



# Shrewsbury Colleges Group Accountability Agreement & Local Needs Duty

June 2024 to June 2025

# Achievement of 2023-24 Accountability Statement Actions

- New qualifications in sustainable construction and delivered to six cohorts of adults
- New HTQs in Modern Methods of Construction and Digital and over-recruited against target
- New L2 Maintenance Operatives apprenticeship
- New T Levels in seven pathways and recruited 127 students
- Invested £1.3mn in T Level specialist equipment
- Recruited first Project Search cohort at SATH Trust
- Grew Travel and Tourism full-time student numbers by 60%
- Developed a basic digital skills module within the tutorial programme

## 2023-24 in numbers

- 3447 individuals took part in education and training in the priority sectors
- 900 apprentices
- 350 students developed higher-level skills
- 40 new qualifications and/or training programmes created to address local skills shortages.
- 37 Skills Advisory Panels members working in collaboration with SCG to address local skills needs
- £2mn invested in T Levels
- £1.5mn invested in specialist provision to address local skills shortages planned with local employers.
- £850K awarded to invest in HTQs, developing higher level skills and planned with local employers
- 500 adults successfully engaged with Multiply

# The Purpose of the College

Shrewsbury Colleges Group exists to serve three key stakeholders. As the only state provider of 16-18 education in the county town of Shrewsbury, and as the largest provider of 16-18 education in Shropshire with more A Level students than the rest of the providers combined, the college's primary focus is 16-18 education.

## 1. *16-18-year-olds in Shrewsbury.*

- The college is the only post-16 state school provider in the town of Shrewsbury. In addition, the college is the sixth form partner for communities with a secondary school but no post-16 provision. The college works with c.3,800 16–18-year-olds, having grown from 3,200 over the last six years. This growth is set to continue in September 2024, based on internal progression and external applicants.
- Growth up to 2022 took place despite demographic decline. The demography now grows over the next six years.
- The closure of two school Shropshire sixth forms from September 2024 is also a change which will have some impact.

## 2. *Adults in Shrewsbury and Shropshire*

- Adult provision consists of part-time and full-time further education qualifications, higher education and a small amount of community learning.
- Provision for adults is focused on local need and demand and college specialisms. It is not an inclusive offer.

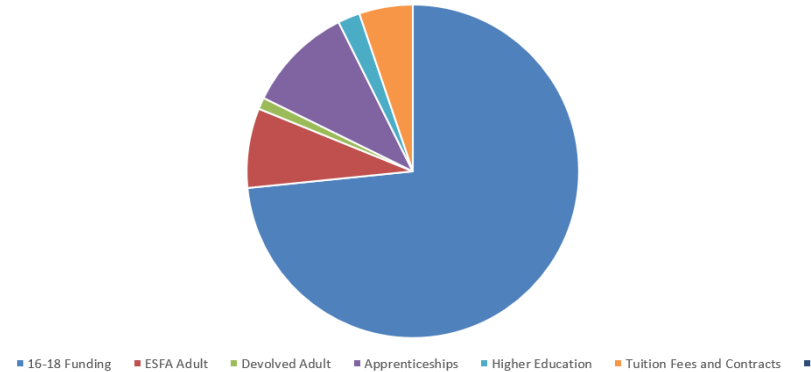
## 3. *Employers in Shrewsbury, Shropshire and the region*

- The largest element of the college direct offer to employers is through the provision of apprenticeships. Apprenticeship numbers have fallen in 2023-24, with fewer new apprentices in construction where the industry is still recovering and following the decision to withdraw from delivery of Trades Union Apprenticeships.
- In the last two years the college has developed high quality full-cost bespoke training programmes for employers, particularly in engineering, but also in renewable construction (see below).
- The college is a partner in the Marches Education Partnership which has delivered two successful Strategic Development Fund projects from 2021 to 2023 and is currently delivering the Local Skills Improvement Plan (LSIP) project. These projects have delivered bespoke training for the NHS, for the renewable construction sector, and for engineering and higher-level technical skills. These programmes have secured significant investment in facilities and equipment. The provision has been mainstreamed into the college offer, though with limited success with regard to the renewable construction courses, as employers have been reluctant to pay for training.

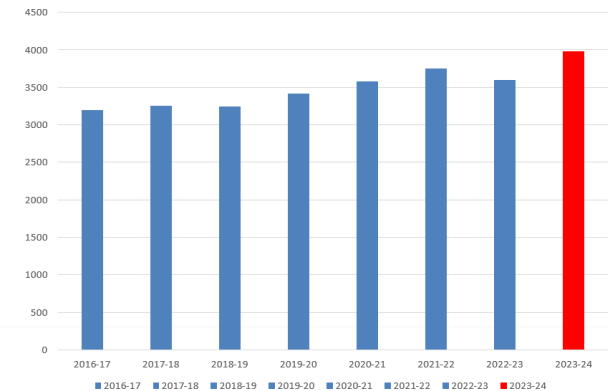
# The Purpose of the College and the Strategic Plan

- The strategic planning process is driven by the needs of the three priority groups.
- The college needs sufficient capacity to meet the needs of 16-19 students, growing numbers of students with High Needs, and apprentices and adults in priority areas which are resource intensive, specifically engineering and construction.
- *Funding by income stream 2023-24* (chart right) demonstrates the significance of 16-19 income as it accounts for just under three-quarters of income in 2023-24.
- The growth in 16-19 numbers in 2023-24 and the increase in funding for 2024-25 means that the proportion will exceed three-quarters of income. This growth can be seen in *Growth in 16-18 enrolments* (chart right)
- The current Strategic Plan covers 2021-2025. The priorities include: providing a broad curriculum which meets individual, local and regional needs, including implementing new national initiatives and a complimentary curriculum which prepares students for the future; meeting the needs of stakeholders through collaboration and partnership; and meeting the 20% additional demand for places through developing new facilities in key areas including construction, digital health, STEM, creative arts and SEND.

Funding by income stream 2023-24



Growth in 16-18 enrolments



# The Strategic Plan and the Annual Accountability Statement

The Strategic Plan has not materially changed since it was approved. A number of key actions have been achieved which have given the college the ability to better address local, regional and national skills priorities.

The **college has added additional capacity**: to deliver construction courses through an additional brick workshop, expansion of electrical and plumbing facilities and new renewable energy workshops to meet the increase in demand for technical skills at Level 3; creating an E-Sports suite; remodelled English Bridge campus to provide additional student social/café space, a larger Learning Resource Centre, additional classrooms and a Drama and Theatre Studies suite, all of which support growth in A Level student demand and are a step towards moving students on Applied General courses from London Road to free up space to expand engineering, construction and health. In the last year engineering welding facilities have been extended, carpentry and joinery theory classrooms have been refurbished, the electrical workshop has been expanded and refurbished, the plumbing workshop area has been refurbished, and electrical and plumbing theory classrooms have been refurbished.

The **college has developed curriculum** to meet local and regional skills needs through partnership working. The college is a member of the Marches Education Partnership of three colleges in the Marches region who completed successful SDF1 and 2 projects and who are currently delivering two LSIF programmes in engineering and renewable construction. The Health team developed the Shrewsbury Nurse pathway for Health in partnership with the University of Chester and the NHS Trust, which was a trailblazer project which has informed the development of the college health T Level pathways. The Construction team have developed qualifications in Renewable Technologies and upskilled staff to make use of the new facilities provided as part of the Marches Education Partnership's successful SDF2 programme. These courses have been delivered over the past year to nine cohorts. The college is a key partner of Shropshire Council in delivering the government Multiply programme and has delivered programmes to more than 500 adults. The college developed a new L2 Maintenance Operative apprenticeship programme with local employers. The college's first cohort of Project Search students have completed supported internships in partnership with the NHS Trust. The college developed new HTQs in partnership with employers and commenced teaching in September 2023 and is currently developing modular programmes at Level 4/5 which are again co-designed by employers. The college introduced seven T Level pathways in September 2023 and recruited 127 student. **16-18 full time numbers have risen** from 3412 to 3828 and **apprenticeship numbers have risen** from 770 to 900 since the start of the strategic plan in 2021. This growth has been in Level 3 qualifications, and in engineering, construction, digital, and health and care.

The college has a detailed single year Operational Plan for implementation of the strategy which governors review three times a year. The college therefore is used to having identified priorities for the next twelve months, as required by the Annual Accountability Statement. The Annual Accountability Statement focus on meeting local, regional and national skills needs exists as Goal 1.1. in the college Strategic Plan, as well as Goal 1.3 which focuses on the appropriateness of curriculum, Goal 2.3 which focuses on meeting stakeholder needs through collaboration and partnerships, Goal 3.2 which aims to build places for the growth in student demand and Goal 3.3 which targets new facilities in strategically important curriculum areas.

# The Strategic Plan and the Annual Accountability Statement

The college has a mature process for reviewing the appropriateness of the curriculum and for responding to needs. This process is bottom up, focusing on yearly review of provision by the curriculum lead with middle and senior managers, including the principal. The review considers the effectiveness of the provision by considering student feedback, quality of outcomes including critically the quality of destinations, employer feedback and the soft intelligence from the curriculum team.

This is augmented with insight from the senior team based on their engagement with stakeholders. The college established Skills Advisory Panels for Health, Construction and Digital skills in 2022, and added Engineering and Professional in 2023, and these groups meet termly. The college is represented at a senior level on the Shropshire Economic Partnership, and on the Marches LSIP Board during phase 1, and on the Marches Education Partnership Board, which provides oversight of the LSIP Projects, and was represented on the Marches LEP board until the (extended) term of office ended, a role which included chairing the Skills Advisory Panel and producing the Skills Report. The college uses Labour Market Intelligence to validate curriculum plans as appropriate.

This process has informed a number of developments. It led the college to invest in Brickwork, building two brick workshops and growing student and apprentice numbers from 30 to 120, and to invest in Motor Vehicle Engineering, building the new Automotive Centre and growing students and apprentice numbers from 50 to 150. The Automotive Centre was a collaborative project with the Marches LEP and four regional employers. It has also led the college to invest in a new Health Education Centre, to support the expansion of the curriculum to include T Levels in Adult Nursing, Midwifery and Supporting Mental Health. The content of new HTQs in Construction, Health and Digital, and the content of the college Modular Accelerator Programme has been co-designed with the appropriate Skills Advisory Panels.

# Context and Place

The characteristics of Shrewsbury Colleges Group are derived from the purpose of the college, which itself derives from the context and place of the college.

Shrewsbury Colleges Group was formed in 2016 from the merger of Shrewsbury Sixth Form College and Shrewsbury College of Arts and Technology. The merger was unusual in that the larger GFE college merged into the smaller sixth form college. As a consequence, the college is legally a designated sixth form college. In terms of turnover the college is the largest designated sixth form college in the country. The purpose and offer of the college mean it identifies as a tertiary college.

The college delivers A Levels at the English Bridge and Welsh Bridge campuses which are located at the west and east ends of the loop of the River Severn in the centre of Shrewsbury. All Art and Design courses (A Level, vocational and adult education) are delivered at the English Bridge campus, the only example of co-location of academic and vocational curriculum. Vocational, technical and professional qualifications are delivered at the London Road campus, which is about 1 mile from the town centre. The college is severely limited by space in the town centre. The London Road campus includes Sports facilities used by the local community in the evening and at weekends.

Shrewsbury is the county town of Shropshire. Shrewsbury is known for its historic significance, attractive architecture, and thriving retail sector. The town's economy is driven by a range of industries, including retail, tourism, services, and healthcare. It serves as a regional centre for business and commerce, with various businesses and professional services operating in the area. The college serves Shrewsbury, and because of the range and breadth of provision it acts as the college of Shropshire (and beyond) as much as the college of Shrewsbury.

Shropshire is the second largest inland county with a population of 325,415 (323,600 at the 2021 census), a growth of 5.7% from 2011 compared with 6.6% nationally. Shropshire is predominantly rural – 98% of the county landmass is rural, with 2% urban – and has accompanying low population density with 97 persons per square kilometre compared with 434 in England. Shrewsbury is the county town and has a population of around 76,000, with several market towns scattered across the county. Shropshire ranked 34<sup>th</sup> for total population out of 309 local authority areas in England.



# Context and Place

Shropshire has ambitions to increase the population and therefore has a plan to build 30,000 new homes by 2048, with a focus on sustainable construction. Nearby Telford and Wrekin, which is part of the historical county of Shropshire and which is surrounded by Shropshire to the north, east and west, grew by 11.4% over the same period, from 166,600 to 185,500. Over the same period there has been a 30% increase in people aged 65 years and over in Shropshire, compared with 20% nationally. In total, 81,200 people are 65 or over, or 25%, compared with 18.5% nationally. This demographic shift has impacted on the economy been exacerbated by the impact of the pandemic, with Shropshire Chamber of Commerce's Quarterly Business Survey's identifying employment gaps caused by (early) retirement of skilled workers. Shropshire is ranked 165 out of 317 local authorities for deprivation, with one ward in the bottom 5% nationally, which is in Shrewsbury.

Shropshire is dominated by SMEs and micros, with 90.5% of businesses employing less than ten people and only 45 businesses employing more than 250 people. The top employment sectors are Health (15%), Manufacturing (10%), Accommodation and Food Services (10%) and Retail (9.6%). Shropshire's main economic challenge is productivity, with GVA per worked hour of £26.40 compared with £35.20 across the UK. This reflects the sectors that dominate the economy, with a large employment base in low paid sectors (care, retail, hospitality), and that disproportionate numbers are employed in agriculture, and that fewer people are qualified at Level 4 and above than the national average. This is partly because Shrewsbury Colleges Group is so successful in educating young people and adults to Level 3 and exporting them to universities around the country whilst there is no university in Shropshire which is counterbalancing this by receiving students from other parts of the country. The unemployment claimant count in May 2023 was 3.4%, one of the lowest levels in the Midlands.

The college is the key post-16 partner for the four 11-16 secondary schools in Shrewsbury. In addition, the college is the prime partner for a further four 11-16 schools in rural Shropshire. These schools provide a critical mass of FE students which has enabled the college to take the strategic decision to offer a deliberately very wide range of courses. 15.3% of Shropshire school children are eligible for free school meals, compared with 12.4% nationally (2020 Spring census) illustrating the challenges created by a low wage economy. This creates challenges for the college and the college subsidises transport costs, provides free breakfasts for all students, and tops up the free college meal allocation. The college also attracts significant numbers of students from 11-18 schools in Shropshire, Telford and Wrekin and Powys. These students contribute to the overall student numbers which allows the college to offer the breadth of academic and vocational provision and the ability to invest in specialist support and facilities because of the size of the 16-18 cohort.



# Context and Place

75% of the college 16-18 provision is Level 3, reflecting the A Level specialism of the college and the proportion of young people in partner schools who matriculate at 16. The college is the largest A Level provider in Shropshire, with 1,750 A Level students, more than the rest of the providers combined. The college offers 39 A Level courses and 83 vocational/technical full time courses to students following study programmes. This is the widest choice in Shropshire and the surrounding area (the average sixth form numbers funded in the seven Shropshire school sixth forms in 2022-23 is 130). This breadth of offer is a deliberate strategic decision. As a consequence of this breadth and accompanying quality 16–18-year-olds travel an average of 22 miles a day to attend the college. The college travel to learn average places the college in the highest quartile nationally. The college sends around 800 students to university every year. Students from the college perform exceptionally well at university, out-performing other sixth form colleges, school sixth forms and the private sector in terms of % of students achieving 1st and 2:1 class degrees.

The college does not offer land-based provision, nor does it offer provision for students with severe needs. High quality specialist provision exists within the county. There is no intention to expand provision in these areas. The college sub-contracts 19-24 high needs provision to Severndale Academy. This is an exceptional arrangement approved by the ESFA. This provision is an essential part of the local offer.

# Context and Place

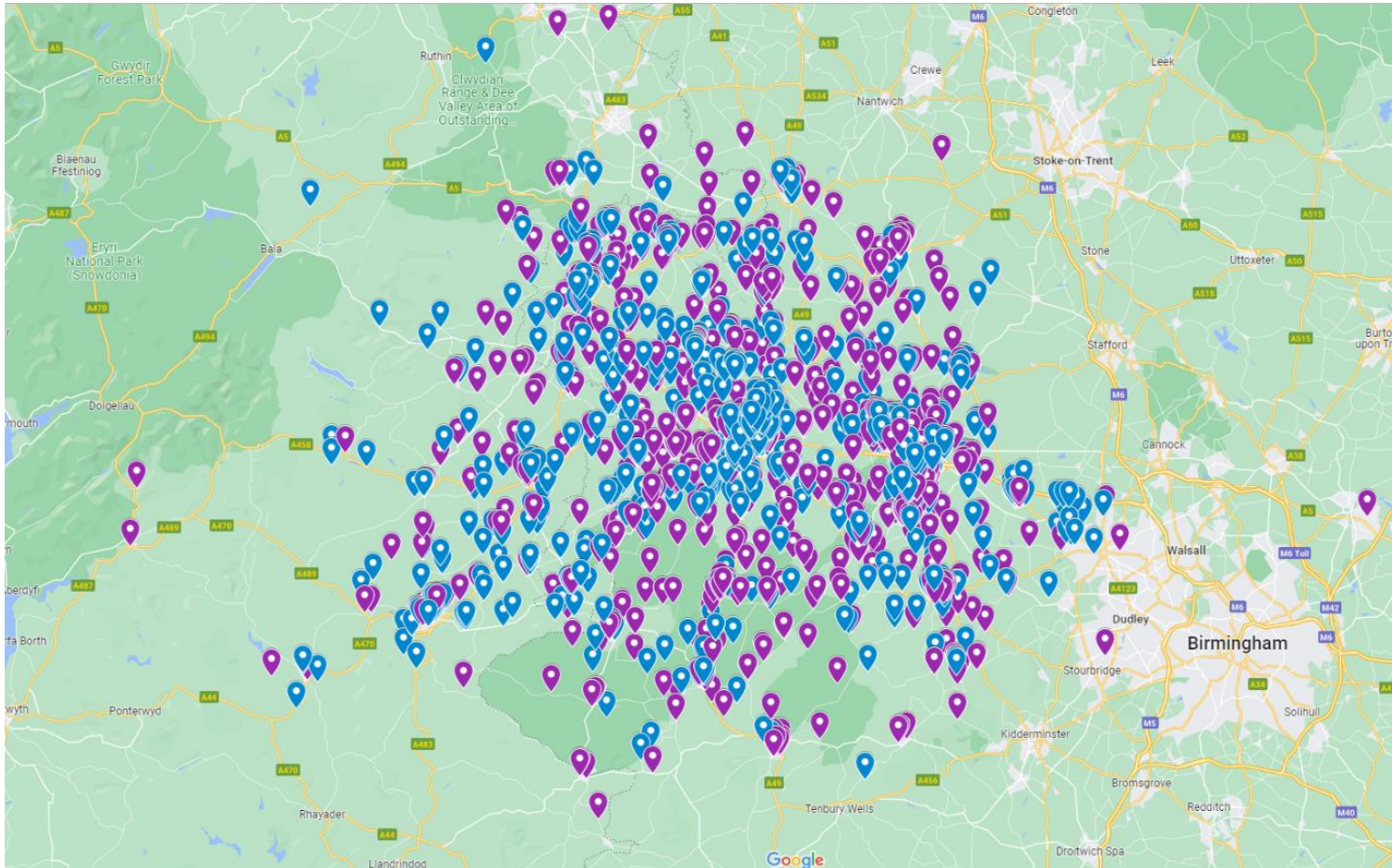
Adult provision consists of part-time and full-time further education qualifications, higher education and a small amount of community learning. Provision for adults is focused on local need and demand and college specialisms rather than being a broad offer. The college delivers English and maths qualifications to meet the national priority, construction and engineering courses because these are areas of long-standing specialism and high demand, accounting and counselling because of the high quality of the provision and because it meets local skills needs in health and care and in professional services, trades union education locally because this is an area of long-standing specialism and trades union education nationally for the GMB union because of the quality of the provision. Higher education provision is focused around high quality specialisms which meet local need.

The largest element of the college direct offer to employers is through the provision of apprenticeships. The college has deliberately moved away from offering apprenticeships where the provision was of indifferent quality and of limited value to the town and the county and has instead focused on areas of strength and specialism. The college funds a small amount of apprenticeship provision through sub-contracting arrangements. This provision is local, niche, complements the college offer and is an important part of the local offer.

In the last two years the college has developed high quality full-cost bespoke engineering training designed with the employer. This programme meets the national and international needs of the employer who has a base in Shropshire.

The college is a partner in the Marches Education Partnership which has delivered two successful Strategic Development Fund projects from 2021 to 2023. These projects have delivered bespoke training for the NHS and for the renewable construction sector. These programmes are now being mainstreamed into the college offer. The college is currently a partner in the Local Skills Improvement Fund project delivered by the Marches Education Partnership. A key feature of the partnership has been providers developing complementary areas of specialism alongside IAG which ensures adults and employers are signposted to the provider with the specialist training capacity.

# 16-18 Travel to Learn c.3,800 enrolments



The distance **west to east** is **100 miles** and from **north to south** is **60 miles**.

Each marker represents a 16-18 student. **Purple** represents students enrolled at London Road, **Blue** students enrolled at English and Welsh bridges. The purple are on top of the blue.

# Approach to developing the statement

The college has consulted with a wide range of key external stakeholders in developing the plan:

- **11-16 schools** in Shrewsbury, Shropshire and Telford regarding their future curriculum intentions, demography and planned NOR, and careers information in relation to future opportunities in the area.
- The **college's Skills Advisory Panels for Health, Construction, Digital, Engineering and Professional Services**. Each of these panels are chaired by the Vice Principal for Vocational and Technical Education and bring together a group of 4-6 key employers with the relevant college Curriculum Directors with the aim of reflecting current sector needs in the design of the curriculum, building capacity for T Level work placements and facilitating upskilling of teachers. Since established 37 employer representatives regularly attend the SAP meetings and have informed curriculum design and investment in facilities and resources.
- The **Marches LSIP** Board, with particular reference to the report of June 2023 and the indicative updates shared with the college in May 2024 before purdah prevented the publication of the final report. These identify that in Shropshire there was a high demand for care and medical staff, construction and engineers, and that in Telford there is a high demand for all manufacturing skills, construction, engineers and IT skills. In addition, work and soft skills were identified as a skills shortage in each of the three sub-regions and across the Marches. The draft report did not identify specific qualifications for the college to consider delivering. The research completed by the ERB has ensured that there are up to date views from key stakeholders included the CITB and the NHS Trust.
- **Shropshire Council and the Shropshire Economic Partnership** with particular reference to Shropshire's Economic Growth Strategy 2022-2027. The strategy identifies two *Outputs* which have directly influenced college planning: the need to increase employment in higher skilled occupations, and the need to increase the proportion of the Shropshire population with Level 3+ qualifications. The strategy also identifies two Employment and Skills *Outcomes*: the need to increase the availability and take up of apprenticeships and the need for employer and potential employee mapping that establishes a matrix of skills gaps and needs.
- Whilst the Marches LEP no longer exists, the **Marches LEP Skills Report of January 2022** is the most recent published report of skills shortages based on extensive data analytics. It was used to cross reference against the information from the college sector panels, the draft LSIP, and the Shropshire Council Economic Growth Strategy. The priorities were: Advanced Manufacturing, Business & Professional Service, Health & Social Care, Cyber, Visitor Economy, Education, Construction, Agri-tech, Food manufacturing and processing.



# Approach to developing the statement

In addition to external stakeholders, the college has also considered the up-to-date Labour Market Intelligence from Lightcast LMI in relation to Shropshire and Telford and Wrekin occupational vacancies August 2023 to March 2024. This data identifies Care workers and Home Carers, Nurses, Business Administration, Sales, Customer Service, Programme and Software Development Professionals, Kitchen and Catering Assistants, Teaching Assistants, Engineering Technicians and Elementary Storage Occupations as the top ten posted vacancies. Several of these areas are seeking qualifications at L6 and several do not require qualifications. The college provision does support Care workers, Nurses, Business Administration, Customer Service, Teaching Assistants, Engineering Technicians and in several of these areas the college has planned to increase provision.

The Annual Accountability Statement also pays due regard to the provision offered by other colleges in the Marches. Shrewsbury Colleges Group is one of the three members of the Marches Education Partnership (MEP), along with Hereford, Ludlow and North Shropshire College and Telford College. The MEP have worked in collaboration to deliver two Strategic Development Fund projects, in Health (SDF1) and in Renewables (SDF2) with a combined value of £3.8mn and are currently delivering two projects totalling £2.5mn for the LSIF alongside three independent training providers. These projects relate to green construction and manufacturing engineering.

The Marches Education Partnership has worked collaboratively to plan provision across the Marches area. This planning has to reflect the geography of the Marches region which requires provision to be available in different geographical locations because of prohibitive travel to learn times. It also reflects the decisions which have been taken by MEP to develop certain specialisms in each geographical location where this is appropriate. The MEP signposts employers and individuals to the specialist offer of the individual colleges. The MEP has produced *The LSIP Employer Training Prospectus*, published May 2024, which sets out the training offer across the partnership including follow on training. The partnership has also developed a web-site to promote the training offer.

**The next two pages summarise the priorities.**

# Meeting Skills Needs: Local, Regional and National Priorities

## Local Skills Improvement Plan priority sectors:

- Professional Services
- Health & Social Care
- Construction, including Environment Technologies
- Engineering & Manufacturing, including Food & Drink Production

## Marches LEP priority sectors:

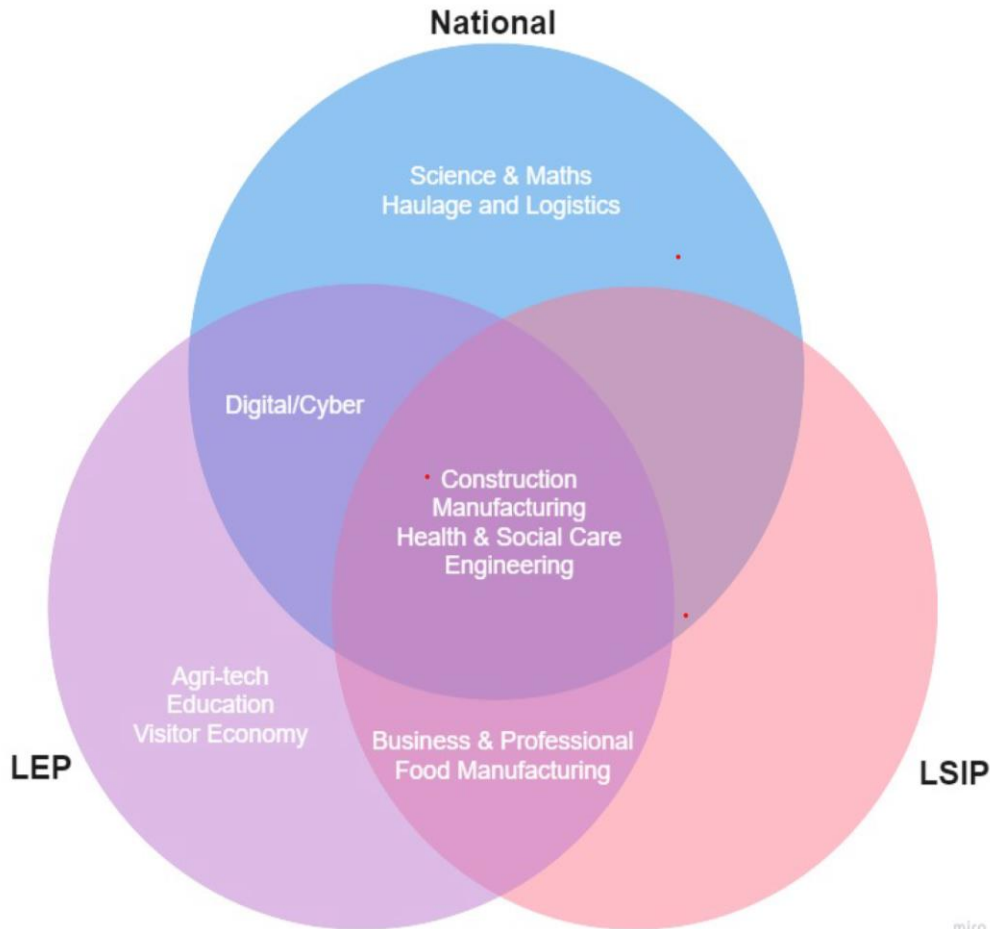
- Advanced Manufacturing
- Business & Professional Services
- Health & Social Care
- Cyber
- Visitor Economy
- Education
- Construction
- Agri-tech
- Food manufacturing and processing

## National priority sectors:

- Construction
- Manufacturing
- Digital Technology
- Health and Social Care
- Haulage and Logistics
- Engineering
- Science and Mathematics



# Meeting Skills Needs: Local, Regional and National Priorities



## Shropshire's Economic Growth Strategy

### Employment and Skills Outputs:

- Increase in employment in higher skilled occupations
- Increase in proportion of population with Level 3+ qualifications

### Employment and Skills Outcomes:

- Increased availability and take up of apprenticeships
- Employer and potential employee mapping that establishes a matrix of skills gaps and needs



# Contribution to national, regional and local priorities

The college is addressing national, regional and local priorities through introducing new curriculum in line with the National Skills Priorities preference for high-quality programmes that have been co-designed with employers and have a track record of delivering good outcomes for students and apprentices, specifically T Levels, apprenticeships and HTQs.

The college is introducing:

- eleven new T Level pathways with an overall aim of delivering to 271 students from September 2024 covering Construction (total of three pathways), Health (three pathways), Education (two pathways), Engineering (two pathways), Digital (three pathways), and Business and Professional Services (two pathways).
- L3 apprenticeship in Construction Support Technician and Safety and Health Technician for Engineering, and Level 2 apprenticeships in Commis chef and Production Chef
- four L3 qualifications in renewable technologies in construction, building on the upskilling of staff and the development of training facilities achieved through SDF2
- Higher Technical Qualifications (HTQs) in Digital, with two pathways (Digital Technologies and Computing) and Engineering with four pathways (electrical/electronic; mechanical; manufacturing; and general engineering)
- Flexible higher skills development through HTQ modules in construction, digital, health, engineering, and leadership and management
- A second Project Search cohort, which will include a focus on business and administration and addresses national priorities around inclusion and employment for SEND students.

In addition, the college is further expanding its existing provision in Level 3 Travel and Tourism, an area where there is no T Level qualification available. This expansion meets the Shropshire and Marches priorities for more people to be qualified at Level 3 and above in a priority sector (tourism and the visitor economy).

As well as the hard technical skills, the college will build on the delivery of soft skills in digital in 2023-24, implemented to meet the needs identified by employers in their submission to the ERB to inform the LSIP report. The college will introduce a course to develop AI skills which will be integrated into the study programmes of all 16-18 students.

Finally, the college desperately needs to increase its capacity to enable it to address national, regional and local priorities. The college will complete the LRC relocation project at the Welsh Bridge campus to create more space for teaching. The college will complete the T Level Wave 5 project to develop a Health Suite, an Education Suite and a Digital suite at the London Road campus. The college will also complete the HSIF project and refurbish engineering facilities and the HE Centre. The college also has planning permission for a Sustainable Construction Centre at the London Road campus and has developed plans for a new STEM Centre at the Welsh Bridge campus, and needs to secure a source of funding to progress the projects.

**The next page provides a summary table of the college priority actions for 2024-25.** The table sets out the priority sector and identifies whether this priority is identified by the Marches LSIP, the Marches LEP or is a National Priority. The table also cross references to the college Strategic Plan. Finally the table provides a summary of the identified actions.

**The two pages which then follow** the summary **set out the priority actions** with SMART targets, setting out the measurable outcome and the date for completion and review.

# Local Needs Duty

**Governors have carefully considered the Local Needs Duty and are assured that the college does meet the duty.**

Governors specifically considered the Local Needs Duty on the Development and Strategy Days on 21 April 2023 and 19 April 2024. In addition, governors regularly consider the college curriculum and local needs through officer reports to full board and the Curriculum Quality and Standards Committee.

Governors have drawn their assurance from:

- The assessment of the college curriculum planning process, including collaborative planning with other providers through the SDF, LSIP and Marches Education Partnership, the involvement of employers through the college Skills Advisory Panels, and the appropriateness and effectiveness of the curriculum, which were all considered by governors on the Development and Strategy Day on 19 April 2024. Governors assessed that they were assured that the college met the Local Needs Duty. Further assurance was provided to governors on four areas where governors identified they needed more information.
- the college process for reviewing curriculum, including the college use of Labour Market Intelligence
- the external stakeholder report by Outsourcery Consultancy of April 2023
- the college Self-Assessment Report which identified the top ten occupation areas in Shropshire and Telford and Wrekin and mapped these occupational areas to the college curriculum. This analysis provides evidence that the college delivers courses designed to meet 44 out of the top 50 in-demand occupations in Shropshire, Telford, and Wrekin. Furthermore, analysis of the top 50 occupations requiring higher level qualifications shows that the college advanced level offer matches all 'in demand' occupations nationally in terms of facilitating progress to higher level study.
- The positive statements on meeting skills needs in the Ofsted inspection reports of 2020 and 2022 (see following slide).



### **Ofsted, February 2020**

*Leaders and managers are clearly focused on delivering a wide-ranging curriculum. They work effectively with local schools, employers and other stakeholders to ensure that the curriculum offer is broad enough to meet the identified local and regional skills shortages. The offer includes, for example, a specific curriculum to meet the local skills shortages in the NHS and an increasing demand for construction skills – particularly in bricklaying – to address an identified need for additional housing.*

### **Ofsted, January 2022**

*Leaders and managers, including governors, have used their extensive links with a range of stakeholders, including local schools, other colleges and employers, well to develop and deliver a broad and rich curriculum. Staff ensure that regional employers' needs are considered in the design of vocational courses, apprenticeships and adult programmes. Consequently, the curriculum meets the needs of students, apprentices, employers and local communities very well.*

*Staff design apprenticeship and adult learning programmes well and ensure that these are flexible to meet the requirements of employers. A range of engineering apprenticeships suit the various specialist requirements of regional employers, such as a shortage of skilled maintenance technicians.*

Priority	National	LSIP	LEP	SCG SP	Actions
Construction	X	X	X	1.1/ 2.3  3.3	<ol style="list-style-type: none"> <li>1. New L3 Construction Support Technician Apprenticeship</li> <li>2. Deliver four HTQ modules in Methods of Modern Construction through the Modular Accelerator Programme</li> <li>3. Secure investment for the Renewable Construction Centre</li> </ol>
Health and Social Care	X	X	X	1.1  1.1/ 2.3	<ol style="list-style-type: none"> <li>1. Two new T Level pathways in: Midwifery; and Mental Health</li> <li>2. Deliver two HTQ modules in Health Professional through the Modular Accelerator Programme</li> <li>3. New Health Education Suite as part of a £1.3mn investment</li> </ol>
Engineering and Manufacturing	X	X	X	1.1/ 2.3	<ol style="list-style-type: none"> <li>1. Deliver four HTQ modules in Engineering through the Modular Accelerator Programme</li> <li>2. New HTQ Engineering with four pathways in: general engineering, electrical/electronic; mechanical; &amp; manufacturing</li> <li>3. New L3 Safety and Health Technician for engineering companies</li> </ol>
Business and Professional		X	X	1.1/ 2.3	<ol style="list-style-type: none"> <li>1. New HTQ in Leadership and Management</li> <li>2. Deliver two HTQ modules in Leadership and Management through the Modular Accelerator Programme</li> <li>3. Extend Project Search to a second cohort with the focus to include Business Administration</li> </ol>
Tourism and Visitor Economy			X	1.1 1.1/ 2.3	<ol style="list-style-type: none"> <li>1. Further Travel and Tourism Extended Diploma provision</li> <li>2. Introduction of L2 Commis chef and L2 Production chef apprenticeships</li> </ol>
Digital	X		X	1.1/ 2.3  4.1	<ol style="list-style-type: none"> <li>1. New HTQs, in Digital Technologies and Computing</li> <li>2. Deliver four HTQ modules in Digital Technologies and Computing through the Modular Accelerator Programme</li> <li>3. New Digital Media Suite as part of a £1.3mn investment</li> </ol>
Science and Maths	X			3.3	<ol style="list-style-type: none"> <li>1. STEM Centre</li> </ol>
Communication skills		X		1.1 1.3	<ol style="list-style-type: none"> <li>1. AI Moodle course added to tutorial programme</li> </ol>

Priority	Actions	Outcome	Date for completion
<b>Construction</b>	<ol style="list-style-type: none"> <li data-bbox="289 64 994 164">1. New L3 Construction Support Technician Apprenticeship</li> <li data-bbox="289 164 994 349">2. Deliver two HTQ modules in Methods of Modern Construction and Construction Management through the Modular Accelerator Programme</li> <li data-bbox="289 349 994 492">3. Secure investment for the Renewable Construction Centre</li> </ol>	<ol style="list-style-type: none"> <li data-bbox="994 64 1477 164">1. Cohort of 6 apprentices</li> <li data-bbox="994 164 1477 349">2. Cohort of 32 students</li> <li data-bbox="994 349 1477 492">3. Funding secured as available</li> </ol>	<ol style="list-style-type: none"> <li data-bbox="1477 64 1932 164">1. July 2025</li> <li data-bbox="1477 164 1932 349">2. December 2024</li> <li data-bbox="1477 349 1932 492">3. July 2025</li> </ol>
<b>Health and Social Care</b>	<ol style="list-style-type: none"> <li data-bbox="289 492 994 592">1. Two new T Level pathways in: Midwifery; and Mental Health</li> <li data-bbox="289 592 994 735">2. Deliver two HTQ modules in Health Professional through the Modular Accelerator Programme</li> <li data-bbox="289 735 994 921">3. Build new Health Education Suite</li> </ol>	<ol style="list-style-type: none"> <li data-bbox="994 492 1477 592">1. Cohort of 35 students</li> <li data-bbox="994 592 1477 735">2. Cohort of 12 students</li> <li data-bbox="994 735 1477 921">3. Opened for new cohort</li> </ol>	<ol style="list-style-type: none"> <li data-bbox="1477 492 1932 592">1. September 2024</li> <li data-bbox="1477 592 1932 735">2. July 2025</li> <li data-bbox="1477 735 1932 921">3. September 2024</li> </ol>
<b>Engineering and Manufacturing</b>	<ol style="list-style-type: none"> <li data-bbox="289 921 994 1106">1. Deliver two HTQ modules in Electronic Engineering and Mechanical Engineering through the Modular Accelerator Programme</li> <li data-bbox="289 1106 994 1278">2. New HTQ Engineering with four pathways in: general engineering, electrical/electronic; mechanical; &amp; manufacturing</li> <li data-bbox="289 1278 994 1428">3. New L3 Safety and Health Technician for engineering companies</li> </ol>	<ol style="list-style-type: none"> <li data-bbox="994 921 1477 1063">1. Cohort of 24 students</li> <li data-bbox="994 1063 1477 1206">2. Cohort of 25 students</li> <li data-bbox="994 1206 1477 1428">3. Cohort of 6 apprentices</li> </ol>	<ol style="list-style-type: none"> <li data-bbox="1477 921 1932 1063">1. July 2025</li> <li data-bbox="1477 1063 1932 1206">2. September 2024</li> <li data-bbox="1477 1206 1932 1428">3. July 2025</li> </ol>



Priority	Actions	Outcome	Date for completion
<b>Business and Professional</b>	1. New HTQ in Leadership and Management	1. Cohort of 7 students	1. January 2025
	2. Deliver two HTQ modules in Leadership and Management through the Modular Accelerator Programme	2. Cohort of 16 students	2. July 2025
	3. Extend Project Search to a second cohort with the focus to include Business Administration	3. Cohort of 8 students	3. September 2024
<b>Tourism and Visitor Economy</b>	1. Further grow Travel and Tourism Extended Diploma provision	1. Numbers increase from 60 to 80	1. September 2024
	2. Introduction of L2 Commis chef and L2 Production chef apprenticeships	2. Cohort of 10 apprentices	2. July 2025
<b>Digital</b>	1. New HTQs, in Digital Technologies and Computing	1. Cohort of 16 students	1. September 2024
	2. Deliver two HTQ modules in Digital Technologies and Computing through the Modular Accelerator Programme	2. Cohort of 16 students	2. July 2025
	3. Build new Digital Media Suite	3. Open for new cohort	3. September 2024
<b>Science and Maths</b>	1. STEM Centre	1. Identify source of funding to support the ambition identified in the Property Strategy	1. July 2025
<b>Communication skills</b>	1. AI Moodle course added to tutorial programme	1. Deliver to 3800 students	1. July 2025

# Corporation Statement

On behalf of the Shrewsbury Colleges Group corporation, it is hereby confirmed that the 2023-24 Annual Accountability Statement Part 2, including the Local Needs Duty, as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 12 June 2024.

The Annual Accountability Statement Part 2 will be published on the college's website within three months of the start of the new academic year.

**Roger Wilson**

**Chair of Governors**

**Dated: 12 June 2024**

**James Staniforth**

**Principal and Chief Executive**



# Further Information

Shrewsbury Colleges Group Ofsted Report January 2022

[Shrewsbury Colleges Group - Open - Find an Inspection Report – Ofsted](#)

Shrewsbury Colleges Group Financial Statements

[Financial Accounts | Shrewsbury Colleges Group \(scg.ac.uk\)](#)

Shrewsbury Colleges Group Full-time and HE offer 2024-25

[Order a Prospectus | Shrewsbury Colleges Group \(scg.ac.uk\)](#)

Marches Education Partnership

[Home | Marches Education \(marches-education.co.uk\)](#)

Marches LEP Skills Report November 2021

[The Marches Local Skills Report 2021 - Marches LEP](#)

Shropshire Economic Strategy 2022-27

[Shropshire's Economic Growth Strategy Refresh 2022-2027 – Invest in Shropshire](#)

National Skills Priorities, Paragraph 25

[Accountability agreements for 2024 to 2025 \(publishing.service.gov.uk\)](#)

# APPENDICES

# APPENDIX 1: COMPLETION OF ACTIONS FROM 2023-24 STATEMENT

Green = Achieved completed

Amber = Partially Achieved

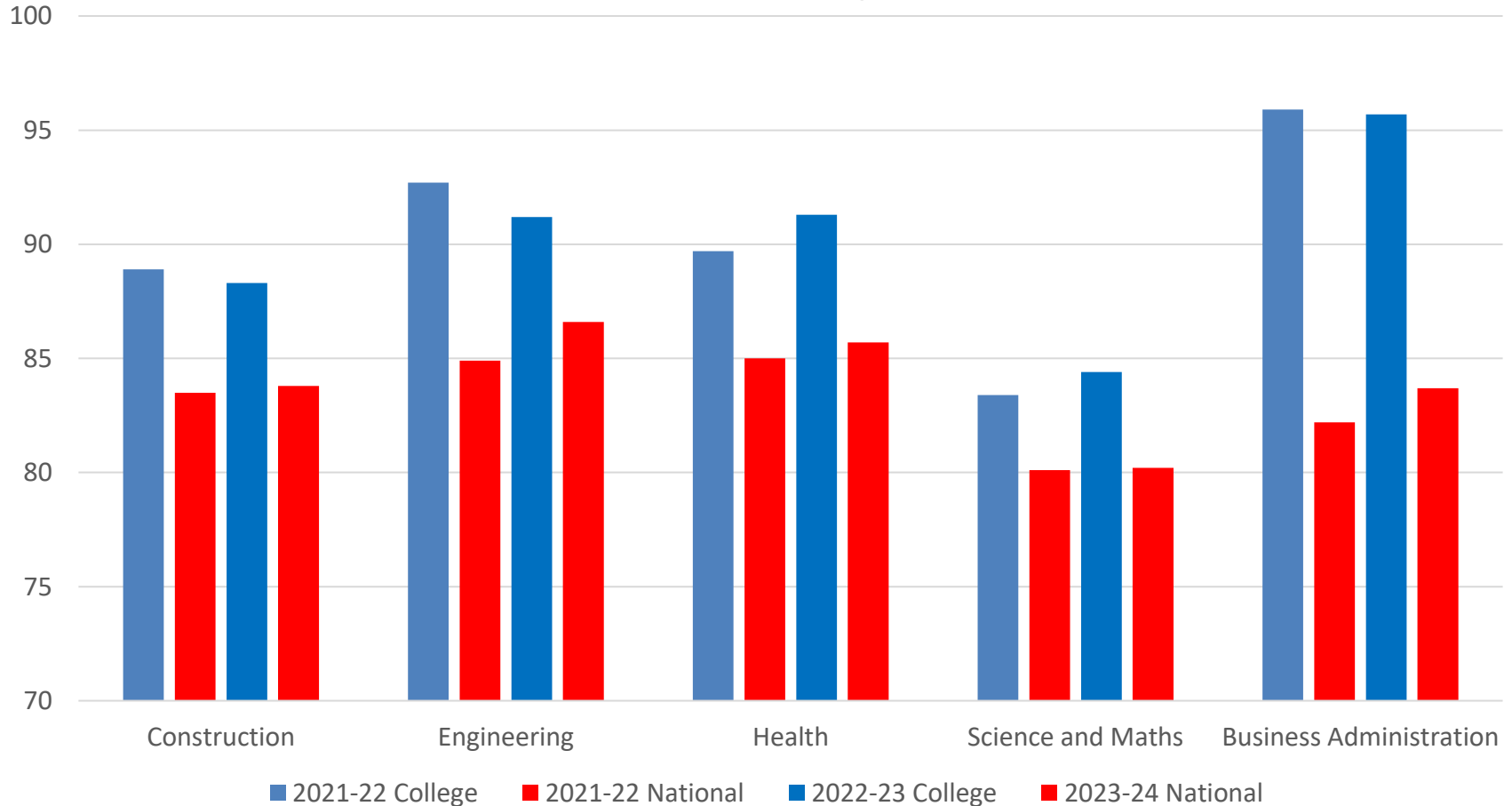
Red = Not achieved

Priority	Actions	Outcome	Date for completion
Engineering and Manufacturing	<ol style="list-style-type: none"> <li>Introduction of T Levels in Design and Development for Engineering and Manufacturing: Electrical/Electronic Engineering pathway and Mechanical Engineering pathway</li> </ol>	<ol style="list-style-type: none"> <li>First cohort of 32 students consisting of 16 students per pathway</li> <li>Utilise £625k Specialist Equipment Allowance</li> </ol>	<ol style="list-style-type: none"> <li>September 2023</li> <li>December 2023</li> </ol>
Business and Professional	<ol style="list-style-type: none"> <li>Introduction of T Level in Business Administration</li> </ol>	<ol style="list-style-type: none"> <li>First cohort of 25 students</li> <li>Utilise £82k Specialist Equipment Allowance</li> </ol>	<ol style="list-style-type: none"> <li>September 2023</li> <li>December 2022</li> </ol>
Tourism and Visitor Economy	<ol style="list-style-type: none"> <li>Additional Travel and Tourism Extended Diploma provision</li> </ol>	<ol style="list-style-type: none"> <li>Numbers increase from 44 to 70</li> </ol>	<ol style="list-style-type: none"> <li>July 2024</li> </ol>
Digital	<ol style="list-style-type: none"> <li>Introduction of T Level in Digital Production, Design and Development</li> <li>Introduction of HTQ in Digital</li> </ol>	<ol style="list-style-type: none"> <li>First cohort of 20 students</li> <li>Utilise £192k Specialist Equipment Allowance</li> </ol>	<ol style="list-style-type: none"> <li>September 2023</li> </ol>
Science and Maths	<ol style="list-style-type: none"> <li>STEM Centre</li> </ol>	<ol style="list-style-type: none"> <li>Identify source of funding to support the ambition identified in the Property Strategy</li> </ol>	<ol style="list-style-type: none"> <li>July 2024</li> </ol>
Communication skills	<ol style="list-style-type: none"> <li>Basic digital communication skills component added to tutorial programme</li> </ol>	<ol style="list-style-type: none"> <li>Design the programme via the Marches Education Partnership</li> <li>Deliver to 3600 students</li> </ol>	<ol style="list-style-type: none"> <li>October 2023</li> <li>July 2024</li> </ol>

Priority	Actions	Outcome	Date for completion
Construction	1. Introduction of L3 sustainable construction qualifications in Electrical (Battery) Storage, EV Charging and Solar Panels and Installation and Maintenance of Air Source Heat Pumps.	1. Deliver 24 short courses across the year to 204 students	1. July 2024
	2. Introduction of HTQ in Modern Methods of Construction	2. First cohort of 10 students	2. September 2023
	3. Introduction of L2 Maintenance Operative Apprenticeship	3. Deliver to 10 apprentices from five employers	3. July 2024
	4. Commence building of the Renewable Construction Centre	4. Funding from the T Level Wave 5 programme	4. September 2023
	5. Introduction of T Level in Design, Surveying and Planning for Construction	5. First cohort of 20 students 6. Utilise £184k Specialist Equipment Allowance	5. September 2023 6. December 2023
Health and Social Care	1. Introduce Project Search to provide supported internships	1. First cohort of 10 students with EHCPs	1. September 2023
	2. Introduction of T Level in Supporting the Adult Nursing Team	2. First cohort of 20 students	2. September 2023
		3. Utilise £195k Specialist Equipment Allowance	3. December 2023

**APPENDIX 2:  
ACHIEVEMENT RATES FOR 2021-22 AND  
2022-23 IN PRIORITY SECTORS**

# Education and Training Achievement Rates(%) by Priority Sectors: 2021-22 and 2022-23 compared with national





# Apprenticeship Achievement Rates by Priority Sectors: 2021-22 and 2022-23 compared with national

Chart Title



**APPENDIX 3:  
NUMBERS PROGRESSING TO HIGHER  
EDUCATION IN PRIORITY SECTORS 2021-23**

# Numbers progressing to higher education in priority sectors 2021-23

