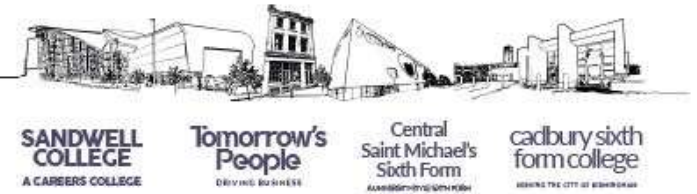


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THE SANDWELL FAMILY OF COLLEGES



# Sandwell Family of Colleges

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ANNUAL ACCOUNTABILITY AGREEMENT 2024 TO 2025

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# Purpose

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*As part of the College's commitment to comply with the Local Needs Duty under section 52B of the Further and Higher Education Act 1992, it will review provision in relation to local needs, as outlined in the Skills and Post-16 Education Act 2022.*

*The Local Needs Duty is a statutory requirement to periodically review how well the education and training provided meets local needs and what actions may need to be taken to meet those needs better.*

*The College's annual curriculum strategic review groups provides one such mechanism to review provision.*

*The College's Strategic Plan looks further ahead than just the next academic year and considers our role in a wider context. Review and direction is agreed with Governors and progress updates provided to particular scrutiny committees and the College Board.*

*This agreement reflects parts of the Strategic Plan which are in-train, or to be delivered in the course of the next year, including, where practical, alignment to the Local Skills Improvement Plan and to National Skills Priorities.*

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THE SANDWELL FAMILY OF COLLEGES



# 1. College Mission and Purpose

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## **Our Mission:**

*To provide and continuously develop and deliver an education of the highest quality, training and learning programmes that help improve the life chances and the economic prosperity of our learners, communities and businesses.*

## **Our Vision:**

*To provide an exceptional, innovative, technologically advanced and inspirational teaching and learning experience leading to individuals' success; and to be an anchor institution at the heart of our communities by working together with schools, employers and partner organisations to enrich lives, raise aspirations, encourage enterprise and improve social and economic well-being.*



# 1. College Mission and Purpose

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## 1.1 Our Objectives:

1. *Continue the pursuit of excellence in all that we do for the benefit of our students*
2. *Ensure there is an effective COVID recovery plan focussed on supporting those who have been disadvantaged by the pandemic*
3. *Ensure all students receive the same high standards of support and teaching irrespective of location or their backgrounds; ensure we celebrate diversity with the College*
4. *Innovate our curriculum to meet changes in education policy*
5. *Continue to invest in training our staff to benefit the learner experience*



# 1. College Mission and Purpose

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## 1.1 Our Objectives (Cont'd):

6. *Diversify and grow to benefit as many people as possible in the communities we serve:*
  - ➔ *Adoption of T levels; Apprenticeships; develop programmes for adult learners; expand Higher Education*
7. *Further invest in employer engagement activities to increase opportunities for students*
8. *Evolve our use of learning technologies and embed this in our pedagogical approach*
9. *Develop state-of-the-art facilities for technical and advanced qualifications*
  - ➔ *Central Saint Michael's Sixth Form: Sandwell Science, Engineering & Manufacturing Centre; Sandwell College Skills Centre: Cradley Heath; Midland Metropolitan Learning Campus (Centre of Excellence in Health); Cadbury Sixth Form College: 'Science City' for STEM Centre*
10. *Extend our support for students with their next steps whether it is further study, a job or an Apprenticeship, or greater quality of life*

THE SANDWELL FAMILY OF COLLEGES



## 2. The communities we serve

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Pre-2012, Sandwell College operated across a range of campus located throughout the Borough of Sandwell. Over the course of the late 90s early 2000s, the College began to reduce its footprint owing to changes in funding policy and the costs associated with maintaining an ageing college state. 2012 saw the College move into a single campus located in West Bromwich. Since that time a family of Colleges has emerged with two further permanent campuses; plans for three-more and semi-permanent presences in other venues in Sandwell and Birmingham.

During this time of growth and expansion, the College is very much routed in the needs of its communities recognising:

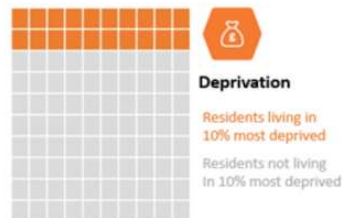
- ➔ Sandwell and Birmingham Local authorities are amongst the most economically and socially deprived areas in the country and the position is deteriorating.
- ➔ 50% of young people live in the top 10% of the most deprived areas:
- ➔ Economic inactivity is significantly higher for the rest of the region and nationally
- ➔ Weekly wage is lower (£596.50 compared to £678.55 nationally)
- ➔ Fewer young people leave school with GCSEs in English and mathematics or have low/no qualifications

THE SANDWELL FAMILY OF COLLEGES

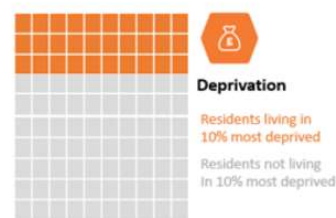


# 2. The communities we serve

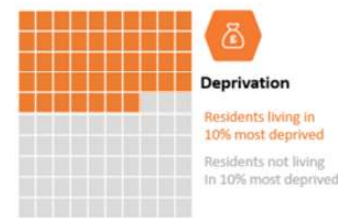
If the West Midlands were 100 People...



If Sandwell were 100 People...



If Birmingham were 100 People...



- The College is very much rooted in the needs of its communities recognising:
- ➔ Sandwell and Birmingham Local authorities are amongst the most economically and socially deprived areas in the country and the position is deteriorating.
  - ➔ 50% of young people live in the top 10% of the most deprived areas:
  - ➔ Economic inactivity is significantly higher for the rest of the region and nationally
  - ➔ Weekly wage is lower (£596.50 compared to £678.55 nationally)
  - ➔ Fewer young people leave school with GCSEs in English and mathematics or have low/no qualifications

THE SANDWELL FAMILY OF COLLEGES



## 2. The communities we serve

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Our Family of Colleges, both centrally and within each locality, has worked closely in partnership with key stakeholders to ensure that each of its local Colleges meets the economic, skills and social needs of its communities, covering the West Midlands Combined Authority area – primarily Sandwell and the three other Black Country Boroughs (Dudley, Walsall and Wolverhampton) and Greater Birmingham (including the City of Birmingham and North Worcestershire)

Each College/Curriculum-area has either a Local Board or Employer Curriculum Advisory Board which includes representation from local employers and the relevant local authority; these consultative forums ensure we continue providing clear progression pathways and ensure we are able to specialise where practical to meet local needs.





# 2. The communities we serve

## 2.1 Sandwell Metropolitan Borough:

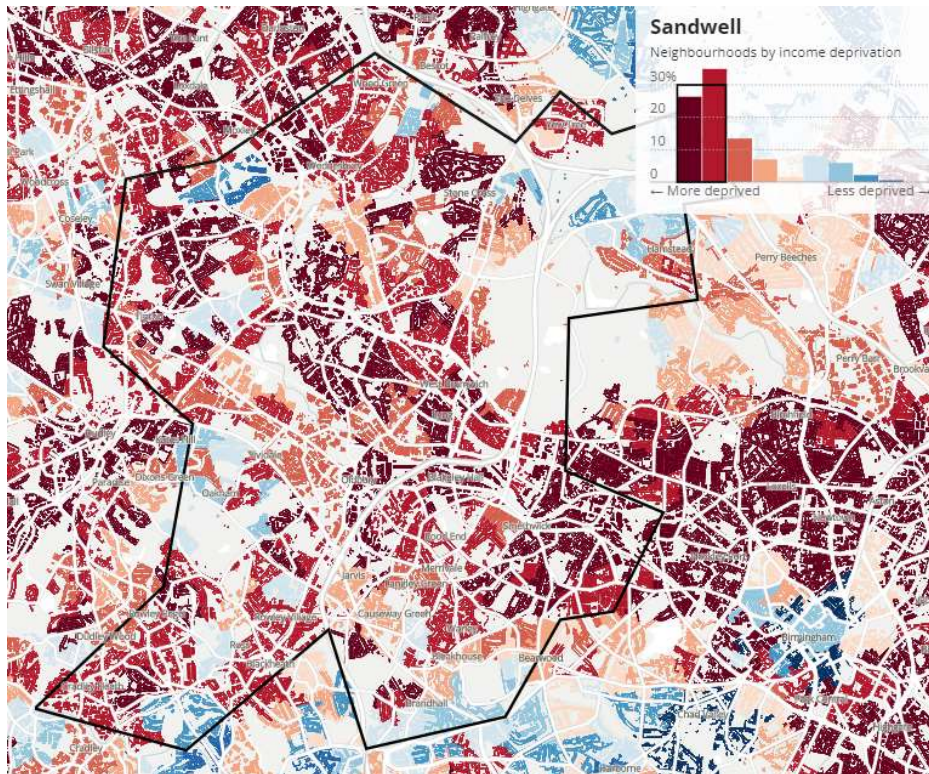


- Sandwell has a diverse business community with strengths in manufacturing, logistics, health and social care as well as retail and wholesale. Those sectors together provide over 71,500 jobs and Sandwell is home to some fast-growing, high employment business.



# 2. The communities we serve

## 2.2 Sandwell Metropolitan Borough:



Of the 186 neighbourhoods in Sandwell, 114 were among the 20 percent **most income-deprived** in England. This is shown in the first two bars in the chart

THE SANDWELL FAMILY OF COLLEGES



## 2. The communities we serve

### 2.3 Birmingham City Council:



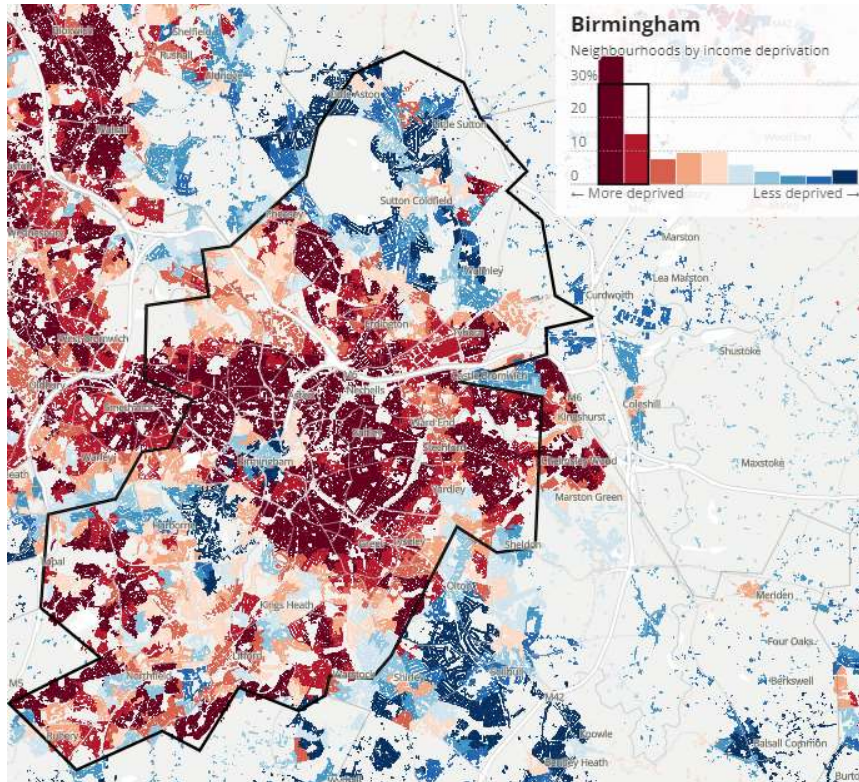
- ➔ For many years Birmingham was a one-industry town, dependent on the iron and steel industry. Today, though, Birmingham's economy relies more heavily on the **medical industry as well as trade, finance, research and government**. The major industrial investments in Birmingham have been in automotive components manufacturing and distribution, machinery, and the metals industries.

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# 2. The communities we serve

## 2.4 Birmingham City Council:



Of the 639 neighbourhoods in Birmingham, 350 were among the 20 percent **most income-deprived** in England.

THE SANDWELL FAMILY OF COLLEGES



# 2. The communities we serve

## 2.5 Social Needs:

### In Sandwell:

**Employment rate**  
**65.4%**  
ages 16 to 64

Employment in Sandwell has decreased slightly compared with the previous year. Sandwell's employment rate was lower than across the West Midlands as a whole in the year ending June 2023.

**Unemployment rate**  
**6.3%**  
ages 16+

Unemployment (people looking for work) has risen since a year earlier. The most recent unemployment rate for Sandwell was higher than across the West Midlands as a whole.

**Claimant Count**  
**6.2%**  
ages 16 to 64

Claimant Count was slightly higher in September 2023 compared with a year earlier.

**Economic inactivity**  
**29.7%**  
ages 16 to 64

Economic inactivity has decreased since the previous year. These are people who are neither employed nor seeking work.

### In Birmingham:

**Employment rate**  
**67.3%**  
ages 16 to 64

Employment in Birmingham has increased compared with the previous year. Birmingham's employment rate was lower than across the West Midlands as a whole in the year ending June 2023.

**Unemployment rate**  
**7.5%**  
ages 16+

Unemployment (people looking for work) has stayed at a similar rate compared with a year earlier. The most recent unemployment rate for Birmingham was higher than across the West Midlands as a whole.

**Claimant Count**  
**8.6%**  
ages 16 to 64

Claimant Count was higher in September 2023 compared with a year earlier.

**Economic inactivity**  
**27.1%**  
ages 16 to 64

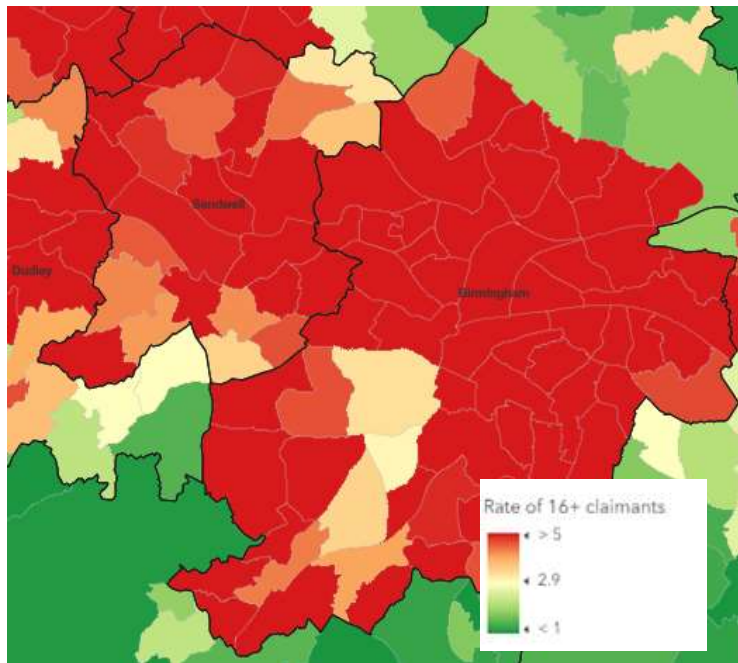
Economic inactivity has decreased since the previous year. These are people who are neither employed nor seeking work.



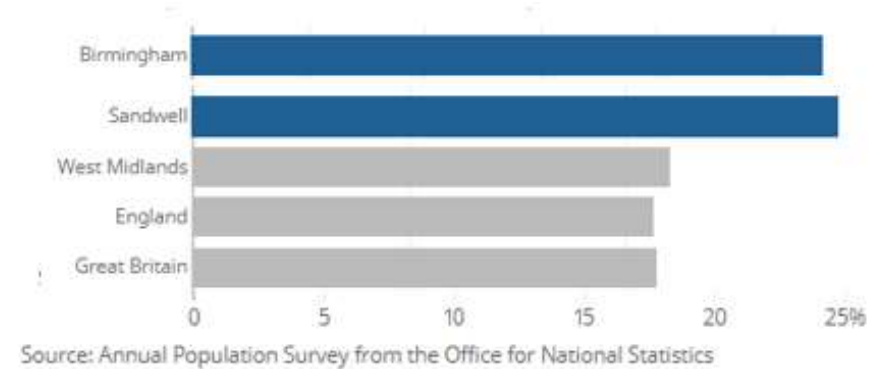
# 2. The communities we serve

## 2.5.1 Social Needs:

- ➔ Ward claimant rate per population compared to 2.8% National Ave.



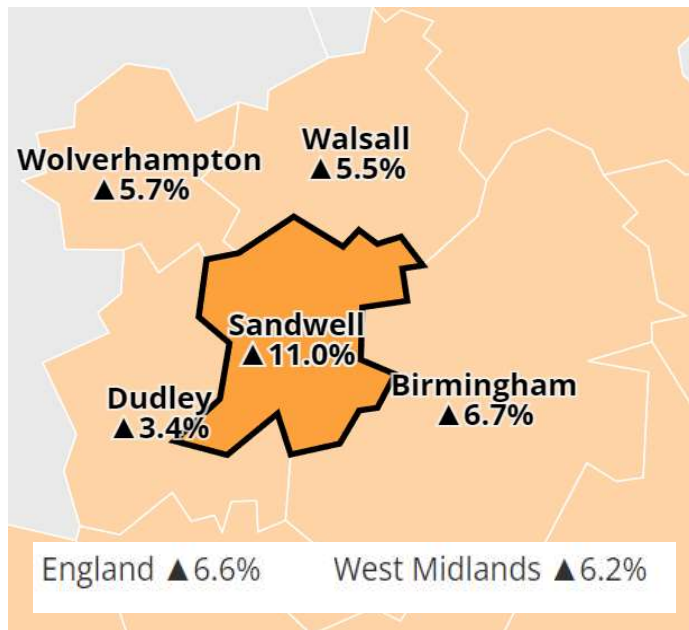
- ➔ Sandwell has c13,385 claimants aged 16 years and over
  - ➔ Birmingham has c63,725 claimants aged 16 years and over
- Overall economic activity, as below, is the largest contributor to ongoing social needs within each sub-region



# 2. The communities we serve

## 2.6 Demography:

➔ Overall population increase is expected to be:



➔ Of which, the number of 15-19 Year Olds is expected to increase by:

Local authority	2022 population	2029 population	+/-
Birmingham	31,010	33,761	9%
Dudley	7,893	8,219	4%
Sandwell	8,875	10,262	16%
Walsall	7,432	8,125	9%
Wolverhampton	6,505	7,641	17%
<b>Totals</b>	<b>61,715</b>	<b>68,008</b>	<b>10%</b>

# 3. Meeting National, Regional and Local Needs

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## 3.1 Strategic Plan:

College Governors have already put in place a detailed Strategic Plan taking us to 2024/2025. This plan was developed with input from Students, Staff and of course strategic stakeholders. Our plan sets out a range of aims and goals. In developing this accountability agreement there is a clear line-of-sight between our Strategic Plan which itself considers carefully national, regional and local priorities – particularly where these align with the Governors’ longer-term objectives for the College.

## 3.2 An Anchor Institution:

We are an anchor institution in the localities we service. We have a clear civic responsibility and impact in what we do. The volumes of students we attract, the number of people we employ, the amount of employers we interact with, the spending we (and our students) undertake in the local economy, and our capital investments all mean we have a significant impact upon the local economy both through who we are as an institution but equally what we do in education, training, reskilling and upskilling.

THE SANDWELL FAMILY OF COLLEGES





# 3. Meeting National, Regional and Local Needs

## 3.3. Assessment of geographical priority and sectors

Skilled Area	Local	Regional	National
Engineering & Manufacturing	✓	✓	✓
Health, Science & Maths	✓	✓	✓
Construction & Building Technologies	✓	✓	✓
Digital & ICT	✓	✓	✓
Logistics & Distribution		✓	✓
Leadership, Management & Professional Services	✓	✓	
Public Sector	✓		
Retail & Visitor Economy	✓		



**SANDWELL COLLEGE**  
 A CAREER COLLEGE

**Tomorrow's People**  
 THE COLLEGE

Central  
 Saint Michael's  
 Sixth Form

**cadbury sixth form college**  
 THE COLLEGE

# 3. Meeting National, Regional and Local Needs

## 3.3.1 Sandwell College Contribution

Skilled Area	14-19	Apprenticeship	Adult Employability	Higher Level Skills
Engineering & Manufacturing	✓	✓		
Health, Science & Maths	✓	✓	✓	✓
Construction & Building Technologies	✓	✓	✓	
Digital & ICT	✓		✓	
Logistics & Distribution			✓	
Leadership, Management & Professional Services		✓		✓
Public Sector	✓		✓	
Retail & Visitor Economy	The College has cross-curriculum activities delivering underpinning skills which can be applied within these sectors.			



# 3. Meeting National, Regional and Local Needs

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## 3.3.2 Local Skills Improvement Plan (LSIP) – ‘Wider Considerations’

The LSIP identifies some cross-cutting themes which highlights method or modes of delivery.

The College’s annual curriculum strategic review groups provides one such mechanism to review provision, including a focus on:

- ➔ T levels
- ➔ Apprenticeships
- ➔ Sector Work Based-Academy Programmes (SWAPs) [including other Pre-Employment Training / Gateway programmes]
- ➔ Bespoke Training

In addition to the teaching and learning routeways above, focus is also given to:

- ➔ Access to independent advice on skills provision
- ➔ The need for more employers to be engaged, especially in attracting young talent into industry or being able to access expert support to carry out training needs analyses or skills/workforce planning



# 3. Meeting National, Regional and Local Needs

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## 3.3.3 Local Skills Improvement Plan (LSIP):

From the LSIP, the Governor-led strategic plan has identified areas of focus from the wider plan that fit with in the overall direction of our College and within our Capital Investment projects.

### Skills Priority 1: Confirming Sector Skills Needs:

#### *High Level Sector: Engineering & Manufacturing*

- *College focus: Electrification; Design Engineers; Product Design & Development; Fabrication & Welding; Machine Operators*

#### *High Level Sector: Health Tech and Med Tech*

- *College focus: Healthcare Science; Science*

#### *High Level Sector: Construction*

- *College focus: Multi-Skilled Staff; Skilled Construction Trades Professionals*

#### *High Level Sector: Digital and ICT*

- *College focus: Cyber Security; Business Services; AI*



# 3. Meeting National, Regional and Local Needs

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## 3.3.4 Local Skills Improvement Plan (LSIP):

From the LSIP, the Governor-led strategic plan has identified areas of focus from the wider plan that fit with in the overall direction of our College and within our Capital Investment projects.

### Skills Priority 2: Leadership & Management Skills:

*The College continues to develop its School of Management & Inclusive Leadership, offering Level 3 to Level 7 programmes.*

- *Course content is based around flexi-study models, which offers modular/short-course provision from CMI which can build into full awards, certificates and diplomas*
- *Focus is given to:*
  - *Project Management*
  - *Professional Coaching*
  - *Strategic Management (strategy development) and Leadership in Practice (change management)*

# 3. Meeting National, Regional and Local Needs

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## 3.3.5 Local Skills Improvement Plan (LSIP):

From the LSIP, the Governor-led strategic plan has identified areas of focus from the wider plan that fit with in the overall direction of our College and within our Capital Investment projects.

### Skills Priority 3: Essential Skills for Employment:

*The College has further developed an Essential Skills for Work & Life Department sitting along its Programmes into Employment*

- *Opportunities are provide to focus on essential or soft skills, in particular:*
  - *Communication (including written, listening and speaking skills)*
  - *Numerical Skills*
  - *Office and Organisational Skills*
- *Through the College's pre-employment/employment programmes – a partnership group involving the College, DWP, Sandwell Council and the WMCA meet to develop activities in line with known and emerging needs on both the client-side and the employer-side.*
- *The College's pre-employment/employment programmes support employers through implementing their job-specific requirements much of which is linked to the development of soft skills.*

THE SANDWELL FAMILY OF COLLEGES



# 3. Meeting National, Regional and Local Needs

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## 3.4 Capital Investment:

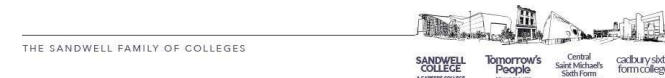
The investments we are making in our capital resources will help meet needs. Our Town Fund partnership working with Sandwell Council and others will deliver new STEM-based facilities for West Bromwich, which is also drawing upon Transformation Funding from the Department for Education; Town Funds will similarly deliver a learning hub in Smethwick co-located within the Midland Metropolitan Hospital and working with the NHS and local universities to address shortages in the healthcare and ancillary staff. The Town Fund is also supporting our Skills Centre in Cradley Heath which will offer more opportunities for people to participate and strengthen our community links. Cadbury Sixth Form College is being supported by the Greater Birmingham & Solihull LEP and the Department for Education to develop 'Science City' which aims to deliver the best facilities to support T levels and Advanced Level+ delivery in STEM and other key sectors



# 3. Meeting National, Regional and Local Needs

## 3.4.1 Capital Investment – Cadbury Science City

Capital Project	Our Intentions	Project Implementation	Impact & Outcome
<p><b>Cadbury Science City</b></p> <p>Science City is an overarching vision which will incorporate phased development linked to available funding:</p> <ul style="list-style-type: none"> <li>• SCIENCE CITY will at its core accommodate a Science, Technology, Engineering, Arts and Maths based curriculum providing access, for the first time locally, including</li> <li>• Digital learning labs</li> <li>• Digital Production, Design and Development</li> <li>• Applied mathematics in professional services</li> <li>• Digital construction in the built environment and building information modelling labs</li> <li>• VR suites for use in Health Professions, building and engineering design</li> <li>• Computer Aided Design, 3D modelling and rapid prototyping, again with cross-curriculum</li> </ul>	<p>Science City in the first instance we will focus on technical qualification reform at Level 3+, including a delivery location for all T levels.</p> <p>Beyond this Science City will provide a new and rich curriculum through modern facilities and technologies reversing years of under investment.</p> <p>In its implementation we will be ensuring digital delivery as a theme flows through the resulting curriculum plan.</p> <p>The investment will mean we can also extend the use of the site to Adult learners and ensure the College's facilities can be used more widely in its locality.</p> <p>Level 4 and 5 barriers remain and we intend to work with university partners to maximise Science City's ability to provide an Access to HE routeway</p>	<p>Science City was developed in the Autumn Term of 2020. Through a Stakeholder Group, the College engaged its staff to help design the project to encourage discussion and engagement and to place emphasis on how the project provide spaces and resources which that can deliver a broader curriculum.</p> <p>The College has consulted with external stakeholders including the West Midlands Combined Authority, Greater Birmingham &amp; Solihull LEP; Birmingham City Council and the local schools' forum on implementing a project that links to local and national priorities. In particular we have focussed on how resources can be shared with local schools and how space could be made available for employers and industry professionals.</p> <p>STEM remains a priority in both the National Industrial Strategy as well at regional and local levels in Birmingham &amp; the Black Country. Advanced Manufacturing, Engineering and Construction play are large role in the economy. With changing skills sets links to greater use of technology.</p>	<p>Science City will have an anticipated impact on the number of students progressing into HE, work and Apprenticeships.</p> <p>The project provides a clear line of site between its curriculum intent to the demands of employers.</p> <p>The implementation of T levels will see an increase in employer involvement at Cadbury College. Once in full operation we will work with over 100 businesses.</p> <p>The project will also increase STEAM subjects amongst school children through the College's involvement in the local schools' forum.</p> <p>The impact will see increased choice, progression and facilities that keep pace with changing demands of curriculum specifications and employers</p>





# 3. Meeting National, Regional and Local Needs

## 3.4.2 Capital Investment – Tomorrow’s People

Capital Project	Our Intentions	Project Implementation	Impact & Outcome
<p><b>Tomorrow’s People</b></p> <p>A development in the heart of Birmingham’s Central Business District offering curriculum pathways for young people and adults, including apprenticeships, SWAPs, professional services, health &amp; social and sport</p> <p>The centre will also provide drop-in sessions, advice &amp; guidance and supporting for people in learning and companies with their CPD.</p> <p>The centre will also provide a base for the development and delivery of employer engagement.</p>	<p>Tomorrow’s People will support the development of academic, vocational/technical and apprenticeship focussed skills, including a ‘school of management and inclusive leadership’ support skills development for adult learners and professional courses with a Level 3+ focus.</p> <p>Its central location is intended to bring the College closer to business, and provide a base for business professionals to either support teaching, learning and curriculum development or to utilise its facilities for CPD purposes.</p> <p>Post pandemic, the centre will support the recovery of the City Centre by bringing back into use former office space and provide evening and after-work training and drop in advice for City Centre workers.</p>	<p>Tomorrow’s People has benefited from an extended period of consultation and working with Birmingham City Council on the concept, including potential for co-location within Council premises.</p> <p>A cross-college group within the College has been fundamental in shaping the implementation to ensure the unique space in the overall college estate is firmly focussed on delivery an environment for and with employers.</p> <p>The implementation phase has seen the engagement of the WMCA to support the development of ‘school of management and inclusive leadership’ recognising the critical importance of Business &amp; Professional Services within Birmingham and the fast growing financial services sector outside of London. This engagement of the WMCA is to ensure Tomorrow’s People is aligned with the West Midlands Strategic Economic Plan and remove some of the Level 4/5 barriers that prevent progression for people in work</p>	<p>Tomorrow’s People will broaden curriculum choice for adults and young people. With a specific target to upskill professionals to safeguard jobs and enable people to advance in their careers.</p> <p>It is anticipated, once in full operation, to work with assisting 100 large and medium sized businesses with business improvement through CPD.</p> <p>Business &amp; Professional Services represents considerable employment growth and high value added with well paid jobs. Tomorrow’s People will increase the supply of individuals to fill a variety of vacancies and new jobs arising in the next 5 years.</p>



# 3. Meeting National, Regional and Local Needs

## 3.4.3 Capital Investment – Sandwell Science, Engineering & Manufacturing Centre

Capital Project	Our Intentions	Project Implementation	Impact & Outcome
<p>Central Saint Michael's Sixth Form; Sandwell Science, Engineering &amp; Manufacturing Centre</p> <p>The centre will provide an expanded curriculum in critical areas of skills shortages and replacement demand, notably:</p> <ul style="list-style-type: none"> <li>Advanced manufacturing including CNC programming, additive manufacturing</li> <li>Rapid prototyping</li> <li>CAD and BIM training</li> <li>Virtual and augmented reality</li> <li>Testing facilities</li> <li>Green Technologies</li> <li>Sciences</li> </ul>	<p>The College has identified Engineering, Construction &amp; Electric/Hybrid Automotive and Green Technologies not only as major employers, but ones with high replacement demand and the need for new and higher skills in the workforce.</p> <p>The West Midlands Local Skills Report published by the WMCA makes specific reference to emerging skills shortages and highlights priorities in Digital, Specialist / Technical skills alongside hybrid &amp; electrical developments, including Apprenticeships and progression to university in these areas.</p> <p>These factors mean the space to improve and expand workshops and develop new curriculum is restricted without being able to secure new facilities locally.</p> <p>The intention is provided Sandwell with a purpose built technically focussed 'workshop' space to include delivery of T levels, Apprenticeships and Skills/Licences to Practice for Adults.</p>	<p>Sandwell Science, Engineering &amp; Manufacturing Centre has been a long-held ambition of the College and part of the Black Country LEPs pipeline for funding for the last 5 years.</p> <p>In Summer 2020, working in close collaboration with Sandwell Council the College presented options to the 'Towns Fund Local Board' in line with the aims of the Towns Fund in West Bromwich for/to:</p> <ul style="list-style-type: none"> <li>Increase in capacity and accessibility to new or improved skills facilities</li> <li>Availability of new specialist equipment</li> <li>Increased and closer collaboration with employers</li> <li>Increase in the breadth of the local skills offer that responds to local skills needs</li> <li>Increased benefit for the public education over the long term</li> </ul> <p>The Employer Board supported the development focussing on this centre bringing their own skills and experience to ensure the curriculum offer across all levels either meets future needs and allows progression in to higher level skills.</p>	<p>These sectors represent the backbone of the economy of the Black Country with a range of large to small employers demanding a pipeline of talent to replace an ageing workforce.</p> <p>We will see an increase in student numbers across all ages, including an increase in Apprenticeship and T level take-up.</p> <p>The involvement of 50 employers supported through full-cost and other commercial activities</p> <p>The implementation of Sector-Based Work Programmes and other 'sector gateway'/bootcamp type delivery for adults offering shorter upskills and recertification linked to jobs.</p> <p>Community and School access to increase awareness of Engineering and other STEM careers.</p> <p>The centre links to the overarching aims of Science City with the College, as a whole, understood to be an Advanced Science and Technology Hub regionally.</p>



# 3. Meeting National, Regional and Local Needs

## 3.4.4 Capital Investment – Midland Metropolitan University Hospital (MMUH) Learning Campus

Capital Project	Our Intentions	Project Implementation	Impact & Outcome
<p><b>Midland Metropolitan Hospital Learning Campus: Centre of Excellence in Health</b></p> <p>The centre will provide College staff and students with state of the art clinical and medical health care vocational training in specialist technology-rich environments.</p> <p>The College would support the Sandwell and West Birmingham NHS Trust and the NHS more widely with recruitment needs from Level 2 to Level 7 including allied and ancillary service requirements</p>	<p>The College collaborated with the Trust to develop and broaden its scope to see the development of a 'University' and additional learning facilities developed alongside University of Wolverhampton and Aston University. The intention to do this will ensure the best use of facilities, the broadest choice of opportunities for students and the prospect of closer working for staff and students with universities co-located within the brand new Midland Metropolitan Hospital providing a unique (for the region) learning experience for students.</p> <p>The Health and Social Care Sector, including health professions and ancillary staff is the largest employer across a broad range of professions right across the region, sub-region and locally. Health is the College's largest curriculum area and applications from young people and adults seeking to access HE and vacancies</p>	<p>The College first developed its Health, Care &amp; Life Science Academy under its last Strategic Plan and has been working closely with the trust to develop that working relationship which has led us to this point.</p> <p>The concept received renewed impetus owing to the MHCLG Towns Fund administered by Sandwell Council.</p> <p>In Summer 2020, working in close collaboration with Sandwell Council and the NHS Trust the College was part of a truly collaborative proposal to the 'Towns Fund Local Board'. Lead by the Trust, the College's implementation of it's thinking into the overall project ensured a ladder of opportunity from Level 2 onwards was there, plus the ability to support adult as well as young people across a range of NHS jobs including clerical and other back-office/estates functions</p>	<p>There is a net increase in Jobs in Health and Social Care of nearly 10,000 in the Black Country alone in the next 6 year. With churn and replacement demand across the NHS and Care Homes. Health in all its forms represents a considerable growth outcome and opportunity for college leavers.</p> <p>This centre will develop and increase the supply of individuals to fill those vacancies across the care sector.</p> <p>We will see an increase in student numbers across all ages, including an increase in Apprenticeship and T level take-up among young people and we will also see an increase in those following Access to HE routes into nursing and other professions</p> <p>Our presence within the Trust means we can impact upon its recruitment needs providing of Sector-Based Work Programmes particularly linking locally unemployed people into jobs within the hospital or wider trust.</p>



# 3. Meeting National, Regional and Local Needs

## 3.4.5 Capital Investment – Sandwell College Skills Centre: Cradley Heath

Capital Project	Our Intentions	Project Implementation	Impact & Outcome
<p><b>Sandwell College Skills Centre: Cradley Heath</b></p> <p>The College will develop a Satellite Hub to provide a purpose-built dedicated education and training centre based in Cradley Heath town centre providing:</p> <ul style="list-style-type: none"> <li>• Health &amp; Social Care and associated ancillary services at lower levels with progression links to the Centre of Excellence in Health.</li> <li>• Essential Skills for Employment</li> <li>• Support for 16-24-Year-Old NEETS</li> <li>• Provision for High Needs Students</li> <li>• Skills around English, maths and digital skills runs through all occupations</li> <li>• Replacement in areas like Construction and other responsive vocational curriculum areas</li> </ul>	<p>The Skills Centre will predominately be a resource centre for adult learners, including unemployed adults and those seeking upskilling and reskilling opportunities.</p> <p>The Skills Centre will be also be a place for young people, with the potential for school links in the area, apprenticeships, traineeships and working with students with EHCPs into independent living</p> <p>Our intention is to rebuild an offer for adults locally to broaden choice in an area which has very few local provision opportunities within a reasonable travel to study area.</p> <p>In its implementation we will be ensuring digital and basic skills delivery as a theme flows through the resulting curriculum plan.</p> <p>Once students have been engaged and supported to achieving their course the intention is to link provision back into other sites and areas of specialism to provide the pathways to progress to higher levels.</p>	<p>The Skills Centre was developed in Summer 2020, working in close collaboration with Sandwell Council.</p> <p>The College presented options to the 'Towns Fund Local Board'. The project provides for a 'multi-purpose' build to include some activity or support the inclusion of local stakeholders, for example local authority youth provision or DWP client advice and referral to ensure maximum community usage and a join-up to local provision.</p> <p>The College has consulted with external stakeholders including the West Midlands Combined Authority to recognise this is entirely new provision for adults that will be implemented to increase volumes and not displace provision currently on offer.</p> <p>Though a centre for adults, the College has consulted with local schools around vocational and technical pathways that could be offered as school linked programmes or first rung post 16 opportunities in the form of NEET prevention.</p>	<p>Improved choices and progressions for learners. Integrating with other agencies to promote opportunities to ensure individuals make the best choice in deciding their first or next step qualifications and career routes.</p> <p>Increased market shared in an area where the College has little local take up of provision currently available at Central Campus</p> <p>Retaining learning and skills within the Borough.</p> <p>Reverse decline in adult investment locally, increased per capita spending on Sandwell residents.</p> <p>Co-located stakeholders like job centre plus and other Council Services to serve as an anchor in the community and provide multiple points of engagement for potential learners.</p>



# 3. Meeting National, Regional and Local Needs

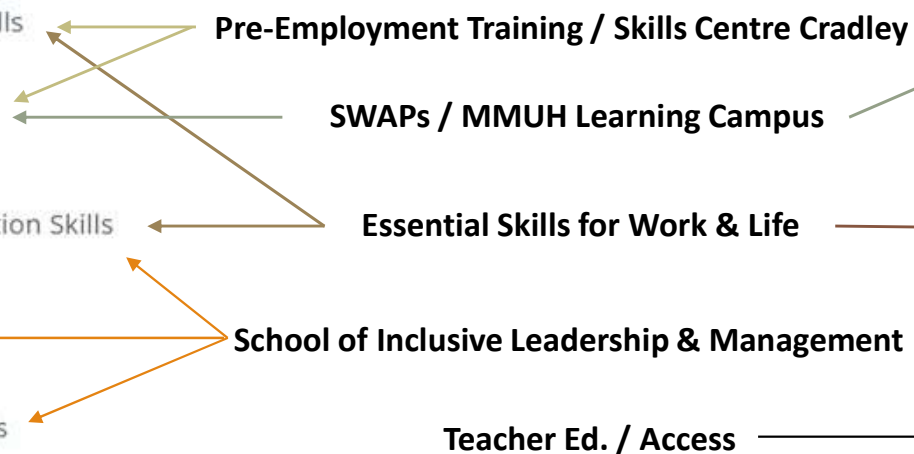
**3.5 Underlying Skills:** Outside the sector priorities – employers and role descriptions, in the locality, are setting out the following underlying skills sets, including our response to those needs:

## TOP 5 IN DEMAND SKILLS

- 01 Communication Skills
- 02 Customer Service
- 03 Verbal Communication Skills
- 04 Teamwork
- 05 Organizational Skills

## TOP 5 TRENDING SKILLS

- 01 Collaboration
- 02 Leadership
- 03 Communication Skills
- 04 Problem Solving
- 05 Teaching



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# 4. Key Stakeholders

The College seeks to work in a collaborative manner establishing and maintaining networks of partners with the principle aim of benefiting our communities. The College will continue to operate in this manner to achieve our strategic objectives, working with:



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# 4. Key Stakeholders

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## 4.1 Engagement with other providers in the area:

The College has worked with other Colleges across the West Midlands and more closely within the Black Country sub-region – this work has supported the development of collaborative bidding particularly around the Strategic Development Fund (SDF) & funds available through devolution under the WMCA

Examples Include:

- ➔ Delivering 'Industry 4.0' building on the ongoing transformation of our Fab Lab and aim to address local skills gaps in 'Advanced Manufacturing', in addition support will be provided to local SMEs with 'innovation management' strategies
- ➔ A 'Health and Social Care Skills Simulation Suite' to ensure our adult Health and Social Care students have access to industry-standard facilities in both the physical world and in 'mixed reality'.
- ➔ A 'Hybrid/Electric Vehicles project' focussing on addressing a serious skills gap in the automotive industry by upskilling the local workforce and retraining those adults who want to work in the sector.
- ➔ Local Skills Improvement Fund collaborative working through Colleges West Midlands focussing upon: Electrification; Manufacturing of Future Housing and Specialist Digital ICT Roles, transition to net zero, essential digital skills for work and providing students and businesses with a clearer articulation of the post 16 skills offer in the West Midlands

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# 4. Key Stakeholders

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## 4.1 Engagement with other providers in the area (Cont'd):

### ➔ Schools :

- ➔ The education systems across Sandwell and Birmingham operate a mixed-economy of 11-16 and 11-18 schools, UTCs/Studio Schools catering for the 14-19 age bracket also exist. Through our schools liaison work we have established a willingness to collaborate where possible and provide schools and academies with a range of taster activities to discover technical, vocational and academic post 16 options. The move to establish new free schools and other funded expansions is creating a highly competitive environment

### ➔ *Universities*

- ➔ We have a concordat with the University of Wolverhampton to work collaboratively and also to operate a small number of Higher Education Programmes. We also work with Aston University as part of the delivery of the Midland Metropolitan Learning Campus and some exploratory work concerning collaboration regarding leadership & management programmes. Individual curriculum departments have forged professional links in their subject areas with these and other regionally-based universities to support curriculum enhancement and staff CPD

### ➔ **Independent training providers**

- ➔ Our strategic plan sets out our desire to work more closely with providers to support NEET engagement and progression into FE as well as develop strategic partnerships around delivery

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# 5. Strategic Aims & Objectives

Aim / Target Outcome for 2024/25 Academic Year	Contribution towards National, Regional and Local Priorities for Learning and Skills
1. <b>Improvement:</b> Further develop broader measures of success, in particular, outcome destinations and jobs	Placing an emphasis on work placements where needed and ensuring young people and adults gain the skills that improve job prospects particularly in priority sectors.
2. <b>Students:</b> Enhance safeguarding and student support to further encourage participation	Contribute to the social and economic development of young people and adults whilst meeting skills needs.

# 5. Strategic Aims & Objectives

Aim / Target Outcome for 2024/25 Academic Year	Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>3. <b>Growth:</b> Curriculum redesign with further implementation of T levels, Apprenticeships and delivery for Adults with an increased focus on job outcomes and overall employability</p>	<p>Increasing the number of employers engaged in designing and supporting the curriculum.</p>
<p>4. <b>Staff:</b> Ensure effective staff development to equip staff with the skills to deliver new qualifications and an evolving responsive curriculum</p>	<p>In support of the Teach in FE Campaign, we will not only be a key local employer but one that attracts the skills to deliver on its priority areas.</p>
<p>5. <b>Resources:</b> Ongoing (re)investment in new and current facilities, ensuring industry alignment of equipment and delivery</p>	<p>Accessing, utilising and joining together different capital resources to deliver a coherent investment strategy in our priority areas.</p>



# 6. Corporation Statement

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*On behalf of the Sandwell College Corporation, it is hereby confirmed that the agreement as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 11 of March 2024.*

*Alan Taylor*

*Chair of Governors*

*Dated: 11/04/2024*

*Graham Pennington*

*Principal and Chief Executive*

*Dated: 11/04/2024*

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# 7. Relevant Support Documentation

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- ➔ [West Midlands and Warwickshire Local Skills Improvement Plan](#)
- ➔ [West Midlands Combined Authority Strategic Economic Plan](#)
- ➔ [West Midlands Combined Authority Employment & Skills Strategy](#)
- ➔ [West Midlands Local Skills Report](#)
- ➔ [West Midlands Local Skills Report Evidence Base](#)
- ➔ [Black Country LEP Strategic Economic Plan](#)
- ➔ [Greater Birmingham & Solihull LEP Strategic Economic Plan](#)
- ➔ [Sandwell College Strategic Plan](#)