



# Accountability Agreement and the Local Needs Duty 2025/26

Bringing talent to life...



## ***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 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 stakeholders include the Department for Education (DfE), West Midlands Combined Authority (WMCA), Department for Work and Pensions and the regions employers, enabling us to support our communities and the regional skills agenda successfully.

The College offers an education, skills and training solution from non-qualification community activity through to higher level programmes. 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, Skills and Training sector and the demands of a changing economy.

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 and key stakeholders.

**David Wheeler**  
**Chair of the Corporation**

## **Introduction**

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

- Respond to the Local Skills Improvement Plans (LSIP).
- Continuously review our curriculum offer and delivery methods in relation to local needs and priorities.

This duty originates from the Skills and Post-16 Education Act 2022 and associated strategies and policies. This Accountability Agreement ensures that Walsall College is meeting the skills needs of the communities we serve.

This 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 Board structures 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. This includes changes to the structures through which provision is delivered.
- The responsibility for the curriculum continues to rest with individual governing bodies.

This accountability statement allows stakeholders to understand the key strategic objectives planned for Walsall College over the coming academic year. These objectives reflect key actions identified in our Corporate Plan; emerging activity identified through our Curriculum Strategy and, most importantly, align to meeting priority skills needs identified through the Local Skills Improvement Plan (LSIP) and ongoing actions from our Accountability Statement 2024/25.

## **Approach to Developing the Annual Accountability Statement and Meeting Skills Needs - Curriculum Consultation with Stakeholders**

The College has a comprehensive annual curriculum and business planning process that it uses across delivery areas. This process is the key driver for developing our curriculum offer to reflect the needs of the community, local employers and demand from students. The cycle operates with a launch event to provide national and regional context to all teams and managers involved in the process. It utilises the latest labour market intelligence available to assist curriculum areas in developing their offer and requires them to also consult with a range of local stakeholders who are likely to employ/support our students in the future.

The planning cycle encompasses all forms of training and education offered, which includes: -

- 16-18 Further Education vocational, T Level and A Level provision
- All age apprenticeship provision delivered via standards
- Adult Education
- Higher Education
- Commercial training

The overarching College Curriculum Strategy and Duty to Review underpins the College curriculum planning process. Curriculum teams work with stakeholders in their sector and are supported to be innovative in their curriculum design. They receive all the latest research; local skills plans and access to labour market intelligence (LMI) through various methods including RCU data.

Walsall College works tirelessly with local authorities, 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 Board Member of

the Association of Colleges and the Black Country Chamber, amongst other bodies. Jatinder is also currently a Deputy Lieutenant for the West Midlands.

We are 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 a wide range of stakeholders from businesses to community organisations and we currently hold the chair of the Walsall Employment and Skills Board (WESB).

This document has been shared with members of the WESB for comments. Membership includes: -

- Walsall Council
- WMCA  
DWP
- NCS
- Schools
- WHG
- Third Sector Groups
- Economic Intelligence Unit
- Shaw Trust
- Chamber of Commerce
- University of Wolverhampton
- Federation of Small Businesses

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.

In our recent Ofsted Inspection (November 2024) the College was rated as 'strong' for meeting skills needs. Walsall College holds a curriculum conference every July as part of our staff professional development programme. All curriculum managers, teaching and delivery staff attend the event, which attracts a variety of keynote speakers.



The cycle below represents the College response to meeting Skills Needs: -



This Accountability Statement and our Duty to Review Skills Needs are reviewed annually and inform the curriculum planning process and wider curriculum strategy. The Duty to Review is data, employer and stakeholder driven, 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 link governors for each curriculum area throughout the year.

***Walsall College has embarked on a new Corporate Strategy to respond to the changing landscape of Further Education and a new economic climate. Our new plan will take us through to 2030.***

## ***Vision and Purpose of the College***

### **Our Vision:**

Transforming lives and our communities through learning.

### **Our Purpose:**

To deliver excellent, inclusive learning which empowers students with skills and confidence to thrive in work and life.

The Walsall College Vision and Purpose 2025-2030 is to be delivered via a '5 to Thrive' framework to ensure that it is communicated clearly, known by all and rigorously executed. Working to a defined set of 5 priorities within the framework gives our teams the confidence to set direction, be held accountable and deliver to our shared vision.

Our 5 values drive our behaviours and set our culture. As a college community, we are proud to be resilient, accountable, collaborative, inclusive and enterprising. Together we are greater than the sum of our parts.

***How we will  
deliver our  
Vision &  
Purpose...***

***Five to Thrive***



## 5 values

***Which shape our approach to delivery***



**Inclusive**  
**Collaborative**  
**Accountable**  
**Resilient**  
**Enterprising**

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 Walsall College

Each of the 5 priorities include key themes together with an action plan and delivery framework.

## 5 priorities

**Each with key themes**

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
<b>Support</b> our people to shine	<b>Empower</b> students to thrive	<b>Forge</b> impactful, dynamic partnerships	<b>Securing</b> a sustainable future	<b>Lead</b> with purpose and focus
We foster a culture of excellence based on our 5 values	We deliver excellence in teaching, learning and assessment	We lead meaningful collaboration, maximising impact for our students and the communities we serve	We ensure the positive impact of Walsall College in the future	We have an uncompromising commitment to evidence-based decision-making

## **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. The College continues to respond to the levelling up agenda with activity underway including the Green Lane development for our construction offer and plans linked to the location of our adult provision to the Town Centre.

#### **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 good careers support.

#### **Government's Plan for Jobs**

Plans are 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.

#### **Industrial Strategy**

The new modern industrial strategy 'Invest 2035' is the UK government's credible 10-year plan to deliver the certainty and stability businesses need to invest in the high growth sectors that will drive our growth mission. The strategy will focus on tackling barriers to growth in our highest potential growth-driving sectors and places, creating the right conditions for increased investment, high quality jobs and ensuring tangible impact in communities right across the UK.

The goal is to capture a greater share of internationally mobile investment in strategic sectors and spur domestic businesses to boost their investment and scale up their growth, an essential step in achieving sustainable, inclusive and resilient growth.

The industrial strategy will be ambitious and targeted. Its primary objective is to drive growth by taking advantage of the UK's unique strengths and untapped potential, enabling the UK's world-leading sectors to adapt and grow, seizing opportunities to lead in new sectors with high quality, well-paid jobs. It will shape the type of growth being pursued. The government will also seek to support net zero, regional growth, and economic security and resilience. It will be grounded in long-term stability, a renewed commitment to free and fair trade, and a pro-business approach focused on reducing barriers to investment in the UK.



## **National Skills Priorities**

The industrial strategy will focus on the sectors which offer the highest growth opportunity for the economy and business. Eight growth-driving sectors have been identified:

- Advanced manufacturing
- Clean energy industries
- Creative industries
- Defence
- Digital and technologies
- Financial services
- Life sciences
- Professional and business services

Ambitious and targeted sector plans will be designed in partnership with business, devolved governments, regions, experts and other stakeholders, through bespoke arrangements tailored to each sector.

## **Skills England Report**

The government's first mission is to grow the economy and that will only be possible if we harness the talent of our people, meet businesses' skills needs and break down the barriers to opportunity. Skills England will transform the skills system to make it truly world leading. It will help to build a high-skill, high-productivity workforce that is matched to employers' needs and ensure that everyone, regardless of their background, can access the opportunities they need to thrive. To provide an initial foundation for developing its wider set of functions, together with its partners in the system, the report presents Skills England's first assessment of skills needs in the economy.

## **Plan for Change**

This government manifesto is focussed on delivering change, to improve the lives of working people and strengthen the country. Priorities include: -

- Growing the economy
- An NHS fit for the future
- Safer streets
- Opportunity for all
- Making Britain a clean energy superpower

## ***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 for 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, 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 WMCA Employment & Skills Strategy 2024-2027** sets out a vision for an integrated employment and skills system, through which we can stimulate economic growth, deliver improved outcomes for residents and businesses, and create healthier, thriving communities. Over the next three years WMCA will focus on the following:

- Building strong and inclusive communities
- Providing a good education up to level 2
- Supporting residents into employment and supporting career progression
- Meeting future skills needs at level 3 and above through upskilling and reskilling

The level of devolved activity is increasing and a tripartite model of collaborative working between WMCA, local authorities and the College as an anchor institution in Walsall is being further developed. There is a clear focus on entry level community engagement with community organisations, in addition to a focus on the development of level 4 provision to meet the needs of employers who require their workforce to be skilled at level 4.

Progression in the workplace is a key government and WMCA priority, through schemes such as Free Courses 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 around the 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 is fundamental that we continue to support individuals into work, ensuring the training offer is reflective of current employer needs. We constantly monitor vacancies across the region, with the West Midlands and particularly Walsall having 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 higher skills.

### **Walsall Council Employment & Skills Strategy – 2025-2028**

This is a three-year plan coming at a pivotal moment for the borough as we strive to give local people the skills they need to get into work or secure a better job. The strategy outlines the borough's challenges at various levels and provides a clear framework for action and focus across the learning and skills agenda. It highlights the value and benefits of an inclusive skills system throughout all stages of education and learning, aiming to achieve the best possible outcome for our town, businesses and residents.

### ***Local Skills Improvement Plan (LSIP)***

The **Local Skills Improvement Plan (LSIP)** sets out the key priorities and changes needed 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.

## ***Walsall - The Communities We Serve - A Local Perspective***

Walsall, at the heart of the West Midlands, is a key part of the Black Country. Crossed by the M6, the borough is home to a dynamic and diverse community, with notable socio-economic differences across the borough. The town provides a major opportunity for transformational place-making and inclusive growth, building on the existing strong sense of community and its key transport networks and infrastructure.

In the decade up to 2021, Walsall's population grew by 5.9% to 285,500 people living within strong and diverse communities. There is a stark geographic divide between the more deprived west and the east.

The long-term trend in Walsall's employment rate has been one of growth and now stands at 76% of the working age population. Walsall's entrepreneurial spirit is reflected in a high number of microbusinesses and over 1000 firms with a turnover exceeding £1m.

**Total Population**

**288,736**

**Working Population**

**173,800**

**Universal Credit  
Households**

**28,328**

**Total Jobs**

**106,900**

**Apprenticeships 2023/24**

**1,770**

**Youth Unemployment**

**2,270**

# FACT SHEET WALSALL

POPULATION: 288,736

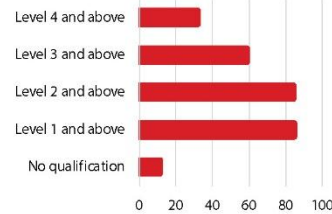
M: 48.9% F: 51.1%

<16 YEARS OF AGE: 21.5%

>65 YEARS OF AGE: 17.5%



EDUCATION LEVELS: % 16 to 64



IN EMPLOYMENT: 138,300

NOMIS 23-24

ECONOMICALLY ACTIVE:  
145,200

ECONOMICALLY  
INACTIVE: 35,100

## INDUSTRIES IN WALSALL

Industry

G: Wholesale and retail trade; repair of motor vehicles and motorcycles

Q: Human health and social work activities

C: Manufacturing

F: Construction

P: Education

H: Transport and storage

N: Administrative and support service activities

O: Public administration and defense; compulsory social security

I: Accommodation and food service activities

R, S, T, U Other

M: Professional, scientific and technical activities

K: Financial and insurance activities

J: Information and communication

L: Real estate activities

E: Water supply; Sewerage, Waste management and Remediation activities

D: Electricity, gas, steam and air conditioning supply

A: Agriculture, Forestry and fishing

B: Mining and quarrying

District Base

21,851

18,063

13,295

11,449

11,330

8,739

5,610

5,564

5,211

4,117

4,186

2,847

2,583

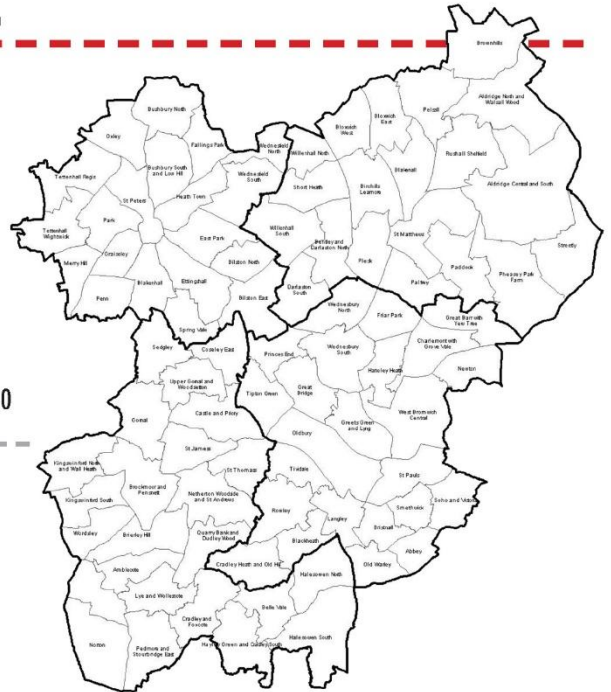
1,675

1,247

556

156

56



WHOLESALE &  
RETAIL TRADES  
REPAIR OF MOTOR  
VEHICLES

HEALTH  
AND SOCIAL  
WORK

MANUFACTURING

RCU DATA NOV 24

# WALSALL COLLEGE

PRINCIPAL: JATINDER SHARMA, CBE DL  
CHAIR OF GOVERNORS: DAVID WHEELER

## EMPLOYERS

WORKING WITH CIRCA

1,000

EMPLOYERS

WORKING WITH

94

LEVY EMPLOYERS

## ADULT AND COMMUNITY

WORKING WITH

220

LOCAL COMMUNITY  
ORGANISATIONS

EXPANSION OF WIDENING  
PARTICIPATION ACROSS

30

VENUES

## DESTINATIONS (2022/23)

HEADLINE FIGURE

3,027

LEARNERS SURVEYED

91% POSITIVE PROGRESSION

YOUNG PEOPLE

91%

IN TO WORK OR  
FURTHER STUDY

APPRENTICES

96.6%

IN TO WORK OR  
FURTHER STUDY

HE STUDENTS

85.1%

IN TO WORK OR  
FURTHER STUDY



## Population

The total population of Walsall is 288,736 (48.9% male and 51.1% female). Of the total population 21.5% are under 16 years of age and 17.5% are aged 65 or over. Source: **Population data (age and sex)** – Population estimates - local authority based by single year of age. <https://www.nomisweb.co.uk/> Latest period – 2023

### Age

	Total	% of population
Aged 0 to 15	62,513	21.7%
Aged 16+	226,223	78.3%
Aged 16 to 64	175,844	60.9%
Aged 65+	50,379	17.4%
All Ages	288,736	100%

### Sex

	Male	Female	Total
Count	141,564	147,172	288,736
%	49%	51%	100%

### Ethnic breakdown

Source Population data (ethnicity) – Census 2021. <https://www.nomisweb.co.uk/> Latest period - 2021

Ethnic group	2021	
	number	%
Total: All usual residents	284,126	100
Asian, Asian British or Asian Welsh	53,199	18.7
Black, Black British, Black Welsh, Caribbean or African	13,024	4.6
Mixed or Multiple ethnic groups	9,317	3.3
White	202,724	71.4
Other ethnic group	5,862	2.1

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

## Deprivation Levels in comparison to other Black Country Areas

Indices of Multiple Deprivation 2019. Latest period – 2019. This data is to be updated in 2025.

**Rank of Average Score** - 1 being the most deprived and 317 (the number of local authorities in England) being the least deprived in the country

Local Authority*	2015	2019	Change in Rank
Dudley	110th	91st	-19
Sandwell	13th	12th	-1
Walsall	33rd	25th	-8
Wolverhampton	17th	24th	+7

The table below indicates how Walsall residents lag behind the skills levels of those across the West Midlands but also nationally. Therefore, our Curriculum Strategy will focus on raising the number of Level 3+ courses. Specific examples will include the use of WMCA flexibility funding for delivery of level 3 provision and further development of level 3 Skills Bootcamp programmes.

The recent data for skills shows qualifications by achievement of RQF rating for the year ending in December 2023. The table below shows the proportion of people aged 16-64 who have achieved the stated level of qualification or above.

Area	% with RQF1+	% with RQF2+	% with RQF3+	% with RQF4+
Walsall	84.7	82.3	58.9	31.9
WMCA	84.5	81.3	60.7	41.6
West Midlands (region)	87.5	84.3	63.6	42.5
UK	88.8	86.4	67.7	47.1

Source: ONS, Annual Population Survey. <https://www.nomisweb.co.uk/>. Latest period – Year ending December 2023

## Economic Activity

Area	Working Households	Mixed Households	Workless Households
Walsall	48.5%	40.9%	10.6%
WMCA	51.8%	32.2%	16.0%
West Midlands region	58.1%	28.3%	13.5%
UK	59.3%	26.8%	13.9%

The above table shows Walsall has the lowest percentage of workless households compared to the WMCA area, the West Midlands region, and the UK as a whole. The percentage of workless households in Walsall is 2.9% lower than West Midlands levels.

Source: ONS, Annual Population Survey. <https://www.nomisweb.co.uk/> . Latest Period – Year ending December 2023.

Walsall has a good economic activity rate and low unemployment but is losing jobs.

## Business Count

The table below shows business counts and proportion of businesses by employment size band for 2023.

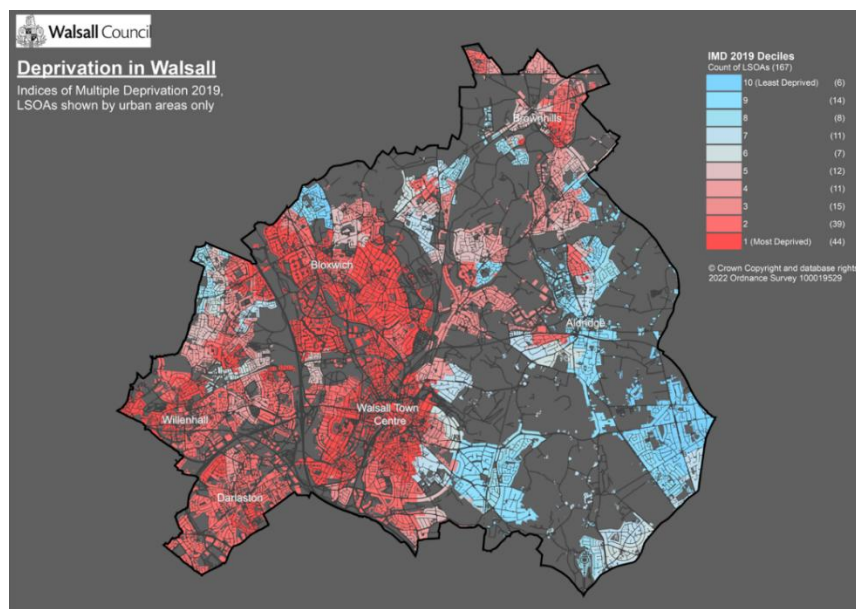
Employment Size band	Walsall		Black Country		WMCA		West Midlands region	
	Count	%	Count	%	Count	%	Count	%
Micro (0 to 9)	7,365	88.5%	32,010	88%	81,520	88.7%	192,235	88.9%
Small (10 to 49)	770	9.3%	3,575	9.8%	8,455	9.2%	19,495	9%
Medium-sized (50 to 249)	155	1.9%	635	1.7%	1,515	1.6%	3,445	1.6%
Large (250+)	35	0.4%	150	0.4%	450	0.5%	960	0.4%
<b>Total</b>	<b>8,320</b>	<b>100%</b>	<b>36,365</b>	<b>100%</b>	<b>91,940</b>	<b>100%</b>	<b>216,135</b>	<b>100%</b>

Source: UK Business Counts - enterprises by industry and employment size band.

<https://www.nomisweb.co.uk/>. Latest period - 2024

Business size and scale is typical of the region with a predominantly micro and small-sized base. The College engages with the business base via its Business Development Team, Work Experience teams, Employer Advisory Boards and our local Chambers of Commerce and Council Business Growth teams. Staff in several work-based learning areas are also involved with trailblazer groups. Activity is tracked through our Employer in Every Classroom initiative, which involves inviting employers to get involved in our curriculum with activities such as career talks, work experience, curriculum design consultation, equipment sponsorship and mentoring.

The main occupations of employment in Walsall are professional occupations (18.8%) followed by elementary occupations (14.3%). Walsall has higher levels of residents in elementary occupations than the Black Country, WMCA, West Midlands region and the UK. There is a direct correlation between this, and the qualification levels of Walsall residents as shown above.



## 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. Although Walsall and the surrounding area has challenges like similar localities with community safety, 97% of our students state they feel safe whilst in College and supported to understand the challenges of the world around them.

## ***The College at the Heart of its Community***

### ***Walsall College Facts***



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**Walsall College**

### **New Adult Learning Campus**

The Adult Learning Campus (ALC) will offer a flexible, dynamic space dedicated to adults and apprentices aged 19+ which is closer to the aspirations of adult students and mirrors the workplace environment. Adults require a learning space that does not compete with demands of study programme for 16–18-year-olds. The Town Centre location maximises the transport links into the town centre through the Walsall Connected Gateway regeneration programme. The ALC will add much needed vibrancy to the town centre through the repurposing of existing space.

Walsall's residents must be given the skills, training, and support to be able to participate in the anticipated growth across the diverse sectors of our economy. Support for those most in need will be a key focus, along with enhancing the skills and opportunities available to adults within work to progress within their careers. Adult and community learning can have a transformative role in equipping individuals with the knowledge, competencies and confidence needed to thrive in today's dynamic workforce. By providing opportunities for adult and community learning, individuals can acquire new skills, enhance their employability, and adapt to evolving job market demands.

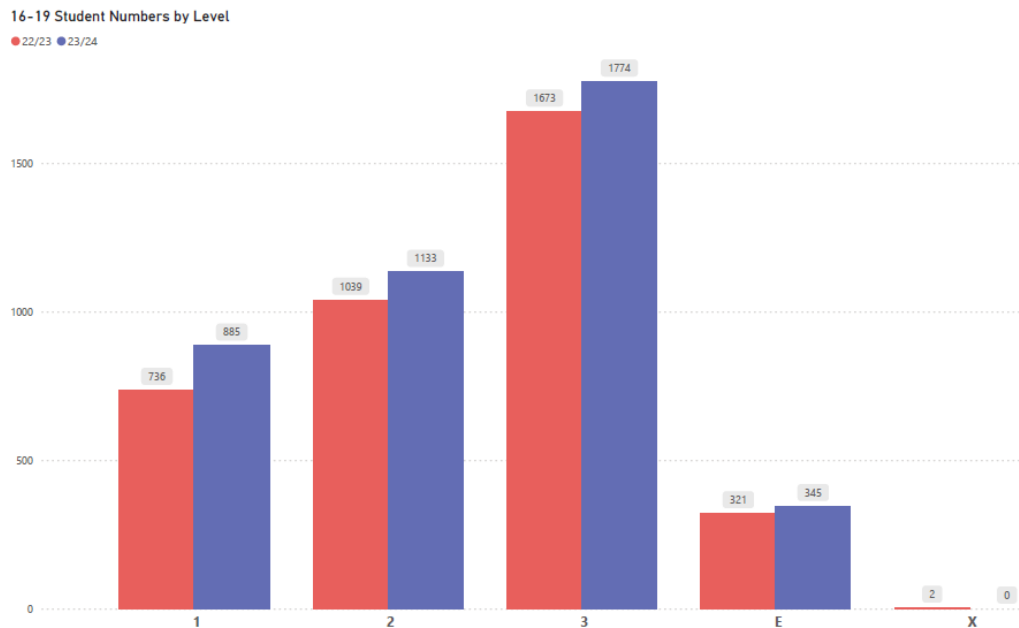


## Key Facts about the College

Key Facts 2023/24	
Turnover Academic year 2023/2024	£49.94 million
Staff employed	921
Current Ofsted grade	Good

### 16-19 Students by Level

The graph below shows the numbers of young people on College courses by level for academic year 2023/24. Student numbers across all levels have increased in 2023/24 and the largest number of students are studying at Level 3 in line with the regional and local need for more higher-level skills.



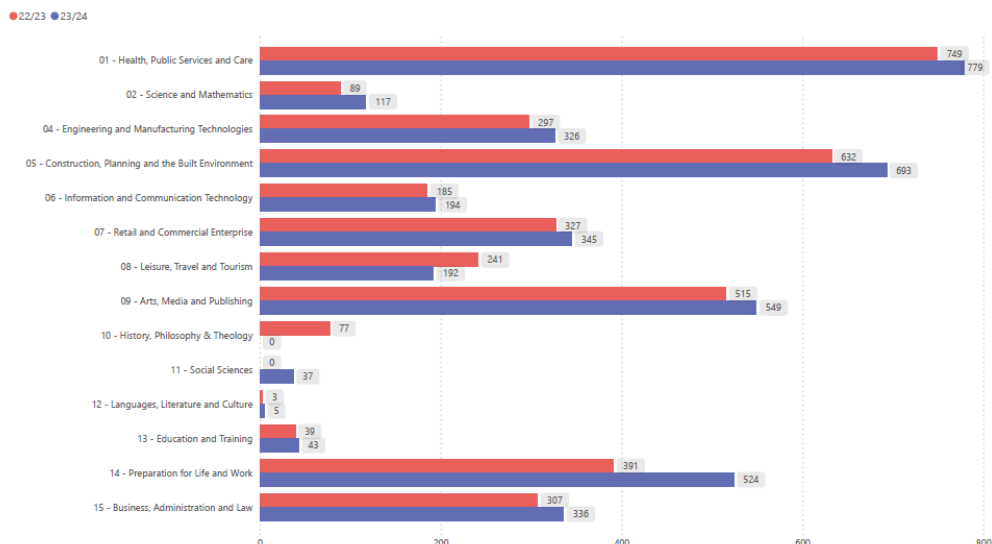
\*X = Tailored Learning

\*\*E = Entry level programme

### 16-19 Students by Subject Sector Area (Main Vocational Programme)

The graph below shows the numbers of young people studying in each of the subject sector areas at Tier 1. Our provision is suitably broad to meet the needs of many different student personas and mapped to local need. The data shows the College has a well-represented curriculum covering priority areas in Construction and the Built Environment and Health, Public Services and Care. Underpinning this it is important to recognise that the College has circa 3,200 English and Maths retakes every academic year.

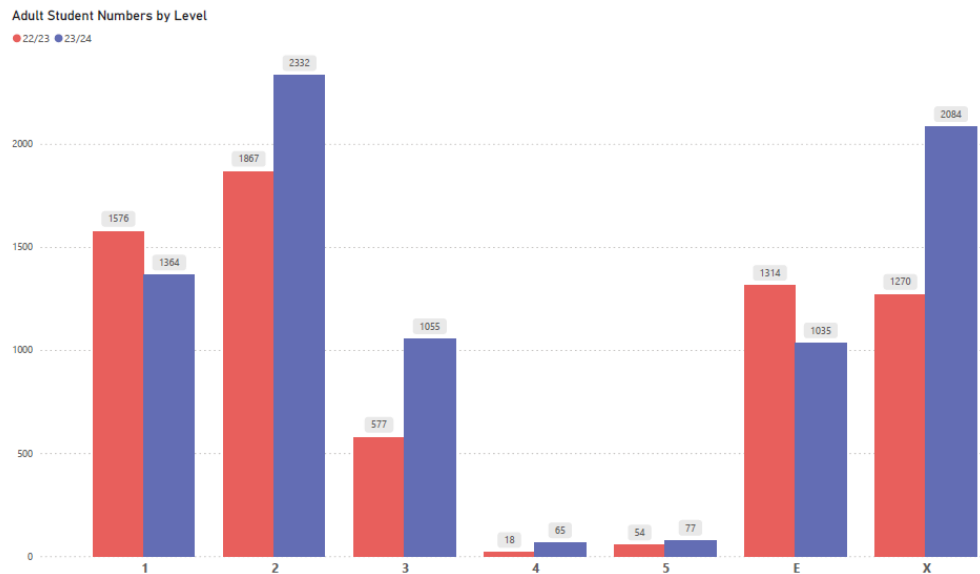
16-19 Student Numbers by SSA1





## Adult 19+ Students by Level

The graph below shows the number of adult students at the College in academic year 2023/24. The College has significantly increased the number of students on Level 2 and 3 provision. This is aligned to the Corporate Strategy to develop and grow the level 3 adult offer, as well as responding to the priorities set out in the WMCA Employment & Skills Strategy 2024-2027. In addition, there has been growth in adult students enrolled on level 4 and 5 programmes in 2023/24.



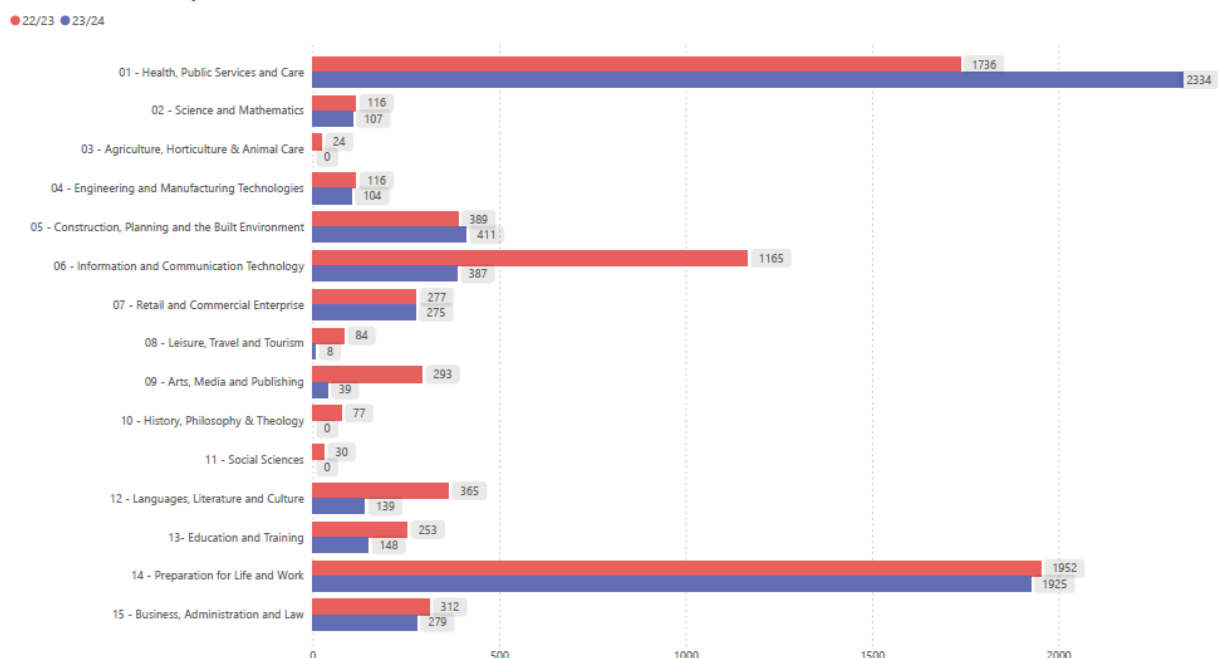
\*X = Tailored Learning

\*\*E = Entry level programme

## Adult Students by Subject Sector Area (Main Vocational Programme)

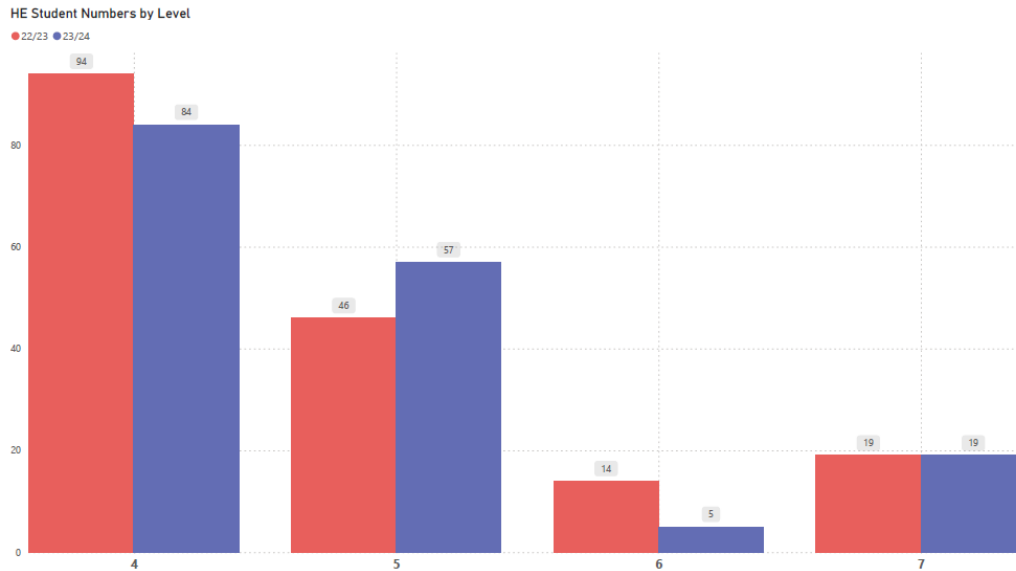
The graph below shows the number of adults within Tier 1 subject sector areas. It is clear to see priority areas such as Health, Public Services and Care are well represented. It is important to note that the College supports many adults in Preparation for Life and Work provision. This meets the demographic make-up of Walsall and supports individuals through programmes such as vocational ESOL, digital and employability skills to support adults in our communities to either progress to higher levels of study or into employment.

**Adult Student Numbers by SSA1**



### OfS Funded HE Students by Level

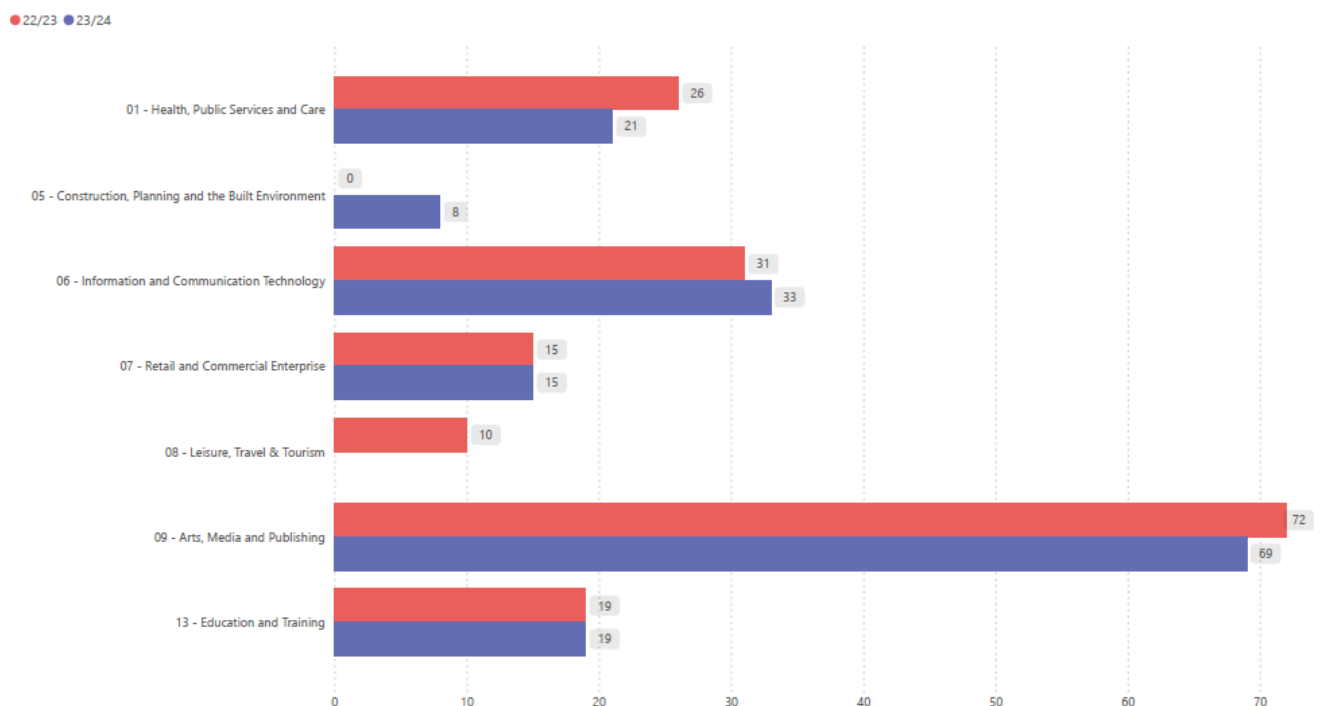
The graph below shows the number of students studying higher level skills funded by OfS at the College. Although our standalone OfS provision is small, there has been an increase in Level 5 students in 2023/24. The College continues to introduce a suite of new Higher-Level programmes including further HTQ programmes, Higher Apprenticeships, and modular credits in readiness for Lifelong Learning Entitlement. Where there are declines in numbers this is in line with national, HE trends.



### OfS Funded HE Students by Subject Sector Area

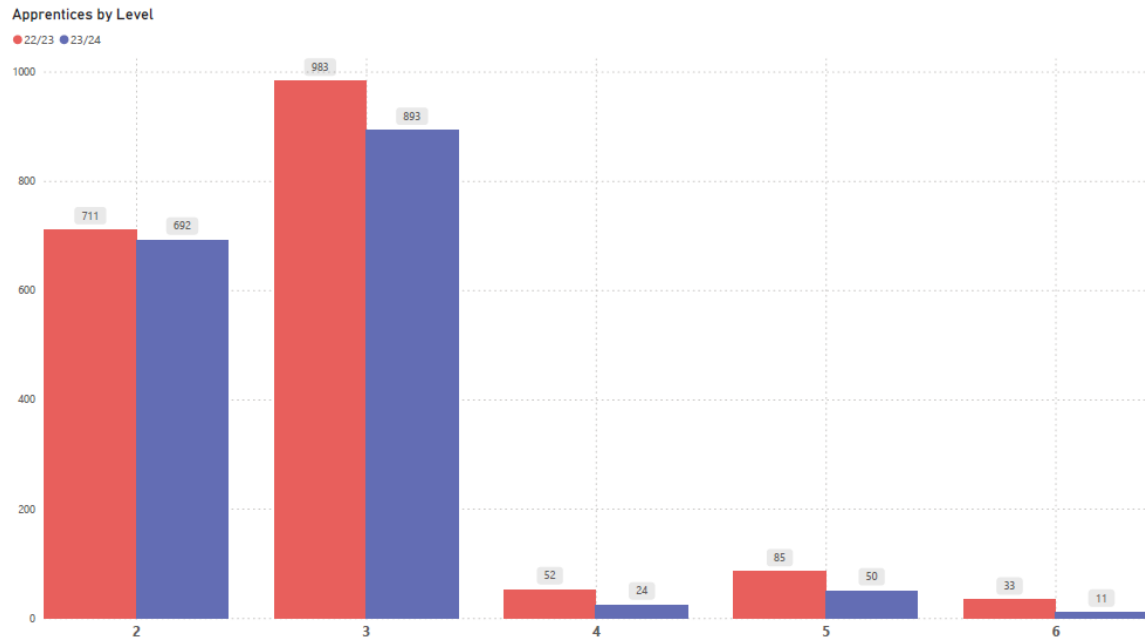
The graph below shows provision is in line with the regional sector drivers, particularly Information and Communications Technology and Health, Public Services and Care. Many students are studying courses within Arts, Media and Publishing. The Local Skills Improvement Plan for the West Midlands recognises the importance of the Creative Industries to the West Midlands economy.

**HE Student Numbers by SSA1**



## Apprentices by Level

The graph below shows the number of apprentices in-learning in the academic year 2023/24. There has been a decline in apprenticeship starts in line with the national picture. Many apprentices are studying at Level 3 with students progressing from Level 2 to Level 3 where the apprenticeship standards will allow.



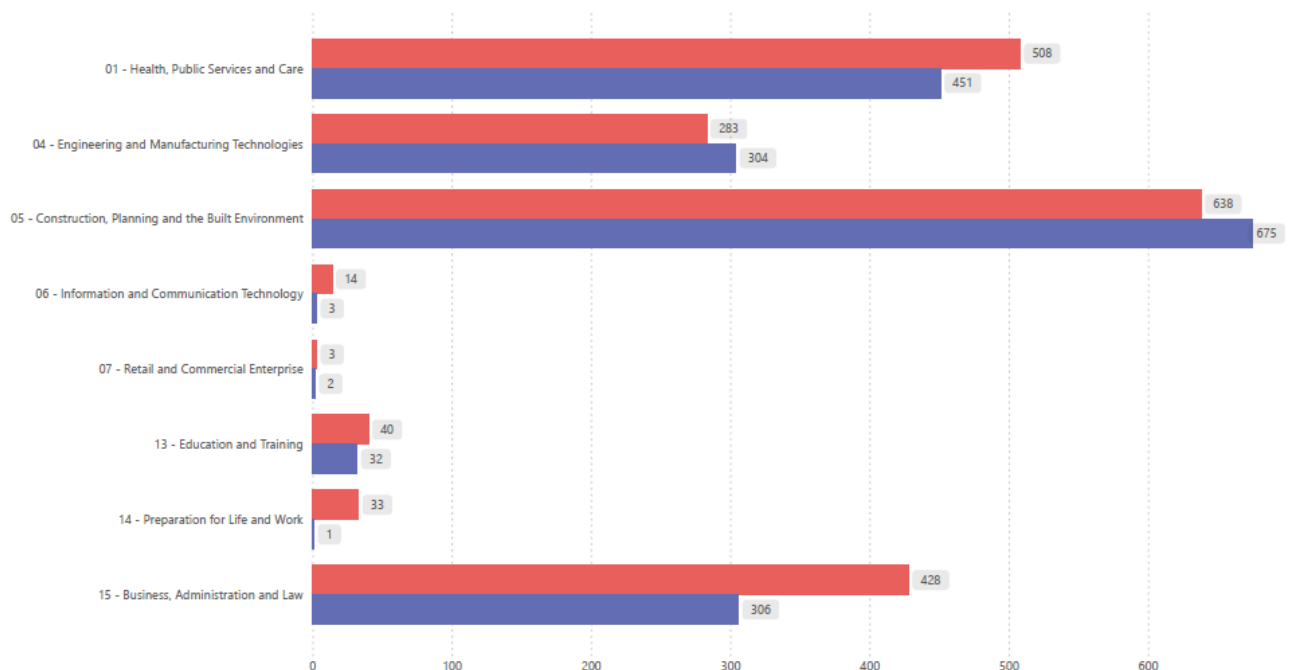
## Apprentices by Subject Sector Area

Our apprenticeship provision is aligned to the regional drivers for level 3 and above. Our apprentices are employed in key strategic growth sectors with Health, Public Services and Care, Construction and the Built Environment and Business and Administration being the largest areas of provision.

There has been a decline in the number of starts in SSA01 due to an increase in employers reverting to Diploma only provision as opposed to apprenticeships.

**Apprentices by SSA1**

● 22/23 ● 23/24



## ***The Link***

The Link is a multi-service centre, designed to empower and support the residents of Walsall on their journey to employment. It is a one-stop shop for individuals aged 16 and over to access a wealth of resources and personalised mentoring from a diverse group of service providers, all within a safe, supportive, and nurturing environment.

A unique initiative, based in Walsall town centre, that supports the key government drivers of Skills for Jobs, Levelling Up and the Towns Fund. This facility hosts and works with a range of key partners including the National Careers Service, University of Wolverhampton, Department for Work and Pensions, Walsall Council, Walsall Housing Group and others. The Link plays a key role in the Employment & Skills Hub initiative and forms part of WMCA planning for employment and skills hubs across the region.



## TARGET GROUPS

Where are our enquiries from?

**84.84%** are from WS postcodes, **7.19%** are from WV postcodes.  
From the IMD data **68.88%** of Link learners are from IMD wards 1 – most deprived.

YOUTH HUB PARTICIPANT  
ENGAGEMENT

**620+**

YOUTH HUB PARTICIPANTS  
INTO WORK

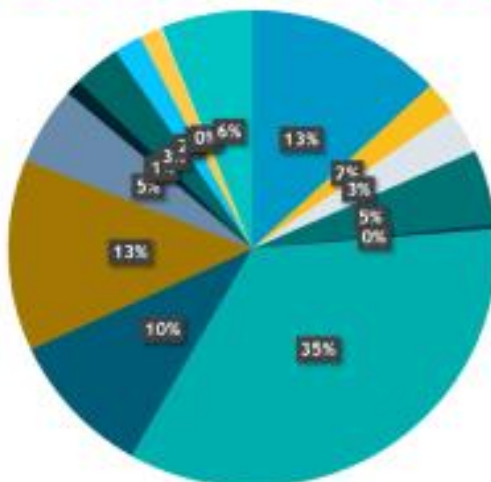
**146**

18-24  
ENGAGEMENT

**33%**

ACTION  
PLANS

**246**



- African
- Any other Asian background
- Any other Black/African/Caribbean background
- Any other White background
- Caribbean
- English/Welsh/Scottish/Northern Irish/British
- Indian
- Pakistani
- Prefer not to say
- White & Asian
- White & Black African

## TARGET GROUPS

Enquiries by ethnicity

**28.6%** of Walsall residents identify as non white British this compares with **60%** of Link participants.

TOTAL ENGAGEMENT TO  
DATE (from Jan 24)

**3000+**

TOTAL INTERVENTIONS  
(from Jan 24)

**763**

PARTNER  
ORGANISATIONS

**91**

POSITIVE  
DESTINATIONS

**290**



## **Green Skills**

Nationally there are 12 high carbon emitting industries, of which construction, manufacturing, retail, and transport are prevalent in our region. 41% of the West Midlands workforce are employed in these carbon emitting 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. However, there will be demand for new jobs, therefore, the upskilling of the current workforce and those in transition is a key area of focus.

Walsall College continues to expand provision in green roofing, solar panels, sustainable urban drainage systems, external wall insulation and others. We have worked with CITB who have funded the training delivery. The College has invested in equipment at both Construction College Midlands and Green Lane campuses. We are working collaboratively with key support and manufacturing organisations within the sector which enables the College to access the latest products whilst also working in partnership with key stakeholders to support input into curriculum design and joint delivery.

## **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 cite that they find digital skills difficult to obtain from job applicants.

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 in our most deprived wards where digital poverty is most acute.

## **Personal Development**

We are committed to supporting all students and apprentices to develop their character, including their resilience, confidence, independence and, where relevant, help them know how to keep physically and mentally healthy. This is developed through meaningful and impactful personal development activities, enrichment sessions and educational trips. Topics such as knife crime, healthy relationships, resilience, managing mental health, PREVENT, Next Steps, positive citizenship and British values are mandated for all young people and dedicated personal development tutors provide engaging sessions littered with activities and discussion to enable our young people to make informed decisions about their future. Personal development activities help to promote equality of opportunity so that all students and apprentices can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. There are opportunities for students and apprentices to show commitment beyond the basics, for example, participation in skills competitions or social action projects. Industry placements form a key aspect of all students' personal development activities in order that our students are prepared for the demands of the world of work.

Focussed event weeks around Staying Safe and student driven celebration events such as Pride hosted in central areas of the College campuses ensure British values, inclusion and safety remain regular discussion points for students of all ages and all modes of study.

Apprentices, through their regular reviews, are encouraged to discuss and reflect upon key events in the awareness day calendars and reflect upon their next steps with Vocational Coaches.

The College's Personal Development activity was rated as outstanding in our last Ofsted inspection.

## ***Travel to Learn Patterns of our students***

Many students who enrol with the College are from Walsall and surrounding Black Country postcodes, with a smaller number from surrounding areas. The 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.



## All College Destinations (ex-Adults)

The destinations data is shown as an overall annual percentage figure of students entering into jobs or further study each year (positive destinations). We also look at this percentage across gender, ethnicity, students with high needs and those from widening participation post codes (areas of high levels of deprivation). This is important because we want to ensure that all groups are being enabled to progress to positive destinations. Where one of these groups show as 3% less than their opposite peers, then this is flagged to draw attention to this gap. Leaders and managers aim to reduce gaps of more than 3% so that every group of students are supported appropriately and are able to progress with equity.

These initial data sets exclude most of the Adult and Community provision as this is now captured in a separate data set from Purlos, which is presented at the end of this section.

### Legend

	More than 3%pt gap between groups
	Equal to or less than 3%pt gap

Year	Leavers	Destinations			Gender		Ethnicity		High Needs		Widening Participation	
		Known	Unknown	Positive	Female	Male	BAME	Non-BAME	HN	Non-HN	WP	Non-WP
2023/24	4,595	3,648 (79%)	947 (21%)	91%	91%	91%	92%	91%	92%	91%	Not Provide	Not Provided
2022/23	3,737	3,027 (81%)	710 (19%)	91%	91%	91%	91%	91%	94%	91%	90%	92%
2021/22	4,536	3,439 (76%)	1,097 (24%)	90%	90%	90%	90%	90%	90%	90%	88%	92%

### Overall

For College overall leavers (ex-adult provision) in 2023/24, the overall total of positive destinations remains at 91% compared to 2022/23. In comparison to 2018/19 (pre-pandemic year), this is an overall increase of an 8%pt gap.

### Gender

Positive destinations for both female and male students remain at 91%. This has remained equally steady for three consecutive years - 2022/23 (91%) and 2021/22 (90%). There has not been a significant %pt gap between female and male positive destinations since 2020/21.

### Ethnicity

Positive destinations for BAME students (92%) have increased by 1% since 2022/23 and non BAME positive destinations has remained the same at 91%. Whilst a 1%pt gap is not significant, BAME positive destinations is continuing to show steady improvement over the last three academic years and is currently at an improved 8%pt gap compared to 2020/21 (84%).

### High needs

Positive destinations for high needs students (92%) have slightly decreased by 2%pt gap against 2022/23 and is now equal to non-high needs students at 91%. Whilst this decrease is not a significant %pt gap, it is the first-time high needs student's positive destinations overall has reduced since 2020/21.

### Widening participation

This data is no longer available using within the J2 Research capture campaigns; however, the College are working through MIS expertise to reintroduce this for 2024/24 leavers.

## Young People Destinations

	More than 3%pt gap between groups
	Equal to or less than 3%pt gap

Year	Leavers	Destinations			Gender		Ethnicity		High Needs		Widening Participation	
		Known	Unknown	Positive	Female	Male	BAME	Non-BAME	HN	Non-HN	WP	Non-WP
2023/24	4,191	3,280 (78%)	911 (22%)	90%	90%	90%	91%	90%	92%	90%	Not Provided	Not Provided
2022/23	3,398	2,822 (83%)	576 (17%)	91%	91%	90%	90%	91%	94%	90%	90%	92%

### Overall

For young people leavers in 2023/24, the overall total of positive destinations remains high at 90%.

### Gender

Positive destinations for both female and male young people have remained steady over the last few years at 90% - 91% with no material %pt gap.

### Ethnicity

Positive destinations for BAME young people (91%) have increased slightly since 2022/23 (90%) however, there is no material gap.

### High needs

High needs young people positive destinations have decreased by a 2%pt gap (92%) in comparison to 2022/23 (94%). Whereas non-high needs young people have remained at 90% over the last two academic years.

## Apprenticeships Destinations

Year	Leavers	Destinations			Gender		Ethnicity		High Needs		Widening Participation	
		Known	Unknown	Positive	Female	Male	BAME	Non-BAME	HN	Non-HN	WP	Non-WP
2023/24	404	368 (91%)	36 (9%)	98%	98%	98%	96%	98%	N/A	98%	Not Provided	Not Provided
2022/23	339	205 (60%)	134 (40%)	97%	96%	97%	97%	96%	N/A	97%	96%	97%

### Overall

For apprenticeship leavers in 2023/24, the overall total of positive destinations increased to 98% compared to 97% 2022/23. Positive destinations for apprenticeships have remained high for the previous 5 years with most students being kept on with the same employer and receiving a full-time contract for employment.

### Gender

Positive destinations for both female and male apprentices have increased to 98%. This has remained steady in comparison to the previous year 2022/23, where female positive destinations were 96% (2%pt gap increase) and male positive destinations were 97% (1%pt gap increase).



### Ethnicity

Positive destinations for BAME apprentice's (96%) have decreased slightly by a 1%pt gap since 2022/23 (97%). Whereas non BAME apprentice positive destinations (98%) has increased by a 2%pt gap in comparison to 2022/23 (96%).

### High needs

There have not been any identified high needs apprentices within this destination data collection for the last two years. Positive destinations for non-high needs apprentices have increased by a 1%pt gap (98%) in comparison to 2022/23 (97%).

## Higher Education Destinations (OfS Regulated)

Year	Leavers	Destinations			Gender		Ethnicity		High Needs		Widening Participation	
		Known	Unknown	Positive	Female	Male	BAME	Non-BAME	HN	Non-HN	WP	Non-WP
2023/24	183	115 (62.8%)	68 (37.2%)	93.0%	92.7%	93.3%	95.2%	91.8%	-	93.0%	Not Provided	Not Provided
2022/23	153	101 (66.0%)	52 (34.0%)	85.1%	80.9%	88.9%	83.3%	85.7%	-	85.1%	86.4%	83.3%
2021/22	199	137 (68.8%)	62 (31.2%)	85.1%	87.0%	83.6%	80.5%	87.5%	-	85.1%	78.5%	92.9%

### Overall

Positive destinations for our Higher Education students (OfS regulated only) have remained consistently high across a five-year period. For 2023/24 we had responses from 115 leavers with 93.0% of these finding work or further study (positive progression).

### Ethnicity

We see that there is a 3.4%pt gap where fewer non-BAME students' progress into positive destinations although in the previous year (2022/23), both BAME and non-BAME students were equal with positive progression.

## Gender

We see that females were at an 8%pt gap behind their male counterparts, however this has now been addressed for 2023/24 leavers. Positive destinations for gender, ethnicity and high needs have all increased and there are no other material gaps for 2023/24.

## ***Adult and Community Destinations (captured through Purlos)***

The Purlos data includes our adult short course provision, for example, skills for life, distance learning, ESOL and community, SWAPs/construction gateway, and various other adult students across a range of sectors.

Year	Leavers	Positive Destinations
2024 /25	2,096	65%
2023/24	2,732	65%
2022/23	3,773	71%

Sector Destinations	Count
No response	72.14%
Health, Public Services and Care	11.49%
Would prefer not to say	7.98%
Retail and Commercial Enterprise	1.87%
Construction, Planning & Built Environment	1.76%
Business, Administration and Law	1.10%
Engineering and Manufacturing Technologies	0.99%
Leisure, Travel and Tourism	0.81%
Languages, Literature and Culture	0.40%
Social Sciences	0.37%
Information and Communication Technology	0.33%
Science and Mathematics	0.33%
History, Philosophy and Theology	0.29%
Agriculture, Horticulture and Animal Care	0.11%
Arts, Media and Publishing	0.04%

Positive destinations here show that many adult students are progressing into part time further education, paid employment for 16 hours or more per week, with a further volume of students in paid employment for less than 16 hours per week. Smaller numbers secure self-employment, further training, HE and apprenticeships, for example. Adult students were asked where they felt their training related to their current job or training and the large majority agreed that this was the case, especially those progressing from skills for life, ESOL and community and distance learning.

Adult students also respond to wider impact questions where we see many community learners responding positively to the course enabling them to contribute to their community or society etc. They say they are more confident as a result, using new skills and understanding such as digital literacy, job application and communication skills.

The Net Promotor Score (NPS) is a scale of 1-10 measuring how likely you are to recommend the College to a friend or a colleague. Our score is 8.9, this is an average NPS score across other colleges that Purlos works with. This is extremely positive for the College to note.

## Key Walsall College Stakeholder Groups

<p><b>Civic.</b> 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.</p> <p>Walsall Council Walsall Employment &amp; Skills Board Walsall DWP/JCP Offices West Midlands Combined Authority Education &amp; Skills Funding Agency Department for Education Department for Work &amp; Pensions Black County Chamber of Commerce Institute for Apprenticeships and Technical Education Office for Students (OFS) Ofsted Ofqual Health and Wellbeing Board Birmingham City Council CITB Construction Industry Scaffolders Record Scheme (CISRS)</p>	<p><b>Community.</b> 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.</p> <p>WHG, 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, Rethink Mental Illness, 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</p>
<p><b>Education.</b> In this group would be other colleges, ILPs, ISCs, higher education institutions, CLS providers, feeder schools and other educational stakeholders or partners.</p> <p>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</p> <p>We have 30 key feeder schools where 80% of our young people are referred from</p>	<p><b>Employers.</b> Includes small local and larger regional/national employers. Also, partnerships with employer or sector representative bodies such as the CBI, CITB, NFU, Institute of Directors and others.</p> <p>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, Walsall Art Gallery Federation of Small Business, Walsall and Wolverhampton NHS Trust, Jet 2.com, Tui, Dunelm, Co-op Funeral Directors, Ninja Warrior UK, Miller &amp; Carter, The Entertainer, Sandwell Hospital, AFC Wolves</p>

## Outcomes achieved in 2023/24

<b>Pledge</b>	<b>Strategic Aim</b>	<b>Examples of Outcomes achieved 23/24</b>
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	<ul style="list-style-type: none"> <li>• Successful completion of Year 1 Innovate project. Secured funding at the same level for year 2. As of February 2025, a total of 271 SMEs engaged with the project, out of which 82 SMEs have been supported with completion of an Organisational Needs Analysis</li> <li>• College actively engaged in LSIP projects through staff CPD activities to enhance industry knowledge</li> <li>• A minimum of 2 employers are engaged in curriculum design for each curriculum area.</li> <li>• One of our employers, Trade Centre UK, was presented with a Skills Partnership Award acknowledging the business' biggest investment to date in its future workforce through the College. A record 20 automotive students benefitted from a wide range of work experience-based opportunities, with some progressing directly into full-time roles.</li> <li>• Delivery of Scaffolding Bootcamp co-designed with employers</li> <li>• Successfully delivered 5 Health Sector Work Academy Programmes in partnership with WHG and the Manor Hospital supporting 161 students into jobs.</li> </ul>
2	Build a culture that celebrates and prioritises excellence and innovation in Teaching, Learning and Assessment	<ul style="list-style-type: none"> <li>• Created a network of 15 Advanced Practitioners who worked within the team to identify teaching and learning priorities per curriculum area as well as carrying out improvement projects to look at specific aspects of teaching and learning. These projects were highlighted as part of our annual Curriculum Conference, allowing other teams to collaborate.</li> <li>• Successfully delivered Annual Curriculum Conference in July 2024 which was attended by FE Commissioner Shelagh Legrave CBE and Sharon Blyfield, Head of Early Career Development at Coca Cola Company.</li> <li>• Achieved Ofsted Grade 2 Good with Outstanding Features at November 2024 Ofsted Inspection</li> <li>• Recently appointed 8 Quality Development Coaches who will continue to carry out research in relation to improvement projects and will have an evidence-based approach to quality improvement across the College.</li> <li>• Lecturer in Creative Media received an AoC Beacon Award for Excellence in Real World</li> </ul>



		<p>Learning on behalf of our in-house production company Future Flames. For our students, Future Flames Productions is an opportunity to stretch and challenge their technical, professional, and entrepreneurial mindset.</p>
3	Develop the maths, English and digital skills of all our students to prepare them for the world of work by embedding skills seamlessly into every programme	<ul style="list-style-type: none"> <li>• Successful delivery of WMCA Multiply contract exceeding both student and funding targets</li> <li>• In 2023/24 there was an improvement in the proportion of students making at least one grade of progress</li> <li>• College-wide implementation of Century Tech teaching and learning resource to support deliver of English and Maths</li> <li>• Delivery of staff CPD with ETF and White Rose</li> </ul>
4	Become a truly innovative digital college	<ul style="list-style-type: none"> <li>• Secured £114k funding for the creation of an Immersive Classroom at Wisemore Campus. This funding is being used to create an Immersive Classroom at Wisemore Campus. This teaching environment will use technology to create an interactive and engaging learning experience where students can explore and interact with virtual content in a three-dimensional space.</li> <li>• Walsall College is the lead on the Innovate UK Innovation Centres pilot project which is enhancing employer engagement activity. A sector focus for the College is digital.</li> <li>• Digital projects taken place in 2023/24 include:</li> </ul> <p><b>Student AI Induction</b> All full-time students complete an induction on artificial intelligence, giving an overview on generative AI, ethical considerations, limitations, bias and environmental impact and how to use this appropriately during their studies.</p> <p><b>Student AI Prevent project</b> In this project students used generative AI tools to create a poster on the Prevent duty. They learned how to write prompts to create images, text and quiz questions using a variety of gen AI tools. They also learned how to correctly reference AI in their work.</p> <p><b>Bodyswaps</b> Bodyswaps is a platform for soft skills training, where students can enhance and practice essential human skills through realistic simulations in a VR environment. Each module offers AI-powered personalised feedback based on student engagement and responses.</p> <p>Hospitality, Travel, and Tourism students have been overcoming interview anxiety by improving their verbal and non-verbal communication skills,</p>

		<p>practicing the C.A.R technique, and using effective mindfulness exercises.</p> <p>Business and Law students have been building positive attitudes, resilience, and confidence to prepare for their transition into the workplace.</p>
5	Proactively engage to upskill the regional workforce by helping people learn throughout their lives	<ul style="list-style-type: none"> <li>• Our multi-service centre the Link performed well in 2023/24. The College engaged with over 3,000 individuals, delivered 763 interventions, worked with 91 partner organisations, and supported 290 individuals into a positive destination.</li> <li>• The College secured new WMCA 'in work' flexibilities to provide market demand lead provision. These included L4 Diploma in Advanced Aesthetic Treatments, L3 Diploma in Barbering, Advanced Technical Diploma in Electrical Installation, Extended Diploma in Health &amp; Social Care and Diploma in Practice and Principles of Pharmacy Technicians.</li> <li>• In response to employer demand the College delivered 2 new courses at our Construction College Midlands site – NVQ Roofing and NVQ in Groundworks.</li> <li>• In 2023/24 and 2024/2025 the College commenced delivery of 4 HTQs to enable progression and social mobility through higher level study.</li> </ul>
6	Create a high quality and seamless experience for all stakeholders, which is sustainable and accelerates the way to a greener future	<ul style="list-style-type: none"> <li>• In 2023/24 our Groundworker apprentices had exposure to Sustainable Urban Drainage Systems (SUDS) training over and above the requirements of the apprenticeship standard.</li> <li>• Roofing apprentices at Construction College Midlands have received expert knowledge on green roofs to support their apprenticeship programme</li> <li>• Walsall College secured funding to embark on the switch to hydrogen lighting across our main campuses</li> <li>• The College is continuing to work on an Environmental Strategy</li> <li>• In March 2023 Principal Jatinder Sharma signed a Sustainability Policy Statement which demonstrates the College's commitment to developing awareness and understanding of environmental issues and sustainable development amongst staff, students and external organisations working for the College. A systematic approach was adopted to meet our Environmental objectives by setting targets, reviewing progress and improving our management procedures to achieve continual improvement.</li> </ul>

		<ul style="list-style-type: none"> <li>The College has been working in partnership with Sure-fire to design and deliver External Wall Insulation course</li> </ul>
7	Promote rapid progression between levels and settings with an aim to increase numbers at Levels 3, 4 & 5	<ul style="list-style-type: none"> <li>The significantly improved increase in students participating in the Supported Internship programme reflects a positive trend in this area. Of the 20 students on Supported Internship in 2023/24, 5 progressed into employment, 2 are continuing to volunteer at a placement, 8 moved to level 2 provision and 5 continue to seek employment.</li> <li>A second job coach has been appointed, leading to increased student participation in the Supported Internship programme and higher transition rates to employment.</li> </ul>

## **Accountability Framework - Part 2 - Walsall College's Aims and Outcomes Targets for Curriculum Growth in 2025/26**

Below, we set out a small number of outcome targets for areas of our curriculum we are planning to grow in 2025/26. These targets reflect how we are contributing to priorities outlined in the local skills improvement plans (LSIPs). In addition, these targets are representative of our focus for 2025/26 with a strong alignment to the College Quality Improvement Plan.

SMART Target Aims/ Outcomes	Alignment to National Priorities	Alignment to Regional Priorities	Alignment to Local Priorities
Increase the number of Apprenticeship starts in 2025/26 to bring closer in line with 2022/23 performance with a focus on Level 3 & 4.	✓	✓	✓
Introduce a wider Study Skills and Employability offer for Young People in line with findings from the LSIP to prepare them for work	✓	✓	✓
Increase attendance for young students	✓	✓	✓
Increase achievement rates for students and apprentices	✓	✓	✓
Walsall College will work hand in hand with Walsall Council on the implementation plan for the Walsall Employment & Skills Strategy 2025-2028	✓	✓	✓
Increase community engagement through the Link during 2025/26	✓	✓	✓
Increase Level 3 student numbers for both 16-19 and adults	✓	✓	✓
Increase Level 4 learning opportunities for adult students through new curricula co-produced with employers and stakeholders as part of the development of the new Adult Learning Campus	✓	✓	✓
Embed high quality careers IAG through placements/work experience to enable students to progress and develop skills aligned to business needs	✓	✓	✓
Further develop partnership work with local Universities to support higher level skills development	✓	✓	✓
Develop specialised training programmes and apprenticeships tailored to the needs of emerging industries	✓	✓	✓

## **Corporation Sign off**

### **Duty to review provision in relation to local needs**

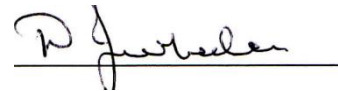
We are committed to complying with our duty under a new section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as proposed in the Skills and Post-16 Education Bill 2022. We will look to hold a review at least every three years to identify how well we 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.

### **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 22<sup>nd</sup> May 2025. 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.



**Jatinder Sharma CBE DL**  
Principal & Chief Executive  
Walsall College



**David Wheeler**  
Chair of the Corporation  
Walsall College

Hyperlink to [College Website](#)

### **Supporting Documentation**

[wmca-employment-and-skills-strategy-2024-2027.pdf](#)

[6179 Walsall-College-Corporate-Strategy-A4-12pp 2025-2030 V7 No-KPIs.pdf](#)

[Skills for Jobs White Paper](#)

[WMCA Digital Roadmap](#)

[WMCA Plan for Growth](#)

[West Midlands and Warwickshire LSIP.pdf](#)

[Skills England Report.pdf](#)

[industrial-strategy-white-paper-web-ready-version.pdf](#)