

Solihull College & University Centre
and Stratford-upon-Avon College

ANNUAL ACCOUNTABILITY STATEMENT

and Local Needs Duty 24/25



Solihull College
& University Centre

Stratford-upon-Avon
College





Contents

Mission, Vision & Values	4
Purpose	6
Context and Place	8
Heatmap 1: SCUC in West Midlands and Warwickshire	8
Heatmap 2: SCUC Blossomfield Campus.....	9
Heatmap 3: SCUC Woodlands Campus	10
Heatmap 4: SCUC Stratford-Upon-Avon Campus	11
Approach to developing the Annual Accountability Statement.....	13
Local Needs Duty	16
Contribution to National Regional and Local Priorities.....	18
Governing Body Statement	25
Supporting Documentation	25
Appendix 1: Review of 23/24 Accountability Statement	26



Mission, Vision & Values

OUR MISSION

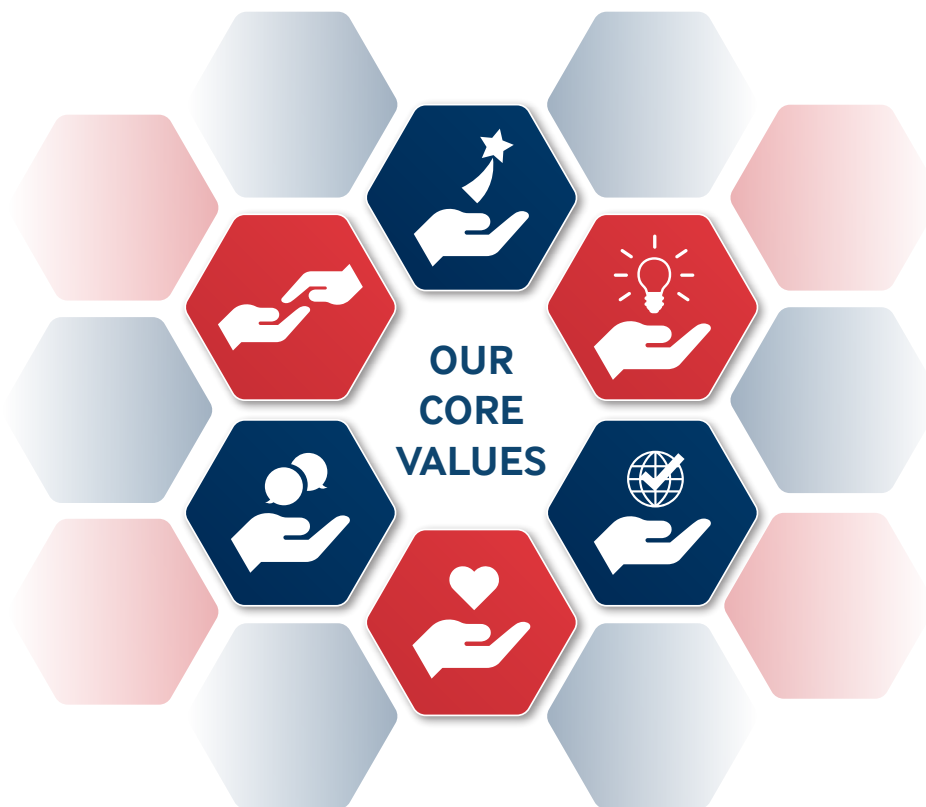
To be a reflective and progressive organisation which supports and inspires everyone to succeed.

OUR VISION

To position Solihull College & University Centre as a confident, fully inclusive, forward-thinking organisation, with a strong reputation for innovation and excellence.

OUR VALUES

Our guiding principles are a commitment to be:



INSPIRING

Motivating others to excel

We recognise and celebrate achievement, and empower staff and learners to exceed their perceived potential.



INNOVATIVE

Transforming our ideas

We seek continuous improvement, and use innovation to adapt to change.



COLLABORATIVE

Working together to achieve shared goals

We operate as one team, valuing the contribution each of us makes.



CARING

Making a difference

We care about the wellbeing of our staff, learners and communities by trusting, listening to, engaging with and supporting each other.



RESPONSIBLE

Making things happen

We are open, honest, and take full responsibility, individually and collectively, for our decisions, actions, performance and results.



RESPECTFUL

Welcoming others into our college community

We celebrate difference and diversity. We value others and recognise that their thoughts and feelings are as important as our own.



Purpose

The Solihull College & University Centre (SCUC) Strategic Plan (2022-2025) sets out our purpose, mission, vision and values, strategic ambitions and operational pillars.

The College ensures that a comprehensive and inclusive curriculum offer is in place providing students with clear progression opportunities into further study and / or employment and aligned to local, regional and national skills needs. This reflects our position in responding to the needs of the two local authority areas that we reside in, Solihull Borough and Stratford-Upon-Avon, part of the wider West Midlands and Warwickshire region.

Our offer is in line with our mission to provide the highest quality of education and training to all our students and employers through our commitment to an inclusive and career focused curriculum. The College's vision is to support community cohesion and to drive local and regional productivity; and ultimately our 'Inspire Success for All' strategic plan 2022-2025 reflects an inclusive and discursive planning process that encompasses the collective contributions of Governors, staff, learners and employers.

The College's approach to providing an inclusive and career focused curriculum as part of our strategic intent means that a broad and balanced curriculum offer is provided across all levels (Entry Level – Level 7) and across academic, foundation, professional, technical and vocational learning. The College works with young people, apprentices, learners with SEND, unemployed adults, adults returning to learning and part-time learners in employment.

It is a fundamental aim of Solihull College & University Centre to be at the centre of initiatives to drive economic growth. Through our agile and responsive curriculum, our objectives are to continue to adapt and invest in key priorities provision, delivering the skills agenda to meet local and national economic priorities and employer needs.

We respond to the current and future skills demands of local employers, whilst widening opportunities and access to increase adult learner participation. As evidenced in Appendix one, our accountability objectives for 23-24 provided a pipeline of talent to shape the skills landscape whereby 96% of our objectives were successfully met.

Our Accountability statement is aligned with our strategic ambitions, these are monitored semi-annually and reported to stakeholders.

Strategic Ambition (SA)1 Deliver a high-quality curriculum that enhances the life opportunities of our learners, the inclusive growth of our communities, and the productivity of the employers with which we work.

SA2 Secure the future of our organisation in a fast-changing sector through careful and appropriate income diversification and growth.

SA3 Create a high-performing culture that attracts and retains the best people, is fully inclusive, and produces a happy and proud workforce.

SA4 Deliver a considered but ambitious programme of investment underpinned by financial stability.

SA5 Sustainability: Net zero by 2030.

National skills policy has continued to develop; therefore, this annual accountability plan takes account of these changes, including the expected implementation of Local Skills Improvement Plans (LSIPs).

SCUC prides itself on working in partnership with employers locally, regionally and nationally across the full range of our subject areas, delivering apprenticeships, tailored workforce development and an extensive professional course programme. This approach, alongside continuous curriculum review ensures that our programmes and facilities match what is needed in our local and regional economy.



We work with over 500 employers in sectors reflecting the make-up of our local communities and national footprint including:

- Engineering and manufacturing including electric vehicle training
- ICT, Digital and Cyber including AI (Artificial Intelligence) development
- Land-based including animal welfare
- Health, Science and Social Care including partnerships with the NHS
- Construction including groundworks and rail
- Business, management and professional including cross-sector training in leadership and management.

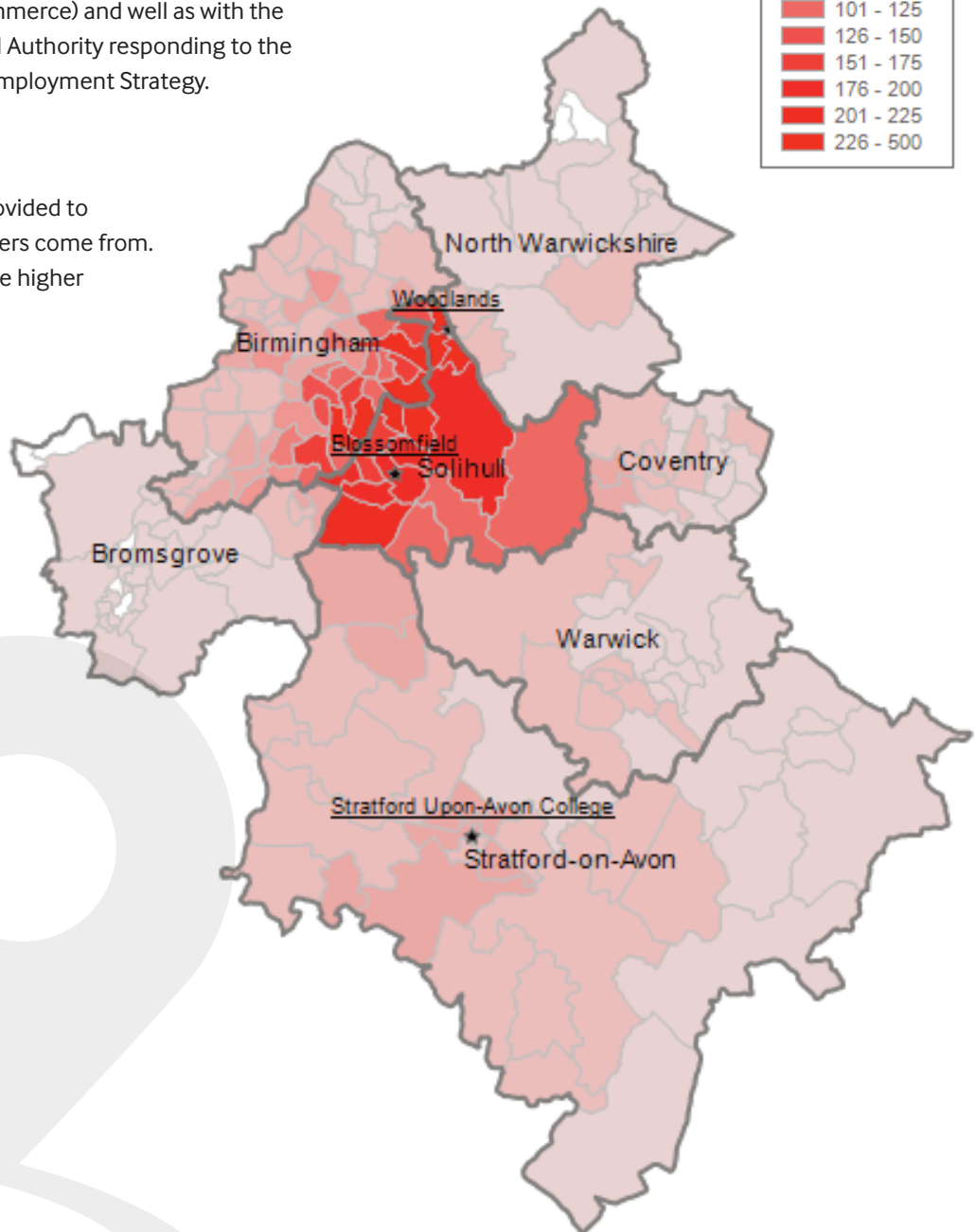
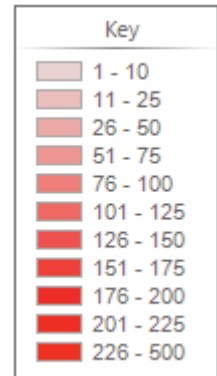
Context and Place

Solihull College & University Centre is a three campus General Further Education (GFE) provider situated to the southeast of Birmingham. Our geographical location enables us to work with the three Chambers of Commerce that are collaboratively delivering the (LSIP) Local Skills Improvement Plan (Coventry and Warwickshire Chamber of Commerce, Greater Birmingham Chambers of Commerce, and Black Country Chamber of Commerce) and well as with the West Midlands Combined Authority responding to the Employment and Skills Employment Strategy.

Heat maps

Heat maps have been provided to illustrate where our learners come from. The darker areas show the higher numbers of enrolments.

**Heatmap 1:
SCUC in West Midlands
and Warwickshire**



Blossomfield Campus

Blossomfield Campus is the College's largest campus with 5,000 learners. Centrally located, this campus is a short walk from Solihull town centre.



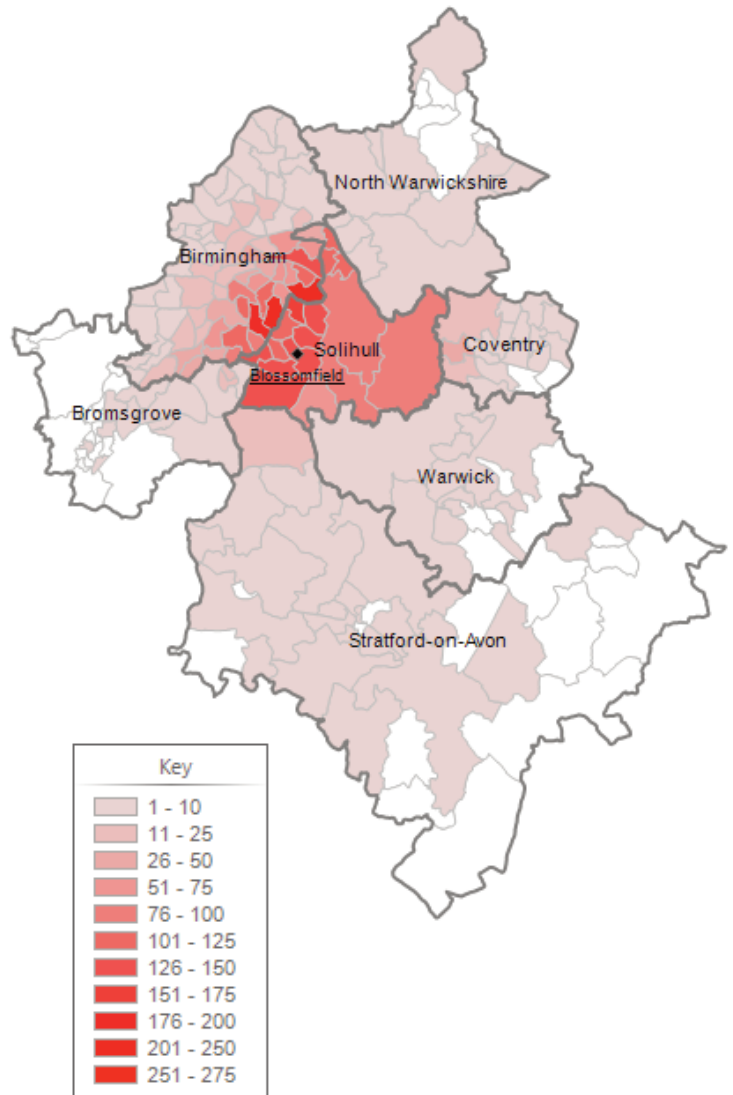
5,000 learners

The unique selling points of this campus are:

- Wide range of vocational programmes from Entry Level to Level 7
- Industry standard technical facilities include applied science laboratories, IT networking laboratories, and a centre for virtual reality and robotics
- On-site Animal Centre with veterinary training facilities
- Commercial hair and beauty salons open to the public.



Heatmap 2: SCUC Blossomfield Campus



Woodlands Campus

Woodlands Campus is located in the ward of Smith's Wood in North Solihull, one of the 20% most income-deprived wards in England.



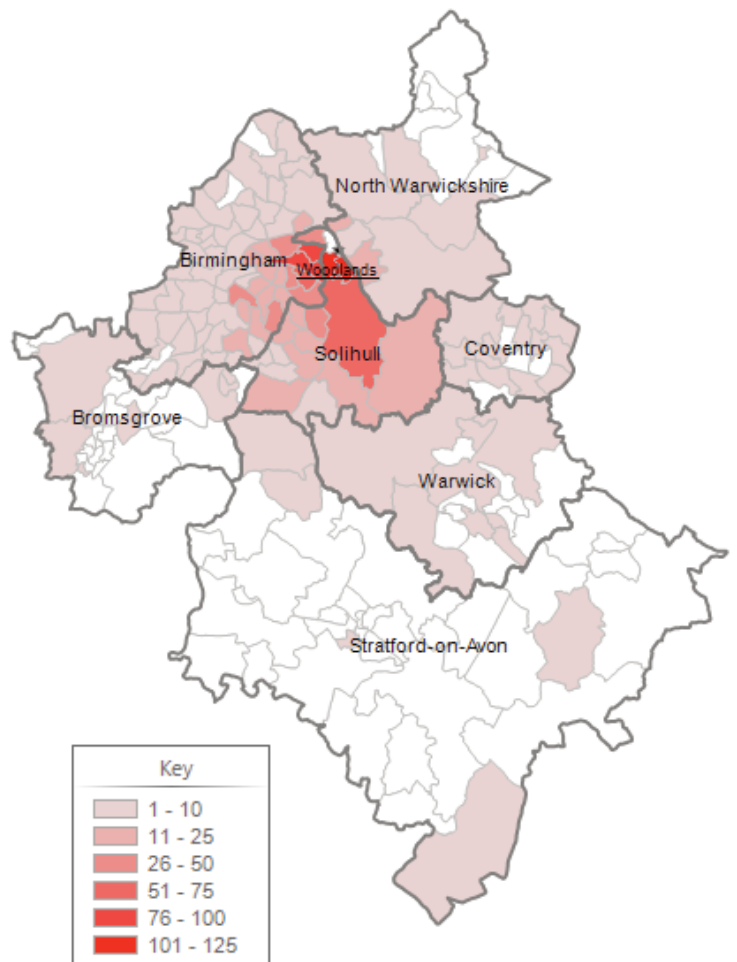
1,600 learners

The unique selling points of this campus are:

- Wide range of vocational programmes from Entry Level to Level 6
- Home to the Institute of Technology (IoT) which directly supports the engineering curriculum
- Industry standard aeronautical equipment is available, including a BAe Jetstream T Mk2 aircraft and a full Boeing 737 flight simulator
- State-of-the-art specialist construction workshops for painting & decorating, plastering, bricklaying, and property maintenance
- Specialist motor vehicle workshops for mechanical and hybrid technologies.



Heatmap 3: SCUC Woodlands Campus



Stratford-upon-Avon Campus

Stratford-upon-Avon College is located 20 miles south of Blossomfield Campus in Warwickshire. The curriculum offer is closely aligned to the Stratford-upon-Avon District Local Industrial and Economic Strategy 2018-2031.



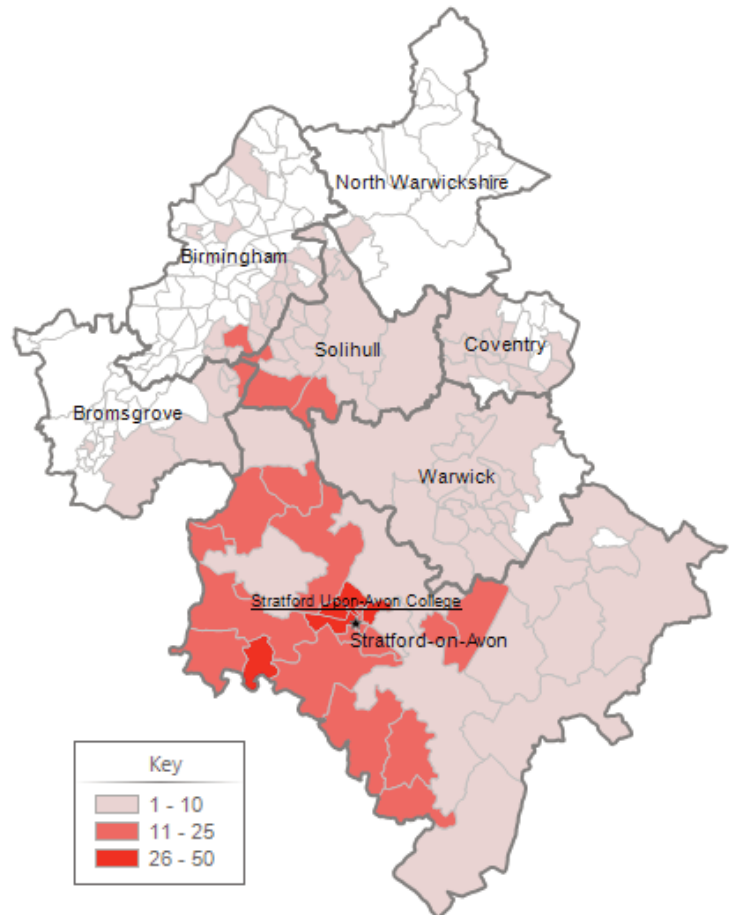
1,100 learners

The unique selling points of this campus are:

- Longstanding national reputation for creative and performing arts education
- Currently undergoing a £12m redevelopment to install state-of-the-art TV/radio studios and a fully equipped plumbing and electrical installation facility
- Specialist workshops for the development of motor vehicle, brick and carpentry skills are available.



Heatmap 4: SCUC Stratford-Upon-Avon Campus





Approach to Developing the Annual Accountability Statement

The College works with multiple stakeholders to achieve our strategic priorities and to contribute to this Annual Accountability Statement. Our partnership-working is a key strength of the SCUC. Our impact on the West Midlands is far-reaching, influential and core to our ability to deliver training and skills specific to the needs of the local economy and community we serve. We are active participants and/or project-managers of the following regional groups demonstrating how we collaborate with other local providers in the area to review and create provision, and to identify collective actions planned to better meet local needs:

CWM: SCUC are a core member of Colleges West Midlands. This is a formal partnership of 17 colleges across the West Midlands united in our aim to create an integrated further education infrastructure which delivers the contemporary skills for business growth, and which empower our residents, regardless of their background, age or circumstances, to progress and prosper in life through the transformational power of learning.

Skills WM&W: SCUC are a founder member of the Skills West Midlands & Warwickshire. This LSIF-funded, collaborative partnership between local employers and further education providers working to improve access to technical skills provision. Our website serves as a directory for training initiatives in the region, helping businesses develop the skills they need to grow, innovate and thrive.

GBSIoT: The College is the lead partner in The Greater Birmingham and Solihull Institute of Technology a collaboration of 7 educational partners, led by the College and including:

- Birmingham Metropolitan College
- South & City College Birmingham
- Aston University
- Birmingham City University (BCU)
- University of Birmingham
- University College Birmingham

The GBSIoT Hub in central Birmingham houses the largest Cyber Physical Manufacturing Rig in Europe and boasts an impressive list of Employer Board Advisors chaired by Bosch Thermotechnology Ltd. As lead provider, the College ensure that the IoT collaboration:

- Addresses sector skills shortages in advance manufacturing and engineering
- Designs and delivers high quality training which specialises in the higher technical qualifications in short supply, particularly at levels 4 and 5, focusing on STEM (Science, Technology, Engineering and Mathematics) subjects
- Creates seamless progression to work, through academic, technical and vocational pathways which develop higher technical skills.

Projects: The College leads the West Midlands and Warwickshire Local Skills Improvement Fund (WMW LSIF) - the largest in the UK, worth £10.3m. As lead provider, the College works with the West Midlands Combined Authority (WMCA) and Coventry and Warwickshire Chamber of Commerce, and the Employer Representative Body (ERB) of employers, to invest in capital and curriculum which addresses skills shortages identified through the Local Skills Improvement Plan (LSIP). As lead provider, SCUC coordinates the project across 23 FECs (Further Education Colleges) and ITPs (Independent Training Providers) to deliver the LSIF priorities which:

- Helps residents to gain the skills needed to secure jobs in industries such as electric vehicle and battery technology, sustainable construction, and the creative/gaming sector.
- Expands the regional electrification and engineering offer
- Develops skills provision in low carbon/sustainable construction
- Supports the professional development of teachers to embed green skills in all curriculum areas
- Delivers digital skills training to hard-to-reach communities, as individuals with digital skills needed for employment in WM region is half of the national average
- Improves employer engagement
- The College engages in strategic partnerships to support businesses to grow.

A full Progress Review of the LSIP will be published at the end of June 2024 and will show all of the skills priorities with what has been achieved so far with SCUC being present in all major work strands.

To complement the LSIF, SCUC has worked effectively with other college partners to secure a successful Further Education Innovate UK bid where we are leading on establishing Local Innovation Centres. These will become catalysts for local business growth by engaging with businesses in key priority sectors of their local economies to help them understand how they can adopt innovations in technologies, business models and processes.

Three consortia teams were formed, with Solihull College & University Centre and Stratford-upon-Avon College sitting in the 'Greater Birmingham' and the 'Coventry & Warwickshire' consortia respectively.

Key Stakeholders:

1. **Civic:** SCUC works closely and continuously with employers and civic stakeholders including Solihull Metropolitan Borough Council (SMBC) and West Midlands Combined Authority (WMCA) to design ambitious and adaptable adult learning programmes across the Into Work, Upskill and Reskill offer. Learners with a wide range of starting points develop the skills and knowledge they need to access university courses, secure promotions at work, change careers, return to the workplace, or settle in the UK. The ESFA and WMCA are the core funders of our provision and to meet our local needs duty we liaise closely with the Combined Authorities to follow the principles of their employment and adult skills strategies. Over the next three years our delivery of adult skills will align to the following four key pillars:
 1. building strong and inclusive communities.
 2. providing a good education up to level 2.
 3. supporting residents into-employment and supporting career progression.
 4. meeting future skills needs at level 3 and above through upskilling and reskilling.

We also maintain close links with Solihull Metropolitan Borough Council, Warwickshire County Council and Stratford District Council to ensure that we are connected and responsive to the needs of all our communities.

2. Education Partnerships: Our marketing team manages Schools Liaison staff that regularly visit schools across our region to encourage Year 10 and Year 11 to explore college courses. Open events, school assembly talks, taster days and apprenticeship awareness events are frequent throughout the year. We also speak to sixth form students to consider Solihull's HE (Higher Education) centre for their next steps into higher studies.

Through our involvement with the GBSIoT we have strong partnerships with universities enabling our learners to progress to a HE pathway after they complete their studies with SCUC. Our own degree level programmes are validated by Oxford Brookes University, Coventry University and Birmingham Newman University allowing local residents to successfully achieve a degree or degree-level apprenticeship whilst remaining here at SCUC.

3. Employers: SCUC works exceptionally well with employers to plan and teach an ambitious curriculum that responds to local needs. Long-standing employer panels support the design of a responsive work-based curriculum optimising the student experience and employer responsiveness. Our employer services team focusses on an OFSTED inspected "Good" provision of apprenticeships that are agile enough to respond to the needs of local businesses as well as meeting skills needs of the national and regional economy. The College's Business Centre provides a professional physical space to host events for employers, conferences and networking spaces for employers to utilise and grow their businesses.

4. Community Stakeholders: Solihull has large parts of the Borough that rank amongst the least deprived areas of England, and a concentration of neighbourhoods in North Solihull that are amongst the most deprived. SCUC is highly effective at ensuring that curriculum meets the needs of vulnerable and disadvantaged groups and secures excellent outcomes for the hardest to reach learners. We have two strategic subcontracting partnerships to supplement our offer for hard-to-reach learners. The first is RMF, a local private training provider that specialises in construction for diverse learners, including ex-offenders and the long term unemployed. This partnership has been highly effective in providing a workforce for large regional infrastructure projects such as HS2 with over 1100 learners trained. The College, RMF and employers have worked closely to support learners into employment.

The second is Colebridge Trust, a specialist community provider in North Solihull where there are a high number of economically deprived wards (ranked amongst the most deprived 10% in England). This partnership supports the wellbeing and economic potential of hard-to-reach learners who have been marginalised due to disability, health conditions, and other limiting circumstances, such as care responsibilities. Through direct intervention work, linking people to local work, volunteering, and training opportunities, the partnership has enabled more local people: to find work, training, and self-employment; to be empowered to improve health and well-being; to be supported in tackling the effects of deprivation; improved inclusion and diversity to ensure that a breadth of opportunities is readily available.

Local Needs Duty

The following strategic objectives will allow us to work towards creating positive and sustainable change within our communities and employers; ultimately improving the employability and learning opportunities for all residents and meeting local skills:

- **Employer Engagement and Empowerment:** We will actively involve employers in decision-making processes to address local needs. This includes establishing employer forums, workshops, and advisory boards to consider diverse perspectives
- **Capacity Building:** We will invest in long-term capacity building to empower local institutions, Organisations, and individuals to address their own needs. This includes providing training, resources, and support to community leaders and Organisations
- **Sustainable Development:** We will develop sustainable solutions that not only address immediate needs but also promote long-term resilience and development. This includes projects focused on environmental sustainability, economic development, and social well-being
- **Collaborative Partnerships:** We will foster partnerships and collaborations between colleges, universities, non-profit Organisations, businesses, and employer groups to combine resources and expertise in addressing local needs more effectively
- **Data-Driven Decision Making:** We will use data and evidence-based approaches to identify, prioritise, and address local needs. This includes conducting comprehensive needs assessments, tracking progress, and adjusting strategies accordingly
- **Equity and Inclusion:** We will ensure that our strategies and interventions are inclusive and equitable, taking into account the needs of marginalised or vulnerable populations within the community. We will enhance our efforts and resources for targeted outreach, promote diversity in decision-making, and address barriers to access and participation
- **Long-Term Planning and Adaptation:** We will develop long-term strategic plans that anticipate future challenges and opportunities within the community. We will also assess risks and incorporate flexibility into our strategies to adapt to changing circumstances
- **Monitoring and Evaluation:** We will improve our mechanisms for monitoring progress and evaluating the impact of interventions aimed at addressing local needs. This will help us continuously improve our strategies.



Contribution to National, Regional, and Local Priorities

Skills for Jobs (January 2011): The College has used this paper as the blueprint for the development of a curriculum that meets the needs of learners, employers and the community. Through a rigorous curriculum development and quality assurance process, the College has built an agile, responsive and engaging curriculum.

National Priorities (April 2023): In April 2023, the updated national priority list was published. This identified the following as key priority areas:

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

LSIP March (May 2023): The West Midlands and Warwickshire LSIP represents comprehensive mapping of existing research, meaningful collaboration between regional stakeholders and educators, and over one thousand engagements with local businesses. From this research, the Plan sets out actionable priorities and a clear roadmap for the region to support providers of post-16 technical education and training in aligning provision with current and future employer need. To support the growth of the region, the LSIP recommended that the following key sectors are given primary importance. With cross-cutting themes of digital and green skills underlined with essential skills for employment “soft skills”:

- Engineering and Manufacturing
- Construction
- ICT and Digital
- Logistics and Distribution



Skills West Midlands & Warwickshire (March 2024)

Funded by the LSIF Employer Engagement Project, Whitecap Consultancy re-engaged with the Chamber ERB and other employers to dig deeper into the skills deficit alluded to in the first LSIP. Here is an extract from their report summarising the skills shortages which is now being worked on through the Skills WM & W collaboration of training providers.

CONSTRUCTION

- The WMW construction sector is grappling with an acute labour shortage, with traditional trade roles suffering the most.
- There is an ageing workforce and a shortage of young talent into the sector, with employers struggling to replace retirees via recruitment and upskilling.
- Entry-level recruits are considered to be 'poorly equipped' for their roles.
- There is mostly a requirement for basic digital skills, rather than 'advanced', particularly the ability to use digital devices and the Microsoft suite.
- There is not an immediate demand for Sustainability skills. However, the requirement is expected to increase in the future as the sector responds to the shift towards sustainability.

ENGINEERING + MANUFACTURING

- Similar to the construction sector, engineering and manufacturing is facing an acute labour shortage.
- The engineering and manufacturing sector is experiencing an ageing workforce as well as challenges around attraction and the supply of young talent.
- Entry-level recruits are considered 'poorly equipped' for their roles, whilst experienced hires are considered 'fully equipped'.
- 80% of employers require digital skills, both basic and advanced, with this trend expected to continue.
- Sustainability/green related skills are required to varying degrees across the sector as organisations shift towards sustainability.

DIGITAL + ICT

- The digital and ICT sector sees the most acute skills shortages in experienced hires, leading to a competitive talent pool and challenges around retention.
- There is a strong supply of young talent into the sector. However, businesses consider entry-level recruits to be 'poorly equipped' for their roles.
- Businesses in this sector require advanced specialist, technical skills, with Microsoft 365 considered to be a basic qualifying requirement for a role.
- Sustainability skills are not an immediate requirement, particularly for SMEs. However, this sector is expected to face pressures to become more sustainable in the future.

LOGISTICS + DISTRIBUTION

- The logistics and distribution sector is experiencing acute labour shortages of professionals with specialist licenses and qualifications, including Certificate of Professional Competence (CPC) and Heavy Goods Vehicles (HGV). Furthermore, there is a shortage of fitters, mechanics, and technicians.
- Logistics and distribution is facing an ageing workforce and a lack of young talent in the sector.
- Employers across the WMW logistics and distribution sector reported minimal requirements for skills provision from the FE sector.
- There may be opportunities for the FE sector to offer specific in-work training courses for the employees in this sector.
- There is minimal requirement for entry-level recruits to possess digital, sustainability, and management and leadership skills from employers in this sector.

There are a number of cross-cutting themes which run through all of our provision types helping us to contribute towards meeting national, regional and local priorities. These themes are for all our learner-types: Young People, Adults, Apprentices and Higher Education students. They include: social mobility including widening participation; sustainability based around our strategic Sustainability Development Goals; transferable 'soft' skills which are employer and sector neutral but are identified as critical to employability including green / low carbon and digital; leadership and management critical for improving productivity; raising skills levels to L3 and above with focus on progression from T Levels, apprenticeships, Free Courses for Jobs (FCF), Skills Bootcamps to L4/5 through Higher or Degree Apprenticeships, HTQs (Higher Technical Qualifications).

Our Curriculum Strategy is developed with a clear purpose to support positive progression, co-designed with employers and stakeholders for credibility and delivered and supported by outstanding professionals in class leading facilities with the highest quality resources focusing on the personal development of our students as individuals to give them a competitive advantage.

SCUC has set the following Strategic Objectives for 2024-2025 to ensure it continues to meet local, regional and national priorities:

Aim / Objective	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>1. Ensure students on Study Programmes develop digital, business, and industry related employability skills so they progress to employment, self-employment, and further learning. (SA1)</p>	<p>Key Activity:</p> <ul style="list-style-type: none"> • Introduce opportunities for learners to gain access to learning opportunities within our CISCO academy. Target of 35 learners in 24/25 • Develop the tutorial programme across key priority areas so that learners recognise the value of their digital skills. • Create opportunities within the study programme for learners to recognise and develop industry related employability skills and, where relevant, business and entrepreneurship skills • Create Digital Bootcamps for adult learners x 12 learners. <p>Impact/Contribution: This activity will continue to build a stronger connection for SCUC in the local community. Reflecting the needs of local employers, this will provide opportunities for learners to gain skills that will enhance their employability.</p> <p>This links to LSIP Local, Regional and National Priorities LSIP Priority Three incorporates two significant skills needs that seem to affect businesses of all types across WMW - essential or 'soft' skills, and basic digital skills. Priority three has actions to ensure that these skills needs can be addressed effectively whilst young people are still in full time education and to ensure that any adults with skills needs can access them.</p>
<p>2. Ensure the College's T Level, Higher Education HTQ and Apprenticeship offer provides opportunity for learners to develop technical skills aligned to national and regional key priority areas (SA2)</p>	<p>Key Activity:</p> <ul style="list-style-type: none"> • Continue T-Level launches in Animal Welfare, Media Broadcast & Production, Education & Childcare and new A-Level launch. • Fully align the whole College technical offer against the 24-25 Institute for Apprenticeships and Technical Education (IfATE) career routes • Targeted recruitment strategies to secure enrolments onto courses in Engineering, Built Environment and Health & Social Care mapped against the identified key priorities career routes in Digital, Sustainable/Low Carbon/Life Sciences/Manufacturing/Health & Science Industries • To keep the curriculum up-to-date and relevant to the local skills needs by co-creating with local employers. <p>Impact/Contribution: This activity will create new career pathways in STEM & leadership & management subjects offering practical application of knowledge and introducing short new career pathways through Bootcamps allowing hands on experience of chosen careers.</p> <p>This links to LSIP Local, Regional and National Priorities Incorporating WMCA Priority Growth Clusters: Modern and Low Carbon Utility; Manufacturing of Future Housing.</p>

Aim / Objective	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>3. Continue to build and enhance a culture that celebrates and prioritises excellence and digital innovation in Teaching, Learning and Assessment (SA3)</p>	<p>Key Activity:</p> <ul style="list-style-type: none"> • Create an internal and external network of Advanced Practitioners to identify strengths and areas for development within all subject areas through the collaboration with other colleges • Innovation in Teaching, Learning and Assessment to support students to develop skills beyond their core programme • Innovation in curriculum design enabling the creation of new, flexible programmes to meet sector and employer needs including launch of digital bootcamp and HND L5 • To widen access to professional and management programmes by offering more flexible and modularised programmes. <p>Impact/Contribution:</p> <p>To increase the levels of digital skills and innovative practice for the workplace across the workforce in all sectors of the WMW economy. Delivered through the provision of short course, modular upskilling and longer programmes according to individual need; and continue to be at the forefront of supporting and developing our people to be agile, flexible and resilient.</p> <p>This links to LSIP Local, Regional and National Priorities LSIP Priority Two: To ensure that any provision is mapped effectively and promoted through FE providers working together. LSIP Priority three: Review of existing good practice and consideration of a new digital skills programme for delivery by FE providers for employees to upskill, across the region ensuring consistent, comparable and reliable provision, trusted by employers.</p>
<p>4. Extend the range and reach of the curriculum offer relating to sustainability and carbon literacy. (SA5)</p>	<p>Key Activity:</p> <ul style="list-style-type: none"> • Pro-actively promote an enhanced offer of Adult Education focused on sustainability in conjunction with other subject areas. • Target 100 learners to be taught in the new EV/Hybrid (Electric Vehicle/Hybrid) centre for a suite of EV Hybrid maintenance and safety courses for adults • Deliver Skills Bootcamps in Green Skills for example heat pump installation • To invest in and deliver on electrification technologies ensuring all learners entering the sector are skilled in electric and hybrid competence, (EG: ADAS calibrations and diagnostics, Four Wheel Alignment and F Gas). <p>Impact/Contribution:</p> <p>To increase trained individuals in green skills accommodating employers' needs and demand for trained staff and providing opportunities to upskill adults in the workforce and reskill adults considering a career change.</p> <p>This links to LSIP Local, Regional and National Priorities Priority One: To ensure that post-16 education and training provision across the WMW region meets the ongoing and changing needs of employers across the key sectors and enable the structured introduction of new, viable curriculum areas with appropriate investment in facilities and expertise.</p>

Aim / Objective	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>5. Continue to provide an extensive range of Information, Advice and Guidance (IAG) activities to ensure people get valuable information to help them make informed decisions about the subjects to study and the career pathway to follow. (SA1)</p>	<p>Key Activity:</p> <ul style="list-style-type: none"> • Further develop relationships with schools to ensure learners understand the options available to them when they leave school • Renewed focus on engaging learners with non-traditional areas of learning for example males into health and care, females into digital, engineering and construction • Develop a career-focused strategy for adults working with employers to promote opportunities across the life sciences sector • Increase IAG availability to HE Students. <p>Impact/Contribution: Increase the number of new entrants to key priority sector workforces by promoting careers in STEM subjects to young people in schools and colleges and adults seeking a career change. Increase the numbers of employers taking an active role in promoting their sector to young people and adults seeking pathways into employment and a new career.</p> <p>This links to LSIP Local, Regional and National Priorities To ensure employers are involved in promoting and developing information and opportunities for young people to access skills training.</p>
<p>6. Participate in opportunities for funding a variety of courses to engage hard to reach adult learners appropriate to build routes of referral to other local providers. (SA4)</p>	<p>Key Activity:</p> <ul style="list-style-type: none"> • Planned Functional Skills courses at levels 1 and 2 to enhance English and Maths skills • Planning and project management of the development of a new 'Pre-Access' provision to provide a route through to Access to HE courses for Community Learners • To increase the number of pre-employment and pre-apprenticeship opportunities offered to residents to meet the local skills gap in care • Fully utilise the Adult Education Budget, 'Multiply' and Skills Free Courses for Jobs so that Adults can progress from a point of low prior attainment to at least level three. <p>Impact/Contribution: Providing opportunities for social mobility and leveraging education to enhance life opportunities for learners. Focus on a bespoke development of FE provision, matched to areas of local skills need to allow developing a robust and sustainable HE provision. By enhancing relationships with other local FE providers, pathways for learners to develop skills needed to support employment will be more firmly established.</p> <p>This links to LSIP Local, Regional and National Priorities Priority One: WMW Sector skills, to further investment in facilities to enable provision of specialist skills or increase capacity to enable growth of new entrants.</p>

Aim / Objective	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>7. Maximise existing approaches to training by diversifying into new subjects and geographies (SA2)</p>	<p>Key Activity:</p> <ul style="list-style-type: none"> • Replicate the model of Skills Bootcamps to make training more convenient and easily accessible to those with other commitments, especially where there are skills gaps in roles such as mechanics and technicians • Development of a new bootcamp designed to support 42 existing engineers to upskills in specific areas of specialism • Development of a new Bootcamp in Heat Pump Systems to support 16 learners, designed to give installers the necessary skills and knowledge required to correctly install heat pumps • Expand Bootcamp provision for 100 learners to prepare them for work in the creative sector. <p>Impact/Contribution: Boost productivity with motivated learners offering opportunities to upskilling, recruitment and accelerated route to apprenticeships.</p> <p>This links to LSIP Local, Regional and National Priorities Consider widening subject and geographical coverage of Skills Bootcamps to encourage job seekers and career changers into the region.</p>




Governing Body Statement

Statutory Duty: We are committed to complying with our duty under 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 review our Accountability Agreement every year to ensure our Curriculum is meeting the needs of learners, employers and the communities we serve.

Corporation Statement and Sign-Off: At a quorate meeting of the Board of the Corporation held at 4.00pm on Wednesday 26th June 2024, it was unanimously resolved that the College's Annual Accountability Statement 2024/25, as presented by the Principal and Chief Executive Officer, be approved and submitted to the relevant authorities.

Chair of Governors - **Barbara Hughes** 

Principal/Chief Executive and Accounting Officer - **Dr. Rebecca Gater** 

Dated: **26th June 2024**

This plan will be published on the College website: [Policies - Solihull College & University Centre](#)

Supporting Documentation

SCUC Strategic Plan and Updates

<https://www.solihull.ac.uk/about-us/policies/#strategy>

Skills for Jobs Whitepaper (January 2011)

<https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth>

West Midlands and Warwickshire LSIP (May 2023)

<https://www.cw-chamber.co.uk/media/13214/west-midlands-and-warwickshire-lsip-final-030823-amends-highlighted.pdf>

Whitecap Report Skills West Midlands & Warwickshire (March 2024)

<https://www.whitecapconsulting.co.uk/wp-content/uploads/2024/03/Skills-WMW-Employer-Skills-Report.pdf>

WMCA Employment and Skills Strategy 2024-27

<https://www.wmca.org.uk/documents/productivity-skills/employment-and-skills-strategy-2024-2027/employment-and-skills-strategy-2024-2027/>

SCUC Annual accountability statement 2023-24

<https://www.solihull.ac.uk/wp-content/uploads/2023/10/annual-accountability-statement-2023.pdf>

Appendix 1: Review of 23/24 Accountability Statement

Review of 23/24 Annual Accountability Statement shows positive progress against our goals:

Curriculum Area	Status
<p>Computing</p> <ul style="list-style-type: none"> • Create a CISCO academy and a flexible reskilling offer for adults by January 2024 • Deliver a WMCA-funded Bootcamp in digital by January 2024 • Deliver and significantly grow Higher Technical Qualifications (HTQs) • Create a Cyber Security specialism from Level 3 to Level 5. 	<p>Complete</p> <p>Complete</p> <p>Complete</p> <p>In progress</p>
<p>Engineering</p> <ul style="list-style-type: none"> • Skills focus of our Engineering curriculum is: To deliver high-quality and innovative provision at the forefront of technological advancements in the engineering sector, ensuring that learners are placed in the best possible position as they transition into employment or onto higher-level skills • To become the region's leading provider for Advanced Manufacturing through our work as lead partner on GBSIoT. 	<p>Complete</p> <p>Complete</p>
<p>Construction</p> <ul style="list-style-type: none"> • To refocus our curriculum on decarbonising construction • To launch T-Levels in Civil Engineering, as requested by employers • To create new career pathways to Level 5 by introducing HTQs in modern construction methods. 	<p>In progress</p> <p>Commenced</p> <p>Complete</p>
<p>Health & Social Care</p> <ul style="list-style-type: none"> • To increase the number of pre-employment opportunities offered to local residents to meet the local skills gap in care • To deliver a full suite of technical qualifications from Level 3 to Level 5, including the launch of T-Levels and HTQs in Healthcare. 	<p>SWAP Launching May 2024</p> <p>Complete</p>
<p>Business</p> <ul style="list-style-type: none"> • To widen access to professional and management programmes by offering more flexible and modularised programmes • To enable employers wishing to upskill their workforce to higher-level skills in business, management, finance, and people development to benefit the local economy by allowing individuals to upskill whilst in work. 	<p>In progress</p> <p>Commencing May 2024</p>
<p>Motor Vehicle</p> <ul style="list-style-type: none"> • To invest in and deliver on electrification technologies • To ensure all learners entering the sector are skilled in electric and hybrid competence, ADAS calibrations and diagnostics, Four Wheel Alignment and F Gas • To keep the curriculum up-to-date and relevant to the local skills needs of employers by co-creating with local employers. 	<p>Investment complete, Delivery in-design</p> <p>Continual, strong progress</p>

Curriculum Area	Status
<p>Travel & Tourism</p> <ul style="list-style-type: none"> To establish a Travel and Tourism offer at the college's Stratford upon Avon campus, aligned to the Economic Development Strategy for Stratford on Avon and Warwickshire District Build and nurture strong links with Stratford based employers by September 2023. 	<p>Complete</p> <p>In progress</p>
<p>Hair & Beauty</p> <ul style="list-style-type: none"> To work closely with local hair and beauty employers to ensure they have suitable candidates to fill their vacancies and grow their businesses. 	<p>Complete</p>
<p>Animal Welfare</p> <ul style="list-style-type: none"> To deliver high quality CPD and progression opportunities to the growing canine and veterinary nursing profession whilst also providing skilled young people to enter the workforce in the field of animal welfare. 	<p>Complete</p>
<p>Creative Arts</p> <ul style="list-style-type: none"> To Deliver WMCA funded Skills Bootcamps in TV Production, Live Stream and Content Creation to meet the industry skills needs for the region To develop a broader range of apprenticeships to support the growing number of creative employers in the region and beyond, including content creation and design-related disciplines. 	<p>Complete</p> <p>Complete</p>
<p>Sports & Public Services</p> <ul style="list-style-type: none"> To deliver and grow high quality license to practice courses in fitness and coaching for 16–18-year-olds and adults, and in level 3 and 4 massage for adults To deliver and grow high quality courses that deliver a skilled workforce for a range of the uniformed services. 	<p>Complete</p> <p>In progress</p>
<p>Early Years</p> <ul style="list-style-type: none"> To meet the workforce demands of employers responding to the government's changes to childcare entitlements To increase the flexibility of the Early Years curriculum offer, shaped by local employers To ensure that the sustainability development goals become an integral part of our curriculum. 	<p>Complete</p> <p>Complete</p> <p>In progress</p>
<p>Foundation & Community</p> <ul style="list-style-type: none"> To offer the local community the opportunity to access courses supporting them to develop digital, language, employment, creative and artistic skills and maintain their health and wellbeing To develop our work with supported internships to ensure the successful transition of students with Education and Health care Plans (EHCPs) in to work To grow supported internships to provide careers for our community's most vulnerable residents. 	<p>Complete</p> <p>Complete</p> <p>Complete</p>

Annual Accountability Statement and Local Needs Duty 24/25

June 2024

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