



# Accountability Agreement Part 2

Meeting Skills Needs  
2023-2024

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Bringing talent to life...





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# Foreword

By Walsall College Chair of the Corporation



Established in 1952, Walsall College supports our customers with the highest quality education, skills development and training programmes, focused on the needs of a modern economy. One of the largest in the West Midlands, the College is the only General Further Education College in the Borough of Walsall. Links with partners locally, regionally and nationally are strong and interactions with businesses have become a prominent focus for the College, working with over 1,000 employers to ensure our curriculum is effectively aligned to industry and economic needs. Our wider partners, whether Department for Education (DfE), West Midlands Combined Authority (WMCA), Local Enterprise Partnerships (LEPs), Department for Work and Pensions or commercial partners, enable us to support our communities and the regional skills agenda successfully.

The College offers an education solution from non-qualification community activity right through to level 6 degree and postgraduate opportunities. Our Corporate Strategy is focused on the continuing prosperity of the College and all those that we serve. The Governing Body recognises the transformational challenges within the Further Education Sector and the demands of a changing economy.

There has never been a time when the role of Further Education Colleges has been so critical in supporting the national skills recovery. We aim to shape our provision to respond to new Government priorities and the skills needs by co-designing and co-delivering our curricula with our local, regional and national business partners.

David Wheeler  
Chair of the Corporation

# Introduction

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This document sets out Walsall College's statutory duties to:

- Contribute to the production of Local Skills Improvement Plans (LSIP).
- Review our Curriculum offer in relation to local needs and priorities.
- Meet Department for Education requirements to outline our aims and outcomes against the Accountability Agreement Part 2 by May 2023.
- This duty originates from the Skills and Post-16 Education Act 2022 and subsequent 'DRAFT: Review how well the education provided meets local needs'.

## Duty to Review Guidance

The Guidance States that:

- Governing Bodies must undertake regular reviews of how well the education or training provided by the College meets local needs, in particular local employment needs.
- Governing Bodies should undertake a review at least once every three years.
- In reviewing provision within a local area, Governing Bodies are expected to collaborate with other Governing Bodies also serving that area.
- Governing Bodies are required to publish the outcome of their reviews on their websites.
- Governing Bodies must consider what actions they and other providers can take to best meet local needs, in particular local employment needs, including changes to the structures through which provision is delivered.
- The responsibility for the curriculum offer continues to rest with individual Governing Bodies.

## Purpose of the College

# Our Mission

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Walsall College is uniquely and proudly vocational. Delivering technical, professional and community education. Our greatest passion is unleashing the potential of individuals, communities and businesses; our greatest legacy is the talent of our students: skilled, professional and enterprising.



WALSALL COLLEGE IS INVESTING IN THE  
**LATEST TECHNOLOGY**  
IN CONSTRUCTION AND ELECTRIC VEHICLES  
TO SUPPORT OUR STUDENTS AND LOCAL NEEDS



# Our 7 Strategic Pledges

The strategic plan is underpinned by 7 Pledges which are the key drivers in meeting national, regional and local skills and employment needs:

1

Work with an employer and business connection in every curriculum area to endorse and enhance provision and provide a line of sight to work.

2

Build a culture that celebrates and prioritises excellence and innovation in T,L&A.

3

Develop the maths, English and digital skills of all our students in order to prepare them for the world of work by embedding skills seamlessly into every programme.

4

Become a truly innovative digital college.

5

Proactively engage to upskill the regional workforce by helping people learn throughout their lives.

6

Create a high quality and seamless experience for all stakeholders, which is sustainable and accelerates the way to a greener future.

7

Promote rapid progression between levels and settings with an aim to increase numbers at Levels 3, 4 and 5.

Coupled with this, the Strategic Plan outlines the values to which we adhere to in order to deliver our response to national, regional and local skills needs.



# Our Shared Values

## Passion

The student is at the heart of everything we do. We create and deliver opportunities for prosperity to students, employers and our communities.

## Integrity

We value professionalism, dedication, quality and excellence in our staff. We practice and promote respect, wellbeing and empowerment for the individual.

## Innovation

We are committed to the needs of the modern economy and champion innovation, creativity and enterprise.

## Equity

We are committed to an environment where we purposefully focus on fairness in our policies and management of the issues of diversity, equality and inclusion, in our college society and community.

## Collaboration

We develop strategic partnerships with employers and wider stakeholders to ensure we lead and shape the education and skills landscape. We work positively with and value our partners.

## Sustainability

We promote personal development and build confidence and ambition in our staff and students. We manage our resources responsibly for the benefit of our college community.

Walsall College's Mission Statement and Shared Values position the College as an agent for social inclusion and social change and one that welcomes students from all backgrounds, including those not traditionally well represented in Further Education. This mission is the core of everything we do; and is underpinned by our ambition to enable our students to either progress and find employment or move to higher levels of study from their starting points, addressing any barriers to this along each individual's journey.

Our vision for the Walsall College of the future is of a college that truly meets the needs of all our students whilst delivering the skills needed for digitalised and greener economy drivers nationally, regionally and locally.



# Context and Place

## The National Drivers

### Levelling Up

The Levelling Up White Paper sets out how to spread opportunity more equally across the UK. It comprises a programme of systems change, including 12 UK-wide missions to anchor the agenda to 2030, alongside specific policy interventions that will assist to deliver change. The White Paper sets out a strategy to 'rebalance the economy at a national scale'. There is a need to tackle the challenges faced by individuals and employers in the Borough locally. Levelling Up needs to be done from the bottom up. In response to this, Walsall College is at the heart of the planning and implementation of Levelling Up, leading the Walsall Employment and Skills Board, which is acting as a Pathfinder Steering Group. Levelling Up builds on devolution, with a drive to 'kick-start a regeneration revolution' with a view to shifting the power to make decisions to local leaders.





## Skills for Jobs White Paper

The Skills for Jobs White Paper outlines how Government propose to support people to develop the skills they need to get good jobs, including measures to:

- Give employers a greater say in the development of skills
- Provide higher level technical skills
- Provide a flexible, lifetime skills guarantee

The focus on jobs and growth will be delivered by:

- Placing employers at the heart of the system so that education and training leads to jobs that can improve productivity and fill skills gaps.
- Investing in higher-level technical qualifications that provide a valuable alternative to a University degree.
- Making sure people can access training and learning flexibly throughout their lives and are well-informed about what is on offer through great careers support.

**Governments Plan** for Jobs is focused on protecting, supporting and creating jobs across the country and sets out a range of Government programmes for skills and employment, some of which offer financial incentives for employers who are considering hiring employees, offering work experience or upskilling existing staff.

**FE Skills for Jobs White Paper** aims to strengthen links between employers and Further Education providers. It places employers at the heart of defining local skills needs and explores the role of Chambers and other business representative organisations to ensure that provision offered is tailored to meet the skills needs of business.



# The West Midlands

Local and Regional data,  
context and plans



**West Midlands Strategic Economic Plan (SEP)** sets out the vision for improving the quality of life of everyone who lives and works in the West Midlands. The plan shows how devolved power and resources will be used to deliver a stronger West Midlands, with a focus on skills, innovation, transport and inward investment.

**West Midlands Industrial Strategy** sets out the Government's long-term plan to boost the productivity and earning power of people in Britain and the West Midlands. It builds on the heritage of the region's manufacturing, research and technology sectors.

## **West Midlands Combined Authority (WMCA)**

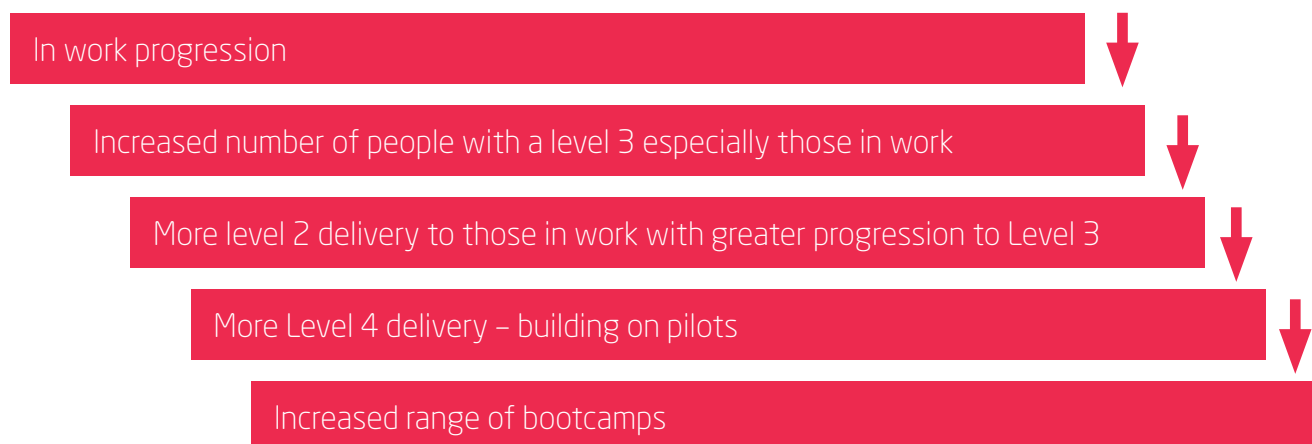
The vast majority of the College's students are residents of the West Midlands, which is a Government devolved region. The WMCA provide over 90% (excluding apprenticeships) of our adult student funding through the Adult Education Budget, with the remainder coming from the Department for Education for those students outside of the West Midlands.

The College has a very close working relationship with WMCA, providing steer, piloting training, running specific projects and supporting the WMCA agenda in any way we can. For the 2023/24 academic year the WMCA has identified the following priorities for AEB:

- Increased job outcome rates
- New provision – job families and boot camps
- Accelerated and combined basic skills delivery
- Increased progression
- Reaching more inactive residents
- More health, mentoring and in-work support
- New employer partnerships including employment agencies



Progression in the workplace is a key Government and WMCA priority, through schemes such as Free Skills for Jobs which offers training up to Level 3 for individuals even if they are currently employed. This provides opportunities for the College to deliver in a flexible model that fits in with a working day. The WMCA present their thinking on progression in work in the following diagram:



Whilst training for those already in work is a key focus, it remains fundamental to the Walsall College offer we continue to support individuals into work, to ensure the training offer is reflective of current employer needs. We constantly monitor vacancies across the region, with the West Midlands and particularly Walsall have high numbers of unfilled vacancies against high but falling numbers of unemployed. The mix and balance of our offer shifts in line with vacancy trends to ensure students have the best possible chance of progression into employment. This is most notable with our work in partnership with DWP in the delivery of Sector Work Based Programmes.

## Level 3 Provision

Although qualification levels are improving, they remain lower than the national average. Around 1 in 10 adults in the WMCA area have no formal qualifications. Just over half (54.9%) are qualified at level 3 or above, compared with 61.5% nationally. As a result, employers face persistent skills shortages, with around 1 in 4 vacancies classed as 'hard to fill', particularly in roles that require advanced and/or higher skills.

## Green Skills

Nationally there are 12 high carbon omitting industries, of which construction, manufacturing, retail and transport are prevalent in our region. 41% of the West Midlands workforce are employed in these

carbon omitting industries. It is estimated 283,000 West Midlands workers will need some form of up-skilling and re-training, especially in low-medium skilled jobs. There is a risk to workers where working practices will significantly change, resulting in displacement and redundancy. There will be demand for new jobs, however, the upskilling of the current workforce and those in transition is a key area of focus.

## Digital Inclusion

Digital inclusion remains a challenge across the West Midlands region and particularly within Walsall. The College is focussed on addressing this situation and working with the Combined Authority Digital Inclusion Strategy which highlights

the region has the highest number of non-internet users in the UK. This challenge is mirrored within local businesses who have the highest proportion of employers saying they find digital skills difficult to obtain from job applicants of any UK region. Walsall College has utilised a range of Government funding and invested from its own reserves to ensure students have access to appropriate equipment whilst embedding digital in every course delivered, this includes local delivery in our most deprived wards where digital poverty is most acute.

# Local Skills Improvement Plan (LSIP)



The emerging Local Skills Improvement Plan (LSIP) sets out the key priorities and changes needed in a local area to make post-16 technical education and training more responsive and closely aligned to local labour market needs. The plan focusses on cross-cutting themes of digital and green skills and associated leadership and management capabilities in the region. The following have been identified as priority growth cluster groups:

- Manufacturing of electric light vehicles and associated battery storage devices and Aerospace.
- Logistics and Distribution.
- Health Tech and Med Tech.
- Professional and Financial Services and Supply Chain.
- Modern and Low carbon utility and manufacturing of future housing.

## LSIP Cross Cutting Themes

The West Midlands and Warwickshire LSIP focusses on the aforementioned cross-cutting themes of digital and green skills and associated leadership and management capabilities in the region. Walsall College is mirroring the approach taken by the West Midlands LSIP with cross cutting themes across our offer of digital, green skills and associated leadership and management capabilities.

Walsall College was one of the first West Midlands Colleges to participate in the DfE Strategic Development Fund project to reshape teaching and training provision and update College facilities in preparation for the rollout of the local skills improvement plans. The College upgraded our digital facilities and curriculum to better meet the needs of the local economy, thus stimulating employer demand for and investment in skills, including raising awareness about new technologies and driving the adoption of innovation in local businesses



# Walsall

## The Communities We Serve

### A Local Perspective

Walsall is situated within the West Midlands and is one of four Local Authorities comprising the Black Country. It contains six urban districts centres: Walsall Town Centre lies at the heart of the Borough and is where our main campuses are located, surrounded by Aldridge, Bloxwich, Brownhills, Darlaston and Willenhall. Socio-economically, there is a stark geographic divide between the west and the less deprived east.

#### Population



**286,700**  
ESTIMATED  
POPULATION



**13.2%**  
INCREASE SINCE  
2001

**49.2%**  
MALE



**50.8%**  
FEMALE



**21.7%**  
UNDER 16  
1 IN 5 PEOPLE

**17.5%**  
AGE 65+  
1 IN 6 PEOPLE

#### Ethnicity

**78.9%** **15.2%**  
**WHITE** **ASIAN**  
**2.7%** **2.4%** **0.8%**  
**MIXED** **BLACK** **OTHER**

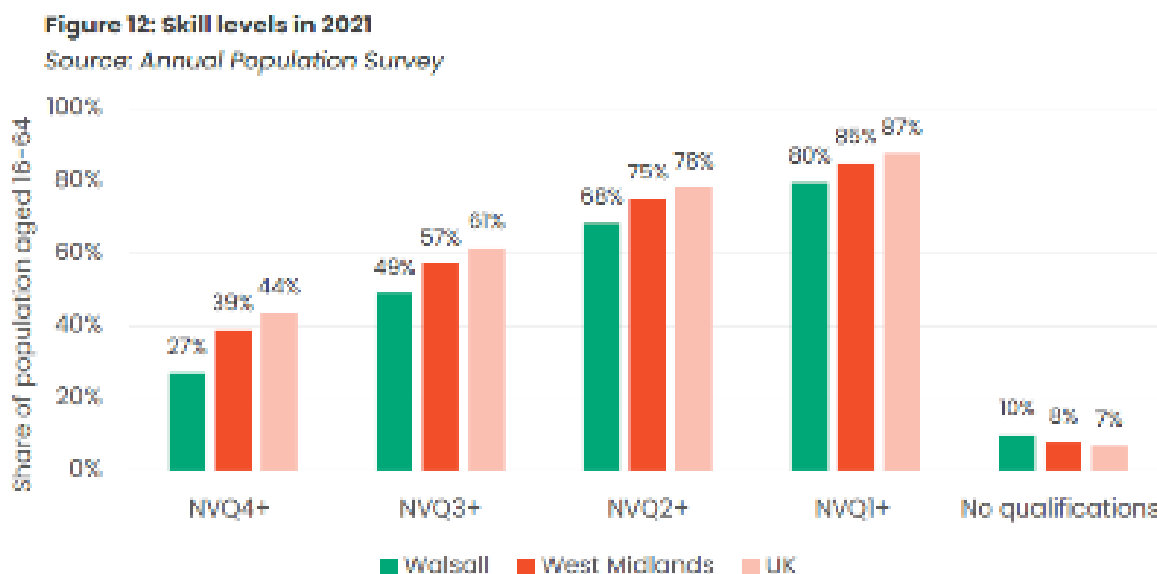
#### Deprivation

**25TH MOST DEPRIVED**  
OUT OF 317 LOCAL AUTHORITIES  
**14TH MOST DEPRIVED**  
AFFECTING CHILDREN  
OUT OF 317 LOCAL  
AUTHORITIES.



The Local Authority Area is the 25th most deprived out of 317 Local Authorities and 14th most deprived affecting children out of 317 Local Authorities. Walsall fares particularly badly in terms of income (16th), education, skills and training deprivation (11th) and employment (38th). Walsall is among 55 areas across England which has been earmarked as having some of the weakest education outcomes in the country.

The following graph indicates how Walsall residents lag behind the skills levels of those across the West Midlands but also nationally, therefore the strategy has to focus on raising the number of Level 3+ courses delivered.



A Borough wide research programme 'Levelling Up Locally Final Report from Onward's Levelling Up in Practice project' has recently been undertaken to support the Levelling Up agenda, working with local partners and stakeholders to gather quantitative and qualitative data. The report considers the situation in Walsall and the report identifies the following two areas of key challenge for the College to consider:

## 1. A WEAK LOCAL ECONOMY

Walsall, located in the West Midlands region of England, has a diverse skills landscape that reflects the area's history and economic trends. Some of the key skills and industries in Walsall include:

- **Manufacturing:** Walsall has a strong tradition of manufacturing, with a particular focus on metalworking and engineering. Many businesses in the area produce components for the automotive, aerospace, and construction industries. This has created a demand for skilled workers with expertise in areas such as welding, machining, and toolmaking.
- **Logistics and distribution:** Walsall is well-connected to major transportation routes, including the M6 and M6 Toll motorways, and is home to several large logistics and distribution companies. These businesses require workers with skills in areas such as supply chain management, warehousing, and transportation.
- **Health and social care:** Like many areas in the UK, Walsall has an aging population, which has led to an increased demand for health and social care services. This has created opportunities for workers with skills in nursing, healthcare management, and social work.
- **Retail and hospitality:** Walsall has a vibrant retail and hospitality sector, with many restaurants, cafes, and shops located in the town centre. Workers in this industry require skills such as customer service, sales, and food preparation.
- **Creative industries:** Walsall is home to a growing creative industries sector, with businesses in areas such as graphic design, web development, and video production. This has created opportunities for workers with skills in areas such as digital marketing, graphic design, and coding.

## 2. A LACK OF LOCAL PRIDE

In the recent independent research carried out by Onward, looking at Walsall through the Social Fabric Index which is a measure of the strength of civil society across the country, Walsall ranked well below the UK and the West Midlands averages. Residents said the town centre was 'depressing', a 'hellhole', 'run down' and 'rough'. They also raised concerns about crime and police data which showed that public order offences have more than doubled in the Borough in the last ten years.

The interim report describes Walsall as 'characterised by deep intra-local differences between towns and neighbourhoods. In Walsall, the drivers of economic inactivity varies from ward to ward, between low levels of formal skills, chronic health conditions, ageing workers and cultural norms in ethnic minority communities. A high level of economic and social need is holding back opportunity in Walsall. The College must support Walsall residents with their broad ranging skills requirements'.<sup>1</sup>

Overall, Walsall's skills landscape reflects the area's diverse economy, with opportunities for workers in a range of industries and sectors.

Worker productivity is almost 30% below the national average and neighbourhoods like Darlaston, Willenhall and Brownhills are in the bottom 20% nationally for economic output (GVA). This is driven by a concentration of low productivity sectors: almost 1 in 3 workers in Walsall are in either logistics or retail employment compared to 1 in 5 nationally. Walsall is among the poorest 10% of local authorities in the UK in terms of Gross Disposable Household Income. Walsall has some of the lowest social fabric scores in the West Midlands.

### EMPLOYMENT



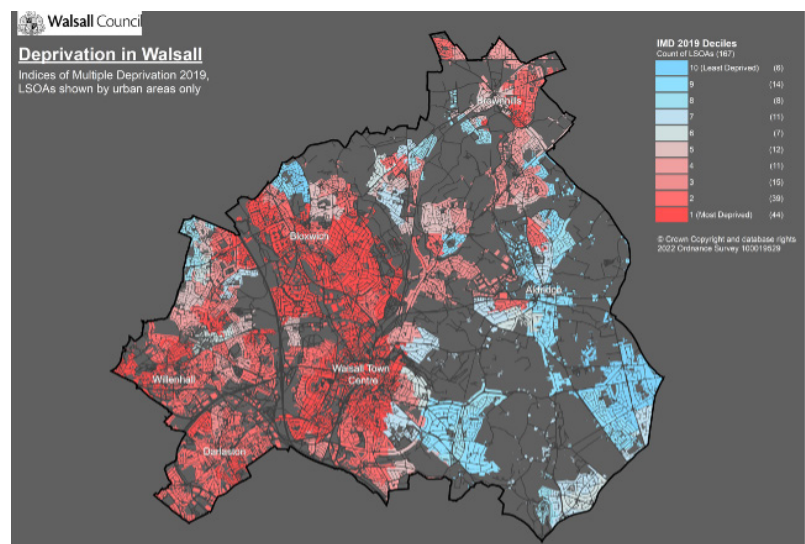
**74.6%** ECONOMICALLY ACTIVE  
**14.5%** WORKLESS HOUSEHOLDS

### JOB DENSITY

**2 JOBS TO EVERY 3 WORKING AGED PEOPLE (0.66)**

## SOCIAL CHALLENGES

Parts of Walsall are deeply disadvantaged. In Walsall North, 1 in 3 adults are economically inactive compared to 1 in 5 nationally. Almost half of women in Walsall South constituency, which has a large South Asian population, are economically inactive, twice the national average. Half as many people in Walsall have a degree-level qualification as the UK average. Walsall has some of the highest levels of welfare dependency in the country.



<sup>1</sup> Source: Levelling Up Locally Final Report from Onward's Levelling Up in Practice project



## Walsall Employment and Skills Board (WESB)

The Walsall Employment and Skills Board (WESB) has a key role in the successful realisation of Levelling Up, along with a range of key strategies (listed below). The Board comprises of key strategic Private, Public and Voluntary Sector agencies and the Board is chaired by Walsall College through our Assistant Principal Commercial Development to ensure that, as a cornerstone learning organisation, we are consistently aware of the changing needs of the Borough and communicating our offer through key partner organisations. The WESB objectives fit with a number of key strategic documents, these include; the emerging Walsall Economic Strategy which sets out the short and long-term plans and interventions to deliver sustainable and inclusive economic growth in the Borough, including investment, housing, health, jobs and skills.



# The College at the Heart of its Community

Walsall College is an anchor institution within the Borough, working closely with key partners. The College employs circa 800 staff and delivers over 12,000 training interventions each calendar year, the majority of which are to Walsall residents. The College's impact and influence on the skills landscape stretches far beyond the Borough boundaries, working in partnership with key strategic partners including local authorities, Department for Education (DfE), Black Country Local Enterprise Partnership (LEP), Chambers of Commerce, West Midlands Combined Authority (WMCA) and key sectoral membership bodies to ensure we influence post-16 education policy and respond to employer and community needs. By having a local and regional offer which aligns to national priorities, our students and employers have a competitive advantage in a fast-paced economic landscape.

Walsall College believes in preparing students and apprentices for the world of work and higher study, coupled with a curriculum of wider personal development, focusing on behaviours and attitudes that go beyond the mastery of their chosen discipline, to become 'Walsall College Graduates' (skilled, professional and enterprising).

The College offers vocational courses in most sector subject areas on a full-time, part-time day and evening basis, in the classroom and in the workplace. The primary focus of College activity is within the Walsall Local Authority area, responding to the needs of Walsall's employers and residents. The College is also responsive to the West Midlands devolved region and LSIP boundary. Delivery does include provision in non-devolved areas, including Staffordshire and nationally for our specialist apprenticeship provision.

The College has seven campuses: the main Wisemore Campus (which opened in 2009), Green Lane, Digital Engineering Skills Centre, The Hub, Hawbush and

Whitehall Campuses and Construction College Midlands. The latter was purchased in December 2020 providing Walsall College with a specialism in scaffolding and roofing, along with a campus in Birmingham. With an increased community offer, the College support adults wanting to develop their confidence and personal advocacy, with a view to becoming active, positive citizens, more able to progress and contribute to wider society. Higher Education provision is well established in the College through direct funding for a range of Pearson Higher National Certificate and Diploma programmes. This includes a growing portfolio of Level 6 qualifications and higher apprenticeships. Links with partners locally, regionally and nationally are strong. Our curriculum is underpinned with our 'Employer in every classroom' agenda.



# KEY FACTS

## Key Facts 2021/22

Turnover 2021	£41,857,000
Staff employed	788
ESFA financial health rating	Good
Current Ofsted grade	Good

## Student Numbers 2021/22

Young people aged 16-18	3,825
Adult Students	5,014
Apprentices	2,024
Higher Skills	383

## Full Time Students Aged 16-18 By Level

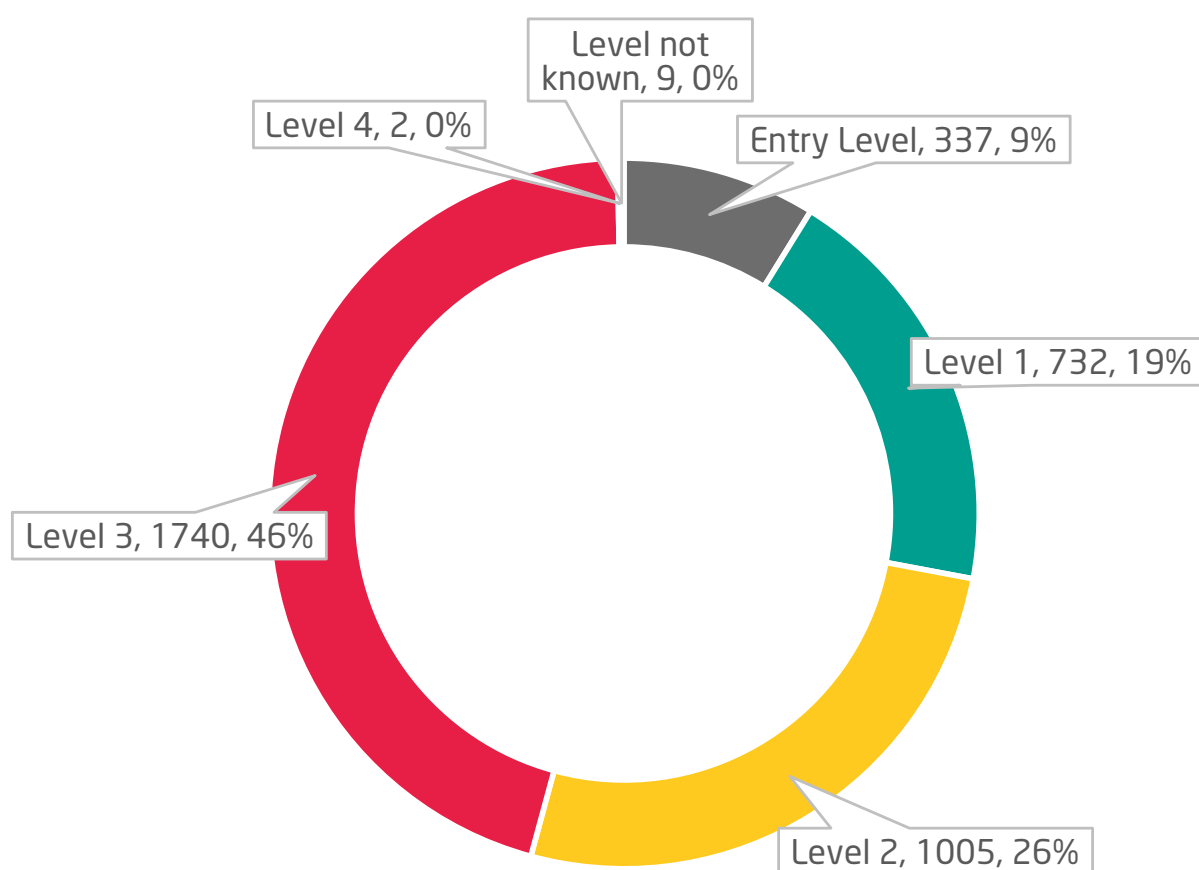
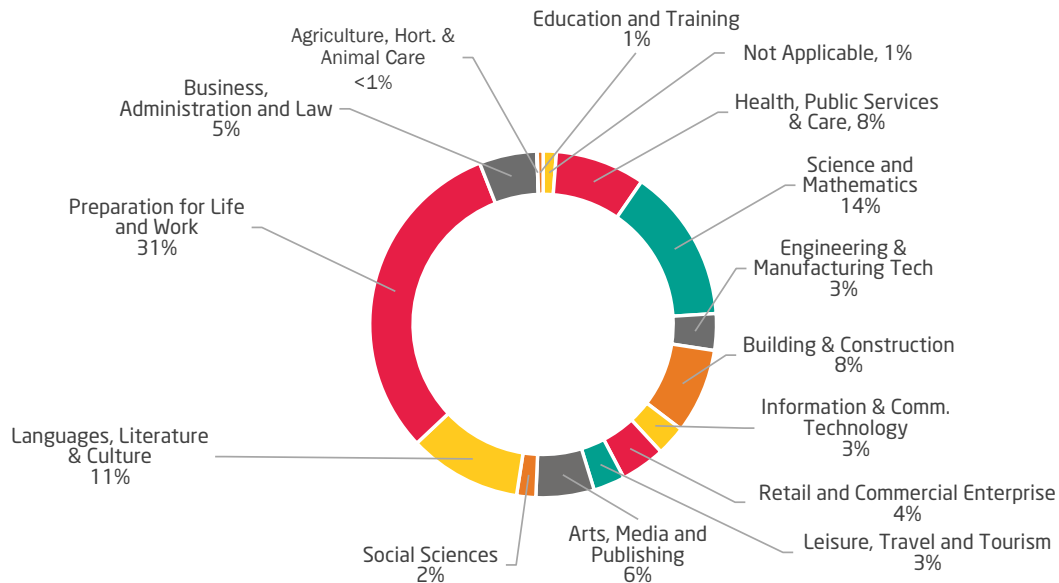


Chart above shows the numbers of Young People on College courses by level for the academic year 2021/22. It is clear to see that the largest number of students are studying at Level 3 in line with the regional and local need for more higher-level skills. Later in this document we show that progression of those staying in further education is positive suggesting our curriculum is designed to support students to undertake different levels of qualifications in order to support their academic careers.

The College supports many students across the academic levels and this includes students with Special Education Needs and Disabilities (SEND). The numbers of students with EHCPs (Educational Health Care Plans) has increased to 10% of our overall vocational cohorts.

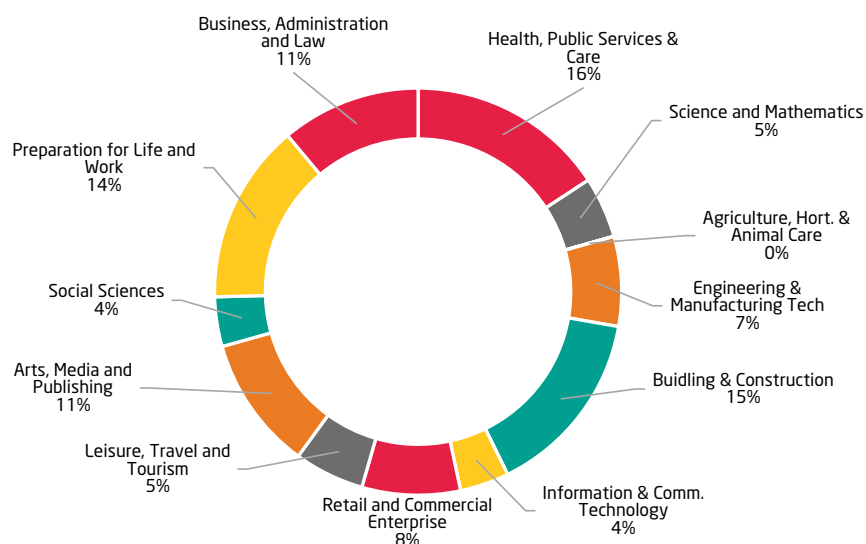


## Full Time Students aged 16-18 by Subject Area (inc. Maths & English as part of study programme)



Charts above and below show the percentage of young people studying in each of the Subject Sector areas at Tier 1. As a General Further Education College, the provision is suitably broad to meet the needs of many different student personas and mapped to local need. In the chart below (which is just the main elements of study programmes), the data shows the College has a well-represented curriculum covering priority areas in Building and Construction, and those related to Health, Public Service and Care. The high proportion of activity in Subject Sector Area (SSA) 14 in the chart above – Preparation for Life and Work is the College's response through the Walsall College Graduate programme to support young people with the skills to enter the work-place. In this SSA is a combination of work readiness programmes, work experience, maths, English and digital skills aligned to their vocational programmes.

## Full Time Students aged 16-18 by Subject Area (main vocational programmes only)



## Adult Students 19 years & above by Level

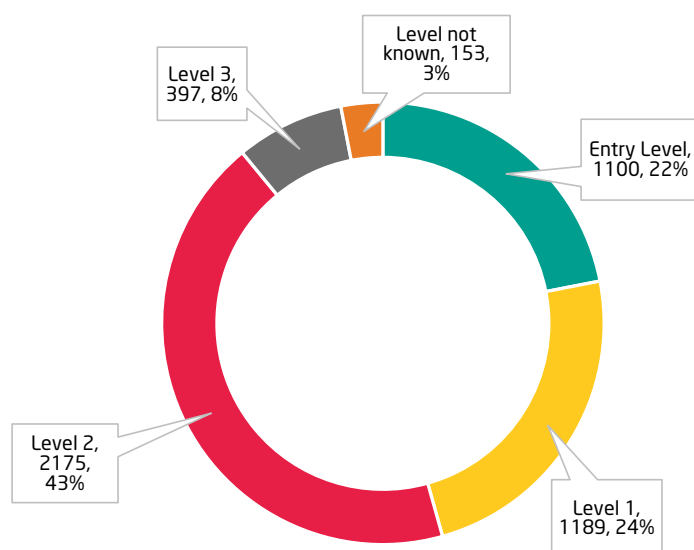


Chart shows the number of Adult students at the College in the academic year 2021/22. The College has the majority of students enrolled at Level 1 and Level 2 and has a Pledge within the Corporate Strategy to develop and grow the Level 3 adult offer.

## Adult Students 19 years and above by Subject Area

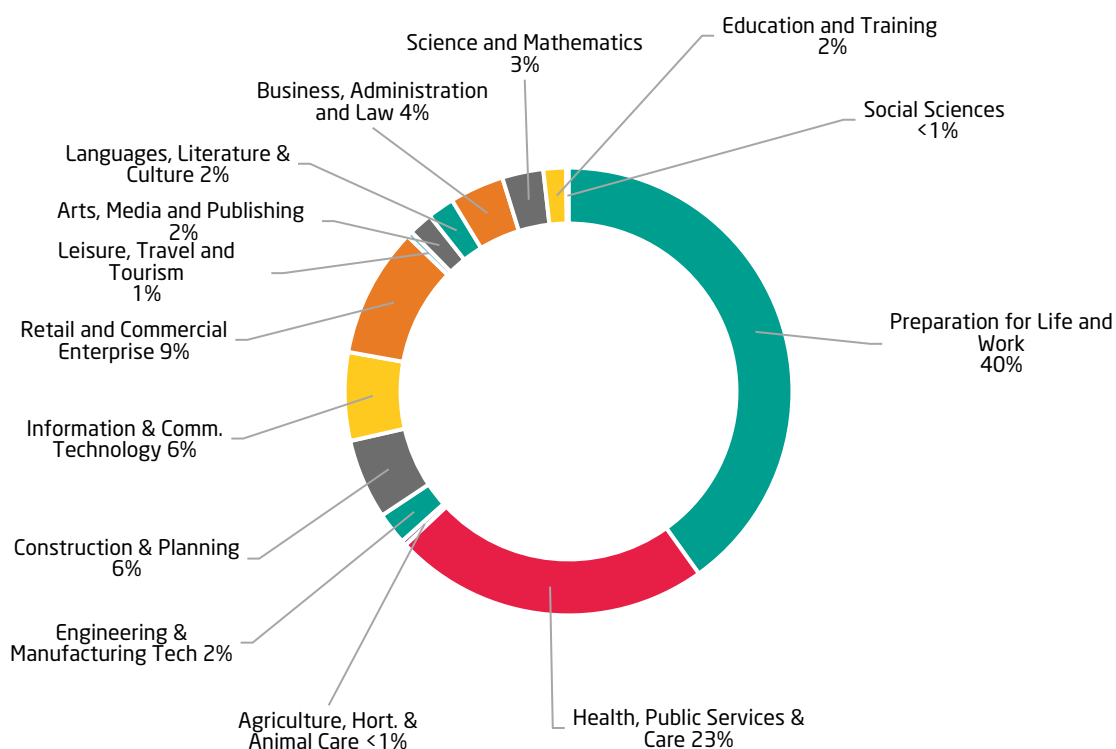


Chart above shows the number of adults within Tier 1 Subject Sector areas. It is clear to see priority areas such as Health and Social Care, Construction and IT are well represented. It is also worthy to note that the College supports a large number of adults in Preparation for Life and Work which meets the demographic make-up of Walsall and supports through programmes such as Vocational ESOL, digital and employability skills in order to support adults in our communities to either progress to higher levels of study or into employment. This is supported with our destination data below which shows positive movement of people into work or onto higher levels of study over a 3-year period.

## Apprentices by Level

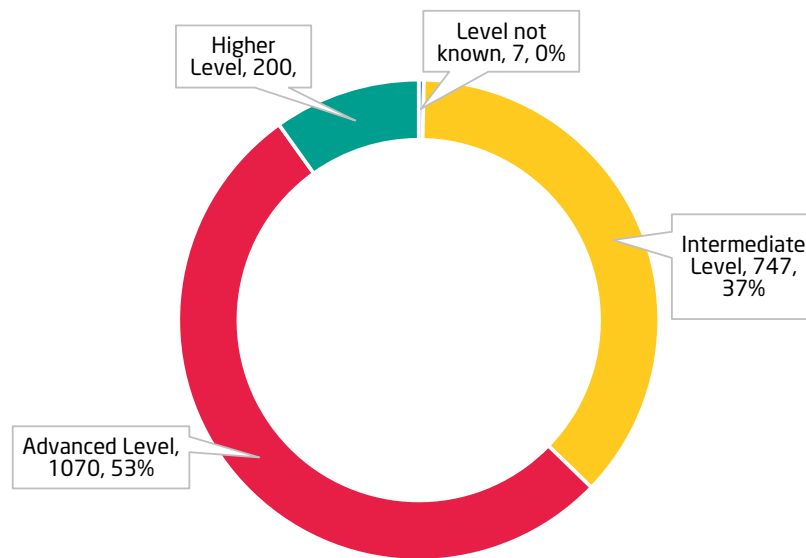
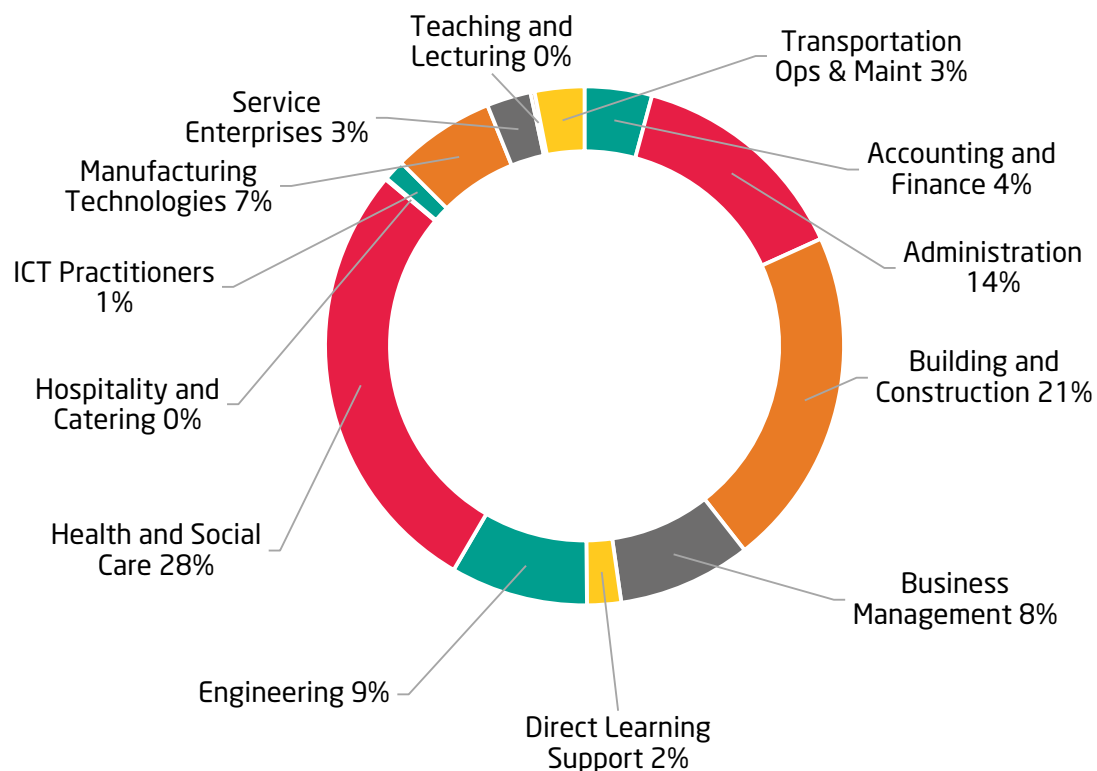


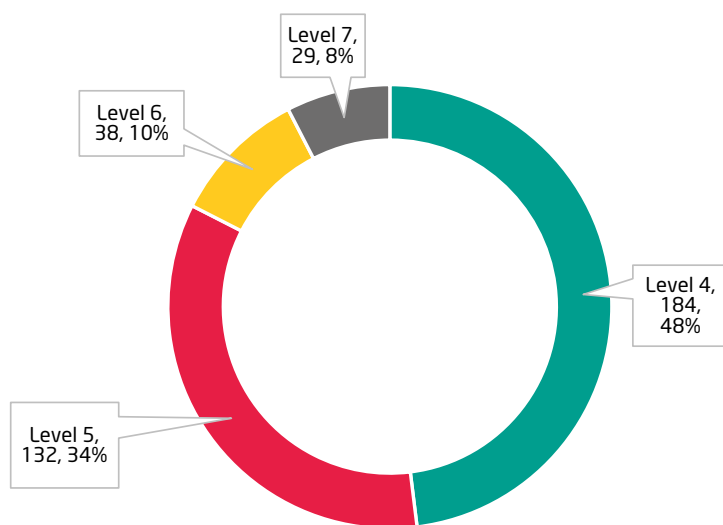
Chart above shows the number of apprentices in-learning in the academic year 2021/22. It is clear to see that the majority of apprentices are at Level 3 and above with many progressing from Level 2 to Level 3 where the Apprenticeship Standard will allow. Our apprenticeship provision is aligned to the regional drivers for Level 3 and above. Coupled with this, our Apprentices are also employed in key strategic sectors with Health and Social Care, Engineering and Manufacturing, Building and Construction being the largest areas of provision (see chart below).

## Apprentices by Subject Area



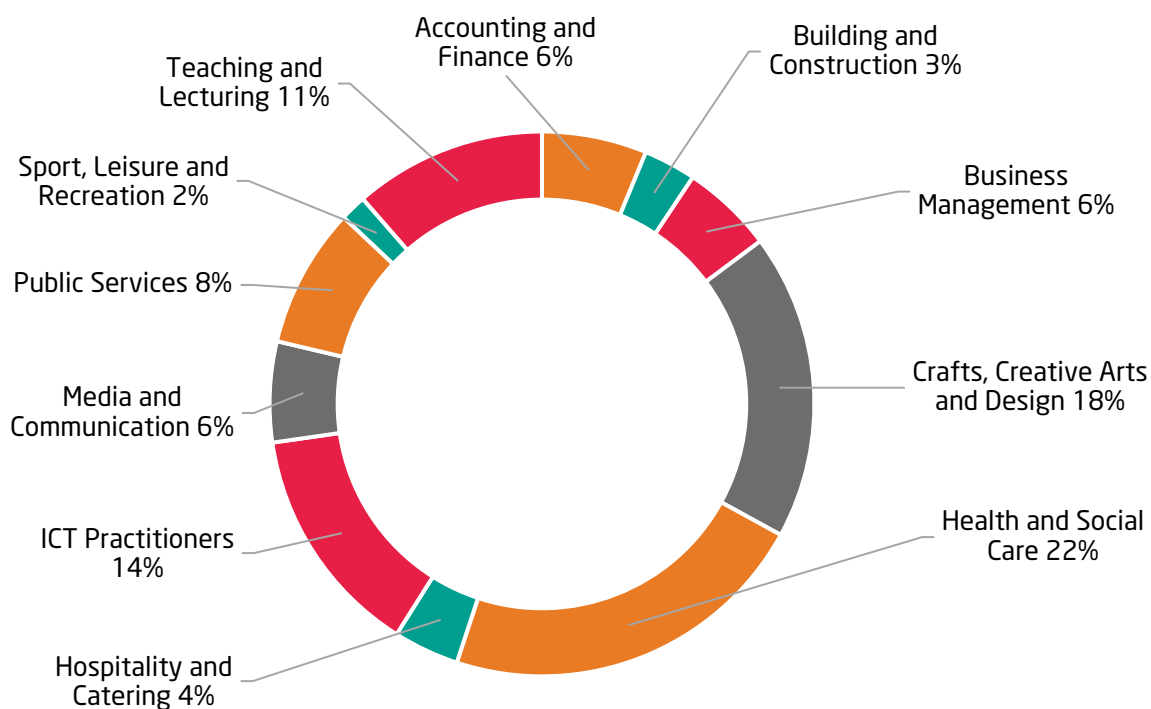


## Higher Education Students by Level



The chart shows the numbers of students studying higher level skills at the College. This is an area for growth in line with regional demands for more Level 4 programmes. The chart below shows the subject sector areas at Tier 1 for HE programmes and shows provision is in line with and does meet the regional sector drivers particularly IT and Computing, Health and Social Care and Professional Services programmes. Many of our students in the Creative sector progress onto Higher Education partners.

## Higher Education Students by Subject Area



# TRAVEL TO LEARN PATTERNS OF OUR STUDENTS

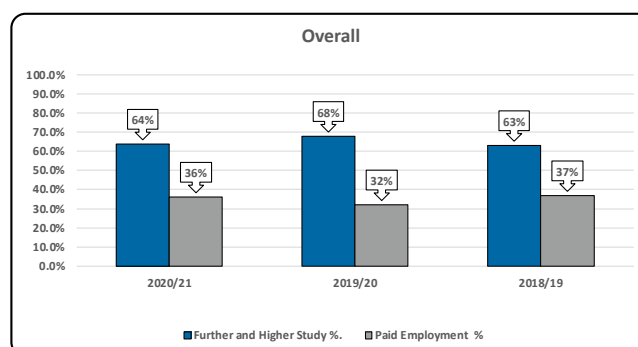
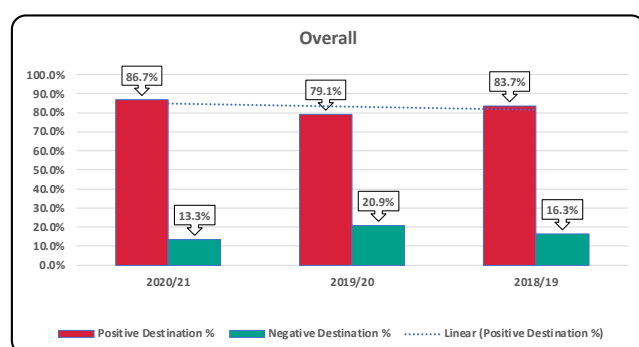
The vast majority of students who enrol with the College are from Walsall and surrounding Black Country postcodes, with a smaller number from surrounding areas. The heat map below shows a clear concentration of where our students travel to learn from. It is worthy to note that large numbers of students travel from the east of the Borough which typically has the higher levels of deprivation.



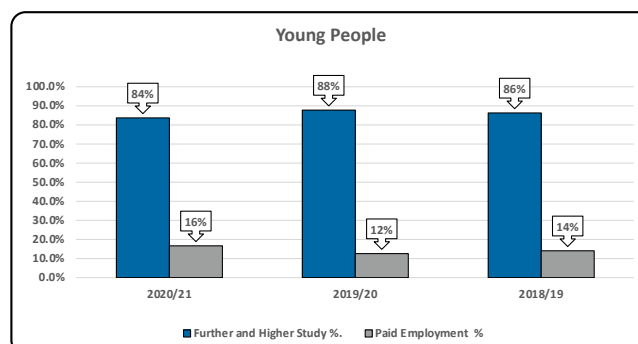
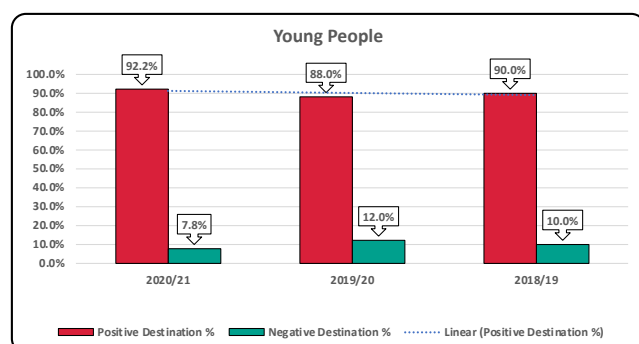
# DESTINATIONS DATA

Our destination data is gathered approximately 6 months after an academic year has closed. The most recent data is from 2020/21.

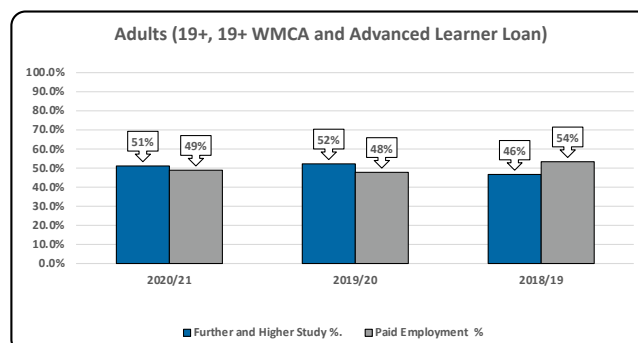
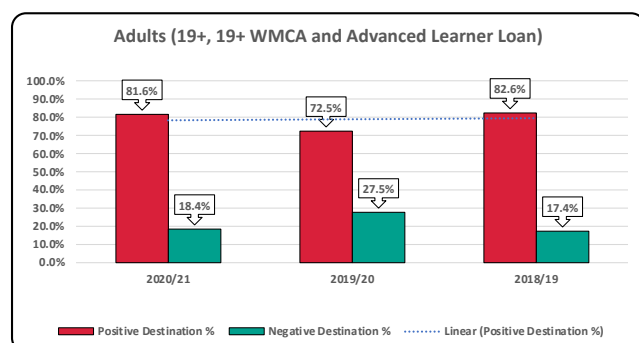
Overall for all provision types, Positive Destinations have **increased** for 2020/21 in comparison to both 2019/20 **(7.6%)** and 2018/19 **(3.0%)**. Our three-year data (below) consistency shows that during this period an average of 64% of completers carried on into Further and Higher Study and 36% into Paid Employment. This supports the West Midlands Combined Authority objectives of more people progressing to higher levels and employment outcomes.



Positive Destinations for **Young People** have **increased** for 2020/21 in comparison to both 2019/20 **(4.2%)** and 2018/19 **(2.2%)**. This again supports the notion of students either entering higher levels of education from their starting point or into employment.

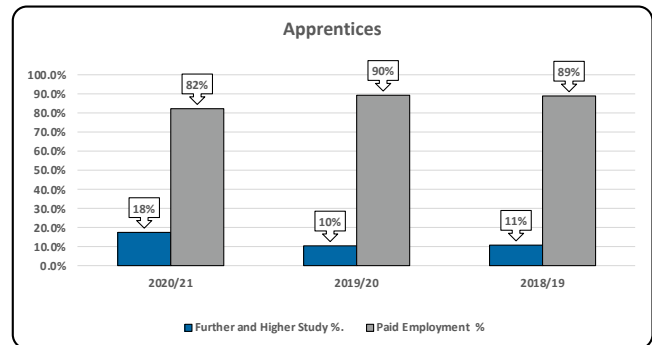
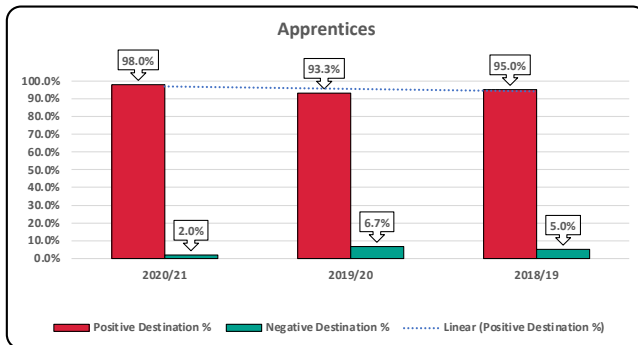


Positive Destinations for **Adults** have **increased** for 2020/21 in comparison to 2019/20 **(9.1%)**, with a **slight decrease** for 2018/19 **(1.0%)**. We envisage this was a result of the Covid pandemic. 51% of completers went onto Further and Higher Study and 49% into Paid Employment. This again is in line with regional priorities of more students progressing or into employment.

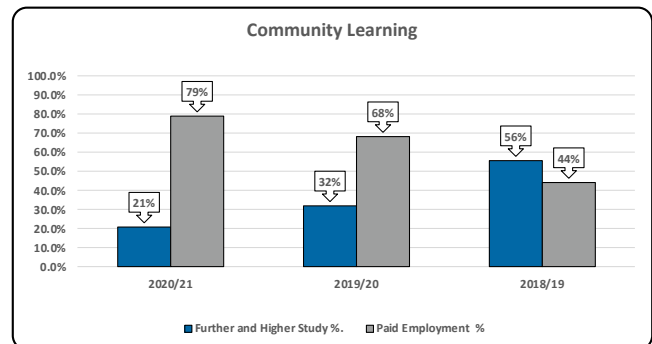
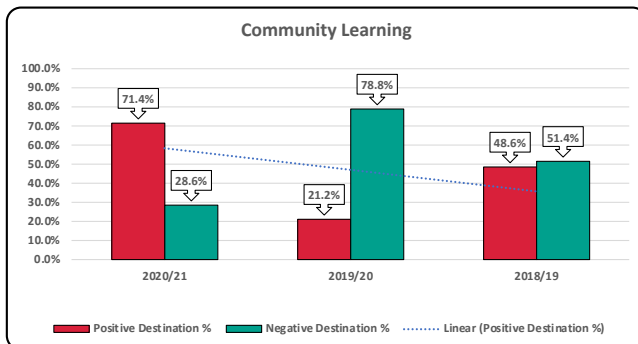




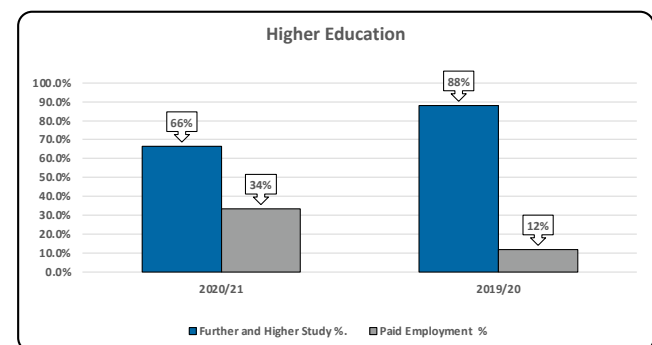
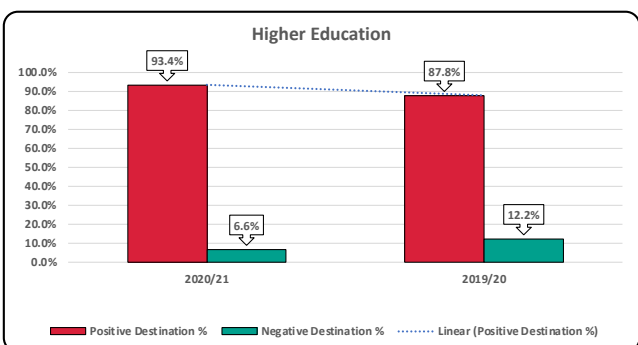
Positive Destinations for **Apprentices** have **increased** for 2020/21 in comparison to both 2019/20 (**4.7%**) and 2018/19 (**2.9%**). Our three-year data (below) evidences an average of 13% of completers into Further and Higher Study and 87% into Paid Employment (reflecting the nature of this provision). The latest data (2020/21) highlights an increase of completers (8%) moving towards Further and Higher Study.



Positive Destinations for **Community Learning** have **significantly increased** for 2020/21 in comparison to both 2019/20 (**50.3%**) and 2018/19 (**22.8%**). Our three-year data (below) evidences an average of **36%** of completers into **Further and Higher Study** and **64%** into **Paid Employment**. The data evidences a significant trajectory change in destination type with 35% of completers moving from the Further and Higher Study category into the Paid Employment category. This again is in line with the regional demand for more students entering into employment.



**Higher Education** data was introduced from **2019/20**, therefore, we do not currently have three-year data for comparison. Positive Destinations for **Higher Education** have **increased** for 2020/21 in comparison to 2019/20 (**5.6%**). The data below evidences a **significant trajectory change** in destination type with **22%** of completers moving from the **Further and Higher Study** category into the **Paid Employment** category. Analysis of **2021/22** destination data will establish if this is a deviance or a trend.



# Key Walsall College Stakeholder Groups

## Civic

Any local, regional or national government bodies. These include: local authorities, county and local councils, LEPs, chambers of commerce, regional development bodies and agencies, WMCA, unitary authorities, Jobcentre Plus, LSIPs.

- Walsall Council
- Black Country Local Enterprise Partnership
- Walsall Employment & Skills Board
- Walsall DWP/JCP Offices
- West Midlands Combined Authority
- Education & Skills Funding Agency
- Department for Education
- Black County Chamber of Commerce
- Institute for Apprenticeships and Technical Education
- Office for Students (OFS)
- Ofsted
- Ofqual
- Health and Wellbeing Board
- Birmingham City Council

## Employers

These include community representative groups, local authority projects to train or bring into education those further from employment or training, project groups that target particular neighbourhoods, areas, communities.

- Balfour Beatty Vinci
- Birmingham City Council
- Walsall Council
- Dudley Group of Hospitals
- Accord Group
- Birmingham Hippodrome
- Francesco Group
- Dudley Council
- Taylor Wimpey
- West Midlands Ambulance Service
- West Midlands Fire Service
- CITB
- Walsall Art Gallery
- Federation of Small Business
- WHG
- Walsall and Wolverhampton NHS Trust
- Construction Industry Scaffolders Record Scheme (CISRS)
- Jet2.com
- Tui

## Community

These include community representative groups, local authority projects to train or bring into education those further from employment or training, project groups that target particular neighbourhoods, areas, communities.

- WATMOS
- Gatework 2 Housing
- Black Country Impact Programme
- One Walsall
- Black Country Click Start
- Black Leadership Group
- Jane Lane School
- Castle School
- Transforming Communities Together
- Small Street YMCA
- Ikon Fostering
- Brownhills Community Centre
- Stan Ball Centre
- The Glebe Centre
- Samaritans Walsall
- Retlink Mental Health
- YMCA
- Sail Ltd
- Walsall Fostering Services
- Citizens Advice
- Pelsall Community Association
- Recovery College
- Youth Connect
- Black Sisters Collective
- Linking Lives Aldridge
- Agenda 21
- The Mind Kind Projects
- Afghan Community Walsall
- A'aina Community Hub
- Pleck Youth Centre
- Black Country Foodbank

## Education

In this group would be other colleges, ILPs, ISCs, higher education institutions, CLS providers, feeder schools and other educational stakeholders or partners.

- Colleges West Midlands
- University of Wolverhampton
- University of Warwick
- University of Worcester
- Birmingham City University
- Staffordshire University
- Coventry University
- De Montfort University
- Nottingham Trent University
- Liverpool John Moores University
- Newman University Birmingham
- Aston University
- University of Birmingham
- Examples of our feeder schools
- AELP
- Association of Colleges
- Education Training Foundation
- Open College Network
- Numerous Sector Skills Councils including Habia
- We have 30 key feeder schools where 80% of our young people are referred from

# Approach To Developing the Annual Accountability Statement and Meeting Skills Needs

Walsall College works tirelessly with local authorities, Local Employment Partnerships, West Midlands Combined Authority, Department for Work and Pensions, sector bodies, employer groups and a myriad of other stakeholders to ensure we understand the changing needs and requirements of employers and students, identifying key priorities and target outcomes. We are proactive in our approach with our Principal Jatinder Sharma, a member of the Department for Education Provider Reference Group nationally and a Board Member of Association of Colleges and the Black Country Chamber, amongst other bodies. Jatinder is also currently a Deputy Lieutenant for the West Midlands. We are also active members and lead on a range of West Midlands Combined Authority planning activity and sector specific groups including Chairing the Digital Skills group for the region. We are fully engaged in the Colleges West Midlands Group and have Board membership on the Association of Employment and Learning Providers. At a local level, we work with all stakeholders from businesses and community including holding the Chair of the Walsall Employment and Skills Board.

This broad ranging activity is at the heart of curriculum planning for the College, informing on current and emerging needs along with enabling us to consult with stakeholders on the development of our plans. A clear example of this is the Colleges West Midlands Group where Colleges across the West Midlands compare their offers and specialisms to ensure coverage of all needs across the region, limiting overlap and the associated risk of wasted resources. This results in the annual College West Midlands Course Directory, a shared prospectus for Further Education across the region which students and employers to make informed decisions when selecting a provider.

This Accountability Statement and our Duty to Review Skills Needs will be reviewed annually and informs the Curriculum planning process and the wider Curriculum Strategy. The Duty to Review is data, employer and stakeholder driven, supported by and leading to timely and considered shifts in the curriculum offer. Ensuring staffing and capital requirements are planned over 3 years. The plan is agreed with the Walsall College Board on an annual basis but continually tested through identified lead governors for each curriculum area throughout the year.





# ACCOUNTABILITY FRAMEWORK PART 2

## WALSALL COLLEGES AIMS AND OUTCOMES FOR THE NEXT 12 MONTHS

Below, we set out a number of aims and outcomes for the year ahead in an Action Plan which reflects how we are responding to national, regional and local priorities and skills needs. Each outcome is aligned back to our Pledges contained within our Corporate Plan.

Pledge Number	College Strategic Aim	Strategic Outcome
Pledge 1	Work with an employer and business connection in every curriculum area to endorse and enhance provision and provide a line of sight to work	<p>Local Policy driver – Walsall Council Plan 22/25, Walsall Employment and Skills Board, Towns Investment Fund</p> <p>Regional Policy – WMCA Skills Strategy/Plan, West Midlands LSIP</p> <p>National Policy – Skills for Jobs White Paper, Levelling Up, Strategic Development Fund</p> <ul style="list-style-type: none"> <li>• Employers and stakeholders will increasingly co-design and shape the College offer through Employer Advisor Groups and Employer in Every Classroom tracking to inform curriculum planning.</li> <li>• Strategic planning through employer and stakeholder activities, leading and being members of local, regional and national sector and employer groups to support the implementation of LSIP findings, moving more people into employment or higher levels of study.</li> <li>• Increase delivery of employer driven recruitment and in work upskilling activity through apprenticeships in work learning, Sector Work Based Programmes and Bootcamps to ensure we support business change, innovation and workforce planning.</li> <li>• Continued roll out of T Levels, developing capital and facilities and continuing to work with employers to offer industry placements.</li> </ul>
Pledge 2	Build a culture that celebrates and prioritises excellence and innovation in Teaching, Learning and Assessment	<p>Regional Policy – WMCA Skills Strategy/Plan, West Midlands LSIP</p> <p>National Policy – Skills for Jobs White Paper, Strategic Development Fund</p> <ul style="list-style-type: none"> <li>• Create a network of Advanced Practitioners to identify strengths and areas for development within all subject areas.</li> <li>• Advanced Practitioners will be encouraged to achieve Advanced Teacher Status.</li> <li>• Innovation in Teaching, Learning and Assessment to support students to develop skills beyond their core programme. This is captured as part of the Walsall College Graduate programme.</li> <li>• Celebrate excellence and innovation in teaching through an annual Curriculum Conference and other subject relevant events.</li> </ul>

Pledge Number	College Strategic Aim	Strategic Outcome
Pledge 3	Develop the maths, English and digital skills of all our students in order to prepare them for the world of work by embedding skills seamlessly into every programme	<p>Local Policy driver – Walsall Council Plan 22/25, Walsall Employment and Skills Board</p> <p>Regional Policy – WMCA Skills Strategy/Plan, West Midlands LSIP</p> <p>National Policy – Skills for Jobs White Paper, Levelling Up, Strategic Development Fund</p> <ul style="list-style-type: none"> <li>• Utilise initiatives including Multiply, Tuition Fund and Skills Bootcamps to ensure students gain core transferable skills which support progression.</li> <li>• Ensure that all students have the opportunity to develop maths and English beyond their starting point.</li> <li>• Increase the proportion of students who improve their GCSE grades in English and maths.</li> <li>• Ensure all students have the appropriate access to digital technology to support their vocational pathway, in line with the Combined Authorities Digital Inclusion plan and Walsall College Graduate.</li> </ul>
Pledge 4	Become a truly innovative digital college	<p>Regional Policy – WMCA Skills Strategy/Plan, West Midlands LSIP</p> <p>National Policy – Skills for Jobs White Paper, Levelling Up, Strategic Development Fund</p> <ul style="list-style-type: none"> <li>• Digital as consistent theme throughout all delivery areas of the College with the new Digital Hub facility being accessible to every curriculum area to provide exposure to the latest digital capabilities including design and virtual reality, equipping students for the world of work.</li> <li>• All staff to be appropriately digitally skilled, facilitated by the Walsall College Digital Educator Programme to ensure the knowledge and skills are in place to effectively support students.</li> <li>• Employer Digital needs to be met through the expansion of our Digital offer to include Digital Bootcamps, providing a focussed and timely digital education and route into employment and crucially upskilling those already in work.</li> </ul>
Pledge 5	Proactively engage to upskill the regional workforce by helping people learn throughout their lives	<p>Local Policy driver – Walsall Council Plan 22/25, Walsall Employment and Skills Board, Towns Investment Fund</p> <p>Regional Policy – WMCA Skills Strategy/Plan, West Midlands LSIP</p> <p>National Policy – Skills for Jobs White Paper, Levelling Up, Strategic Development Fund</p> <ul style="list-style-type: none"> <li>• Expand the Colleges in work provision through initiatives including Flexible Courses for Jobs, WMCA “in work” flexibilities and Apprenticeships alongside a range of commercial courses to provide timely market demand lead provision including an expansion of specific Green programmes.</li> <li>• Increasingly varied methods, location and timings for College courses to enable those already in the workplace or with commitments to access training in a way which is appropriate for their circumstances, including the continued development of blended learning programmes.</li> <li>• Continue to develop an ambitious Adult plan aligned to occupational vacancies increasing provision and access to the key sectors of Health, Digital, Green, Professional and Financial services and Construction and Engineering.</li> <li>• Further development of Level 4 and 5 provision in key sectors to enable progression and social mobility through HTQ development, Expansion of Higher Apprenticeships and AEB flexibilities and modular delivery.</li> <li>• Support our Communities to develop skills to support wider Personal Development including Health and Wellbeing.</li> </ul> <p><i>Note - Numerous indicators and research identify Logistics and Distribution as a key sector within both Walsall and the surrounding regions, we acknowledge the need for this provision but have identified a number of specialist providers who already deliver this provision regionally and as a result Walsall College does not plan to deliver in this sector within the next 12 months.</i></p>

Pledge Number	College Strategic Aim	Strategic Outcome
Pledge 6	Create a high quality and seamless experience for all stakeholders, which is sustainable and accelerates the way to a greener future	<p>Local Policy driver – Walsall Council Plan 22/25, Towns Investment Fund  Regional Policy – WMCA Skills Strategy/Plan, West Midlands LSIP  National Policy – Skills for Jobs White Paper, Levelling Up, Strategic Development Fund</p> <ul style="list-style-type: none"> <li>• Finalise and embed the Walsall College Environmental Strategy, developed through a range of specific focus groups with both internal and external partners to ensure College practices and delivery are all reflective of environmental pressures.</li> <li>• Grow Environmental focused provision and facilities through funded and commercial activity to continue our expansion of programs in Electric Vehicle, Heat Pump, Solar, Gray Water Harvesting, Green Roofing, Modern Methods of Construction and Wall Insulation.</li> <li>• Continue to review and enhance our Website to Graduation agenda enabling students to access and transition to different provision types seamlessly.</li> <li>• Green and Sustainability agenda across all provision types. Students to develop the technical skills, knowledge, values and attitudes needed in the workforce to support sustainable social, economic and environmental outcomes in business, industry and the wider community. Curriculum will need to meet one of the following criteria when being planned:</li> <li>• Green Skill Tier 1 – Awareness – This is where the programme includes a general understanding of Green and Sustainability topics</li> <li>• Green Skills Tier 2 – Specific – The is where the programme has specialist elements of Green and Sustainability skills development embedded</li> <li>• Green Skills Tier 3 – Specialised – This is where the programme specifically meets a technical Green or Sustainability agenda</li> </ul>
Pledge 7	Promote rapid progression between levels and settings with an aim to increase numbers at Levels 3, 4 & 5	<p>Regional Policy – WMCA Skills Strategy/Plan, West Midlands LSIP  National Policy – Skills for Jobs White Paper, Levelling Up, Strategic Development Fund</p> <ul style="list-style-type: none"> <li>• Increase take up of Apprenticeships to include students progressing through our community and entry/access level provision.</li> <li>• Continued growth of Supported Internships in partnership with key employers.</li> <li>• Curriculum focus on increasing the number of Level 3, 4 and 5 courses offered, in line with policy and employer reported requirements for higher level skills.</li> <li>• Seamless transition between provision types and levels, enabling student progression from entry level through to higher education.</li> </ul>



# Corporation Sign off

## Duty to review provision in relation to local needs

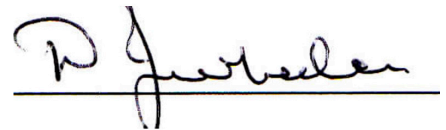
We are committed to complying with our duty under a new section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as proposed in the Skills and Post-16 Education Bill 2022. We will look to hold a review at least every three years to identify how well we are meeting local needs associated with securing suitable employment. We will publish a report on our main website following this review. We will factor in any actions from this report into our Accountability Agreement plan.



Jatinder Sharma CBE DL  
Principal & Chief Executive  
Walsall College

## Corporation Statement

On behalf of the Walsall 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 23 May 2023. The plan will be published on the College website within three months of the start of the new academic year and can be accessed from the link below.



David Wheeler  
Chair of the Corporation  
Walsall College

# Supporting Documentation ➤

[Walsall College Corporate Strategy 2021-2024](#)

[West Midlands and Warwickshire Local Skills Improvement Plan – Draft Priorities](#)

[Skills for Jobs White Paper](#)

[WMCA Digital Roadmap](#)

[Levelling Up Locally – Onward Final Report](#)

[WMCA Plan for Growth](#)



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