-Quality University, and Part of the Integrated Care System Skills Plan with the NHS	Creative & Media PUS Sport	Construction Enviro Tech Haulage & logistics Auto Hair Beauty Catering

Additional Academic and Technical courses, shown in the green column in Table1, remain an important element of the College's curriculum offer and will be part of a newly reconfigured and refurbished Haybridge Campus, with c£4m investment over the next 3 years.

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2. Strategic Plan

In June 2021, the Governing Body along with the Executive Leadership Team, launched a new Strategic Plan setting out the direction of travel for Telford College over the next five years.

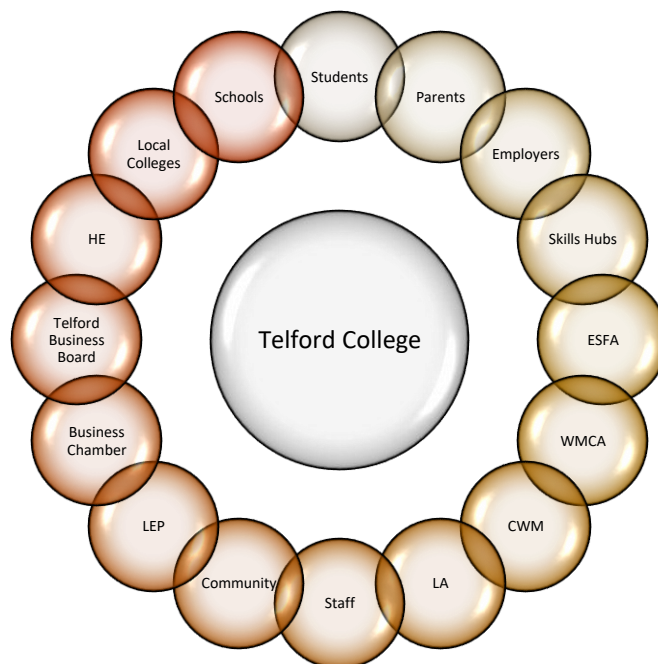
“To be an ethical skills eco-system for the Marches and West Midlands” (Telford College Vision, June 2021)

By 2026, we will be a further education college that works for the community and for our stakeholders. We will recognise and celebrate each other’s collective strengths and collaborate to maximise opportunities. The spirit of partnerships with shared ethics and values is key to our vision by working collaboratively alongside our stakeholders.

Our values: “We recognise that civic engagement is more important than ever. Through our strategic plan we will:

- Teach students the knowledge and entrepreneurial attitudes, skills, and competencies to adapt to the changes in society and the labour market.
- Expand learning opportunities to reskill and upskill adult students.
- Work in harmony with other educational partners within our local area through transparent collaborations, putting students first.
- Invest in green activities to support the community and safeguard it for future generations.
- Enhance the local economy through procuring goods and services”.

Our ethics and values underpin our strategies, policies, objectives, and procedures by providing a basis and a reference point for everything that we do. These values and beliefs will guide our conduct and that of our students.



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3. Place

The communities we serve are within Telford & Wrekin, Shropshire, and Herefordshire as part of the Marches region, and parts of the West Midlands as part of the WMCA region:



The main campus of Telford College is situated in Telford and Wrekin, which is a place of socio-economic contrasts. Parts of the borough are amongst the most deprived in England, with deprivation rates comparable with inner cities, whilst other areas are amongst the least deprived in England.

The population of the borough continues to grow at above national rates with an 11.4% increase from 2011, compared to 6.2% across the West Midlands. This is driven by the expansion of a successful local economy which is growing and creating jobs, record levels of housing growth with good rail and road connectivity into the West Midlands and further afield.

Resident Population

Resident Population (2020)	The Marches (numbers)	Shropshire (numbers)	Telford and Wrekin (numbers)	West Midlands (numbers)	Great Britain (numbers)
All People	700,400	325,415	181,322	5,961,900	65,185,700
Males	347,000	161,200	90,000	2,956,900	32,211,600
Females	353,400	164,200	91,300	3,005,000	32,974,200

Population aged 16-64 (2020)

Population Aged 16-64 (2020)	The Marches (Numbers)	The Marches (%)	Shropshire (numbers)	Shropshire (%)	Telford and Wrekin (numbers)	Telford and Wrekin (%)	West Mids (%)	Great Britain (%)
All people aged 16-64	416,100	59.4	191,100	58.7	112,000	61.8	61.7	62.4
Males aged 16-64	209,000	60.2	96,300	59.7	56,100	62.3	62.4	63.1
Females aged 16-64	207,100	58.6	94,700	57.7	55,900	61.2	61	61.7

The latest GVA (Gross Value Added) data per capita shows that Telford is now higher than the West Midlands, and overall unemployment (4.8%) is below the regional rate. However, the proportion of young people aged 16-19 not in education, employment, or training (NEET) is higher than the national rate. One quarter of residents have no qualifications, and this is higher than the England average.

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Qualifications (Jan 2021 – Dec 2021)

	The Marches (numbers)	The Marches (%)	Shropshire (numbers)	Shropshire (%)	Telford and Wrekin (numbers)	Telford and Wrekin (%)	West Mids (%)	Great Britain (%)
NVQ4 and above	157,400	39.3	75,300	41.8	38,700	35.1	38.9	43.6
NVQ3 and above	232,800	58.1	109,600	60.8	56,200	50.9	57.2	61.5
NVQ2 and above	300,900	75.1	138,500	76.9	76,300	69.1	75.1	78.1
NVQ1 and above	344,400	85.9	157,900	87.6	90,400	81.9	84.8	87.5
Other Qualifications	34,400	8.6	13,700	7.6	11,900	10.8	7.5	5.9
No Qualifications	21,900	5.5	8,700	4.8	8,100	7.4	7.8	6.6

Compared to WM in particular the percentage of people across The Marches with no qualification is notably below WM and GB. Although the numbers of people with Level 1, 2, 3 and 4 compares well against the WM they are all below GB levels, a key factor in this are the Telford and Wrekin values.

Overall, the proportion of pupils in Telford and Wrekin leaving school with GCSEs at grade 4 or above in English and mathematics, is below the England national rate by 5.0%, resulting in a higher proportion of students aged 16 to 18 joining Telford College without a grade C/4 or above in English and mathematics.

The majority of the population's ethnicity is White British, with the borough having lower BME rates in all age groups than England. The highest proportion of BME groups is found in the 0-24 age group (Telford and Wrekin 13.1%, England 25.4%).

The proportion of pupils with SEND in the borough has grown in 2019 is 18.7%, significantly higher than the average for England (14.8%). The largest type of need is moderate learning difficulty, followed by speech, language and communication needs and social, emotional mental health.

One of the biggest challenges for the borough remains health inequalities, most evident in the most deprived communities of the borough, with key challenges including a lower life expectancy, higher rates of long-term illness and disabilities and high obesity rates. There are also challenges around levels of deprivation, with 17.3% of the Telford and Wrekin population living in income-deprived families.

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4. Employers and Workforce

Business Counts (2022)

Enterprises	The Marches (Numbers)	The Marches (%)	Shropshire (numbers)	Shropshire (%)	Telford and Wrekin (numbers)	Telford and Wrekin (%)	West Midlands (numbers)	West Mids (%)
Micro (0 To 9)	28,965	89.9	14,375	90.4	5,010	87.7	197,330	89.1
Small (10 To 49)	2,710	8.4	1,285	8.1	550	9.6	19,890	9.0
Medium (50 To 249)	450	1.4	200	1.3	115	2.0	3,360	1.5
Large (250+)	105	0.3	40	0.3	35	0.6	925	0.4
Total	32,230	-	15,900	-	5,710	-	221,510	-
Local Units								
Micro (0 To 9)	31,645	85.7	15,660	86.7	5,665	81.5	217,255	84.1
Small (10 To 49)	4,365	11.8	2,040	11.3	995	14.3	32,935	12.8
Medium (50 To 249)	795	2.2	340	1.9	240	3.5	6,965	2.7
Large (250+)	120	0.3	35	0.2	55	0.8	1,065	0.4
Total	36,925	-	18,070	-	6,950	-	258,215	-

Labour Demand

Employment by Occupation (Jul 2021 – Jun 2022)

	The Marches (Numbers)	The Marches (%)	Shropshire (numbers)	Shropshire (%)	Telford and Wrekin (numbers)	Telford and Wrekin (%)	West Mids (%)	Great Britain (%)
Soc 2020 Major Group 1-3	158,500	48.6	73,400	50.5	43,200	50.5	47.8	51.4
1: managers, directors, and senior officials	37,500	11.5	17,800	12.2	7,400	8.6	9.2	10.3
2: professional occupations	78,200	23.9	39,900	27.4	21,600	25.0	23.9	25.8
3: associate professional occupations	42,800	13.1	15,700	10.8	14,200	16.4	14.6	15.0
Soc 2020 Major Group 4-5	65,900	20.2	31,500	21.7	13,100	15.3	19.4	18.7
4: administrative and secretarial occupations	30,700	9.4	13,300	9.1	7,100	8.2	10.6	10.1
5: skilled trades occupations	35,200	10.8	18,200	12.5	6,000	7.0	8.7	8.6
Soc 2020 Major Group 6-7	43,000	13.2	16,500	11.3	12,300	14.4	13.7	14.6
6: caring, leisure and other service occupations	24,500	7.5	9,100	6.2	7,300	8.5	7.4	7.9
7: sales and customer service occupations	18,500	5.7	7,400	5.1	5,000	5.8	6.3	6.6
Soc 2020 Major Group 8-9	58,900	18.1	24,000	16.5	16,900	19.8	19.1	15.3

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8: process, plant, and machine operatives	22,400	6.9	10,700	7.3	6,600	7.7	7.7	5.7
9: elementary occupations	36,500	11.2	13,400	9.2	10,300	11.9	11.4	9.6

Summary Employers and workforce

- Business size and scale is typical of the region and England with a predominantly micro and small-sized base. Telford & Wrekin has a slightly larger proportion of small, medium, and large businesses compared to the other Local Authority areas. While the challenge is not unique to the Marches, engaging with these small businesses is made more difficult given the large geographic spread of the area. The College engages with the business base via business groups and networks such as the business boards, the Federation of Small Businesses, and the local Chambers of Commerce.
- Employment opportunities are spread unevenly within the LEP area and as a result employment rates vary considerably within the LEP area.
- More self-employed people in the subregion
- The Marches employment grew consistently to 2016 to 80% and fell back but has recovered to 79.9% in July 2022.
- The Marches has a 2.5% higher proportion of self-employed people than GB. Within the Marches, Herefordshire has the highest proportion with 15%, followed by Shropshire (14%) and Telford & Wrekin (5%).
- The main occupations of employment in The Marches are Professional occupations (23.9% of all jobs), followed by Associate Professional occupations (13.1%). Managers, Directors and Senior Officials make up 11.5%, and Skilled Trades make up 10.8% each. This suggests a balanced spread of occupations in the labour market.
- The main employment sectors are health, manufacturing, construction, retail, hospitality (Visitor Economy), and agriculture. Health and social care, retail, and the visitor economy (which includes the accommodation and food sector) are named as enabling sectors in the Marches Strategic Economic Plan due to their high employment and the vital services they provide for the economy.

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5. Key Stakeholders

Since the creation of Telford College following a merger in December 2017, the College has worked in a highly collaborative manner with a network of partners to achieve its strategic objectives.

The College is an active member of the community and business enterprise, gathering a wealth of information about the local, regional, and national priorities and skill shortages. Through regular attendance at key stakeholder events, including the LEP Skills Advisory Board; Telford Business Board; Colleges West Midlands Group; West Midlands Further Education Skills and Productivity Group; Post-16 Strategy Group; senior managers can drive the annual curriculum planning process to reflect the current and projected shifts in employment and skills.

Membership at Stakeholder Groups include:

- Telford & Wrekin Council
- LEP Board & Skills Advisory Panel
- Telford Business Board - Employers
- Shropshire Business Chamber (ERB for the Marches)
- WMCA
- Colleges West Midlands
- UKSPF
- MSPN - Employers
- SWOCA
- Education Strategy Partnership

Most recently the College has added strategic partnerships with the following partners:

- The Integrated Care System
- Shrewsbury & Telford NHS Trust
- Herefordshire, Ludlow & North Shropshire College and Shrewsbury Colleges Group through collaborative working on the Strategic Development Fund projects (SDF1 for the Health sector and SDF2 for the Environmental Technology/Green sector)

With the business intelligence collated from being part of the above stakeholder groups, the College works closely with Schools and HEIs to map the curriculum offer and clear employment pathways that meet the needs and aspirations of students, and local, regional, and national employers.

- Schools

As part of the college's school engagement strategy, we have developed strategic partnerships with all the secondary schools in Telford & Wrekin. The college is also a member of the Education Strategy Partnership for Telford & Wrekin.

- HEIs

Due to the retraction of the University of Wolverhampton out of the Telford & Wrekin area the College has explored working with, and has developed positive relationships with three universities:

Warwick University – working with the Warwick Manufacturing Group on Electrification. As part of this, the College is jointly running an Employers conference in June with Warwick University.

Keele University – developing in partnership, higher level courses in Health

Harper Adams University – exploring opportunities to align digital curriculum pathways

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6. National, Regional, Local Skills Priorities

Skills Priority	Marches (LEP Skills Advisory Panel)	West Midlands (WMCA)	National Skills Priorities (DfE guidance)
Advanced Manufacturing and Engineering	X	X	X
Agri-tech	X		
Business & Professional services, Management & Leadership	X	X	
Construction	X	X	X
Digital/Cyber & Technology	X	X	X
Education	X		
Electrification		X	
Enviro-tech/Green/Retro-Fit	X	X	
Haulage & logistics	X		X
Health & Social Care	X	X	X
Mathematics			X
Science			X
Visitor Economy	X		

The Marches Local Skills Improvement Plan (LSIP) is due to be finalised in June 2023. Initial findings within the interim report identify possible deficits in work and soft skills, for the four main priorities sectors identified within Health, Engineering Manufacturing, Construction and Business & Professional. Work skills such as confidence and resilience, self-motivation, reliability and loyalty, time keeping and punctuality, respect for the workplace and others, ambition and team working were ranked in order of most lacking. Similarly, soft skills such as communication skills, problem solving, ICT skills, presenting, customer service skills, creativity and research and reporting were also ranked.

7. Telford College's contribution to the National, Regional and Local Skills Priorities

The College adopts an ambitious and diverse curriculum that addresses the skills priority sectors identified in section six above. There are courses for young people, adults, and apprentices within each of the areas, with tailored support for those with special educational needs and disabilities (SEND) to allow full access to the wide curriculum, where appropriate.

Table2: Telford College curriculum offer mapped against Skills Priorities:

Skills Priority	Young People	Adults	L1	L2	L3	L4	L5	P/T	F/T
Advanced Manufacturing and Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓
Agri-tech	Already being catered for within the region.								
Business & Professional Services, Management & Leadership	✓	✓		✓	✓	✓	✓	✓	✓
Construction	✓	✓	✓	✓	✓				✓
Digital/Cyber & Technology	✓	✓	✓	✓	✓	✓	✓	✓	✓
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓
Electrification	✓	✓		✓	✓			✓	
Enviro-tech/Green/Retro-Fit	✓	✓		✓	✓			✓	
Haulage & logistics		✓		✓				✓	
Health & Social Care	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓			✓	✓

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Skills Priority	Young People	Adults	L1	L2	L3	L4	L5	P/T	F/T
Science	✓	✓			✓				✓
Visitor Economy	✓	✓	✓	✓	✓			✓	✓

To support the design of the sector specialist courses, Telford College has Employer Hubs in place.

Putting employers at the heart of the local skills system [Skills for Jobs White Paper] is evidenced through these **Employer Hubs** which have supported the identification of specific career paths and employment opportunities that make Telford College unique and purposeful for the local community. They are proving highly successful in creating a shared understanding between industry and education contributing to improved employer links, increased availability of industry placements and the identification of key knowledge, skills, and behaviours most relevant to each career pathway. Managers continue to draw on the intelligence from these meetings to further shape the curriculum offer.

- The **Health Hub** engages with local and regional National Health Service (NHS) Trusts and the Shropshire, Telford and Wrekin Integrated Care System (STWICS) in considering the most effective collaborative working arrangements to facilitate increased recruitment to health and social care related employment and developing the existing work of the STWICS People Plan. This is aligned closely to the Strategic Development Fund pilot undertaken in 2022 in meeting The Marches' health skill priorities. As the lead organisation in this project, Telford College worked in partnership with Hereford, Ludlow & North Shropshire College, Shrewsbury Colleges Group and SBC Training, to improve the recruitment and retention rates within the sector, by ensuring new recruits are well prepared for the sector and their role. Longevity has been built into the project through the investment and use of immersive technology and a mobile Technology Enhance Learning unit that will be able to provide training out in the community. The Health Hub has also been instrumental in creating volunteering projects and work experience opportunities for a range of students, with modifications being made to the curriculum to align the skill requirements to curriculum content.
- The **Digital Hub** is responding to the local need for increased recruitment to digital roles across all business sectors within the Marches area. This activity is specifically linked to the Station Quarter Project, funded by the Towns Fund Board, to create a new Digital & Maths Skills Hub in Telford town centre. Collaborative work with key local employers, to design a new curriculum that is accessible from a Town Centre location will use innovative teaching and learning practices to raise student aspiration, whilst uplifting the current skill level of the local community. Concurrently, the Digital Hub has assisted in creating alignment and clarity of progression between the various digitally based programmes and facilitated further learning opportunities for adults and those with little experience in the sector.

"Telford Maths & Digital Education & Enterprise Hub (The Hub) will be at the very heart of the maths and digital learning community and seen as a model for education and training and provide a real 21st century learning experience. The Hub will be a mixed economy facility providing learning opportunities for young learners, 16-19 year olds, adults, and both Telford & Wrekin and the regional business communities. The Hub will enhance the learning opportunities for Telford & Wrekin residents and attract learners regionally as a centre of excellence for maths and digital learning and provide a gateway to higher education." (Telford College - Towns Fund Bid October 2020).

- The **Engineering Hub**, which includes large employers such as Avara Foods and Muller, is successfully supporting the design of an apprenticeship programme at level 2. The collaborative working has contributed to the development of the level 3 apprenticeship, adult courses, and study programmes, through the choice of optional units that more closely align with the local employment needs. Through the collaboration within the hub, employers raise any emerging problems that may be overcome through further education and training. This has enabled apprentices to carry out elements of the standards with another company where this cannot be satisfied within their current workplace. The hub is also proving successful in educating employers about the change in educational landscape and the new qualifications that students may have achieved when applying for role.

8. Review of Telford College's contribution to the National, Regional and Local Skills Priorities

In June 2022, a new statutory duty was introduced for Governing Bodies to review (every three years) how well the education or training provided by the College meets local needs (needs relating to local employment) and consider what action might be taken to meet those needs better, to better ensure learners have the skills needed to secure suitable employment.

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On the 20th of March 2023, the Governing Body undertook this review using the following approach:

Pre-meeting actions: all attendees read in advance the:

- DfE Skills Act duty to review statutory guidance
- Questions to reflect on (Annex A of the DfE guidance)
- Latest SAR and QIP
- Market Assessment and Curriculum Review report and associated presentation
- The new Unit for Future Skills website and associated Dashboards
- The interim draft Marches LSIPs

During the meeting:

- The draft curriculum plan for AY24 was presented
- Q&A session took place
- Group working on the Questions in Annex A of the DfE guidance
- Whole group then identified the key findings and any associated actions to meet any identified gaps

Post meeting actions:

- The draft curriculum plan for AY24 has been updated in line with the review outcomes
- Stakeholders have had the opportunity to comment on the emerging review before it is published, to provide external challenge and validation. This took place via a Validation Panel on the 4th of May 2023 which included stakeholder representatives from the Local Authority and Telford Business Board.
- The key findings and associated actions have been included in the following action plan.

9. Aims for AY24

Building on the recent achievements we set out several aims and target outcomes for the year ahead in an Action Plan, that reflects how we will continue to respond to national, regional and/or local priorities and skills needs.

Aim/Action	Impact and/or contribution towards skills priorities	Link to Strategic Plan
Transition to T Levels: align the current Level 3 study programme offer to the new qualification pathways, in a stepped approach from September 2021 to 2024.	<p>The first phase will be the introduction of the following T levels for AY23/24:</p> <ul style="list-style-type: none"> • Digital –a key skills priority sector for both WMCA and Marches areas. It is also a national skills priority. • Health - a key skills priority sector for both WMCA and Marches areas. It is also a national skills priority. 	<p>Strategic Aim 1 – Students</p> <p>We will maximise opportunities for students to develop skills and achieve aspirations</p>
<p>Address the emerging gaps in the apprenticeships, 16-19, Adult and HTQ provision to sector priorities by adding new provision in:</p> <ul style="list-style-type: none"> - Construction (developed through a strategic relationship with Telford & Wrekin Council and construction companies) - Accountancy, L4+ - Health, L4+ - Digital, L4+ 	<p>Construction is a key skills priority sector nationally and for the Marches and WMCA regions. There is provision available for trades, but fewer options for professional studies such as Project Managers and Surveyors.</p> <p>Accountancy (within Business & Professional) is a key skills priority for the Marches area with high employer demand for L4+ qualified roles. There is currently a gap in CIPFA and CIMA provision in Telford & Wrekin.</p> <p>New HTQ provision in Digital & Health would support employers in recruiting more L4+ qualified workforce.</p>	<p>Strategic Aim 2 - Skills Productivity</p> <p>We will support employers to drive business change, innovation, and investment, and we will make a major contribution to the economic success of the Marches and the west Midlands</p>

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Aim/Action	Impact and/or contribution towards skills priorities	Link to Strategic Plan
Schools Strategy: review and update the L2 offer for local school pupils to support the Levelling Up agenda. These courses will be solely for pre-16 School students to attend. The students will remain enrolled at their relevant School.	<p>The College will continue to engage on an upskilling strategy working in collaboration with local Schools to improve Level 2 outcomes at the pre-16 stage. The following Level 2 provision will be available to support this strategy:</p> <ul style="list-style-type: none"> • GCSE Computer Science • GCSE Maths 	Strategic Aim 1
Deliver the adult Maths & English provision differently within a Fast-Track programme.	Mathematics is a national skills priority. There is a need to upskill more adults, and more delivery options that are flexible and quicker would support demand.	Strategic Aim 1
Increase the volume of Health Academy pre-employment courses to better support employer demand.	Health is a local, regional, and national skills priority. The HA was first introduced as part of the Strategic Development Pilot and has proven successful in supporting >400 local people into NHS jobs. Increasing the volume of courses on offer would further support the Integrated Care System.	Strategic Aim 2
Further develop the Employer Hub model by expanding the membership to include Telford & Wrekin Council and Telford Business Board. As part of this a new communication strategy will be developed to jointly promote course provision which is aligned to the Telford & Wrekin Economic Development & Skills Strategy.	Alignment of key stakeholders in the design and promotion of courses that meet skills priorities.	Strategic Aim 2
<p>Further align the adult provision to the sector priorities by introducing new short course, flexible and modular programmes within:</p> <ul style="list-style-type: none"> - Digital - Green - Health 	<p>The College's SWAP programme will meet the following skills priorities:</p> <p>Marches: Digital (Cyber), Health & Social Care, Construction, Food Manufacturing and Processing and Green technologies (low carbon agenda)</p> <p>WMCA: - Construction: addressing gaps in provision in Green Technologies - Health; Healthcare Plan Pathways from Level 1 to 5 - Digital; Level 3 and above only - Green; significant growth anticipated with the net creation of 21,000 jobs by 2026 across all sectors, e.g., Battery Tech and Energy Efficiency etc.</p>	Strategic Aim 2

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Aim/Action	Impact and/or contribution towards skills priorities	Link to Strategic Plan
Explore strategic opportunities with the Black Country & Marches Institute of Technology to further support employers and provide more L4+ programmes in Engineering and Digital.	<p>Increasing the number of opportunities in the Telford & Wrekin area for local adults to upskill in Level 4 and above qualifications.</p> <p>Increasing the % of people qualified to L4+ in the Telford & Wrekin area bringing it more in line with UK averages.</p>	Strategic Aim 3 – Community Place We will foster health and connected communities, and we will provide our staff with the opportunity to develop their skills and careers

10. Measuring Success

Since AY19 we have developed an annual Strategic Impact Assessment to measure our success against strategic objectives. The Strategic Impact Assessment is an analytical review assessing the college's impact on its students and the local, and wider economy. We are proud of our current outputs, and we will continue to measure our success against the following impact measures. Each academic year, Telford College will:

Increase local participation in skills-based learning:

Each academic year we will engage with >2,000 young people in college-based programmes; >500 apprentices; >3,000 adults in skills programmes; >300 adults in higher skills programmes.
We will support >200 students each academic year who have additional learning needs.

Engage students from diverse communities:

We will actively engage with students from ethnic minority groups; currently our student population is more diverse than the local community where 10.5% of the population are from minority groups. We will engage with >20% of young people on college-based programmes and >50% adults on skills programmes.

We will actively engage with students who live in deprived areas; we will continue to support our current enrolment levels of >40% young people on college programmes and >45% adults on skills programmes who live in a deprived area.

We will actively engage with students who have additional learning needs; >10% college based young people and >8% of adults on skills programmes.

Increase the numbers of students who successfully achieve their programme of study:

We will ensure that young people on college-based programmes achieve at rates above those reported nationally.

We will ensure that young people continue to achieve good GCSE English and Maths grades at grade C/4 and above and that we remain above national rates.

We will ensure that adults continue to achieve above the national rates.

We will ensure that students from disadvantaged postcodes continue to perform equal to or better than their peers from non-disadvantaged postcodes.

We will ensure that there remain no significant differences in the achievement rates of students from diverse groups or those with a learning difficulty or disability.

Support the progression of our students to positive destinations:

We will continue to support >90% of young students and >75% of adult students to progress into a positive destination, either higher or further training or directly into employment.

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We will continue to maintain a low percentage of students not in education or training; at least 1% lower than the local authority average.

Make a significant impact on the local skills gap by upskilling young people and adults:

We will aim to inspire students to enrol onto programmes directly supporting the local priority sectors and STEM subjects; >50% apprenticeships, >45% A Level, >30% Level 4 and above.

We will continue to ensure that maths and English outcomes remain above national average.

Make a significant contribution to the Marches LEP economy:

For every £1 of government funding, we will provide a return of at least double that to the local economy.

11. Corporation Sign Off

Our Self-assessment - *We make a strong contribution to addressing local and national skills needs and the priority actions in section nine of this report will further strengthen this contribution.*

Corporation Statement On behalf of the Telford 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 corporation at their meeting on **15th of May 2023**. The plan will be published on the college's website within three months of the start of the new academic year and can be accessed from the website.

12. Related Documents:

- Telford College Strategic Plan
- Skills Review minutes [20th March 2023]
- Telford College SAR