



Shrewsbury Colleges Group Accountability Agreement

May 2023 to
May 2024

The Purpose of the College

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

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

- The college is the only post-16 state school provider in the town of Shrewsbury. In addition, the college is the sixth form partner for communities with a secondary school but no post-16 provision. The college works with c.3,600 16-18 year olds, having grown from 3,200 over the last four years. This growth took place despite demographic decline.

2. *Adults in Shrewsbury and Shropshire*

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

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

- The largest element of the college direct offer to employers is through the provision of apprenticeships. The college has deliberately moved away from offering apprenticeships where the provision was of indifferent quality and of limited value to the town and the county and has instead focused on areas of strength and specialism.
- In the last two years the college has developed high quality full-cost bespoke training programmes for employers.
- The college is a partner in the Marches Education Partnership which has delivered two successful Strategic Development Fund projects from 2021 to 2023. These projects have delivered bespoke training for the NHS and for the renewable construction sector. These programmes are now being mainstreamed into the college offer.

The Purpose of the College and the Strategic Plan

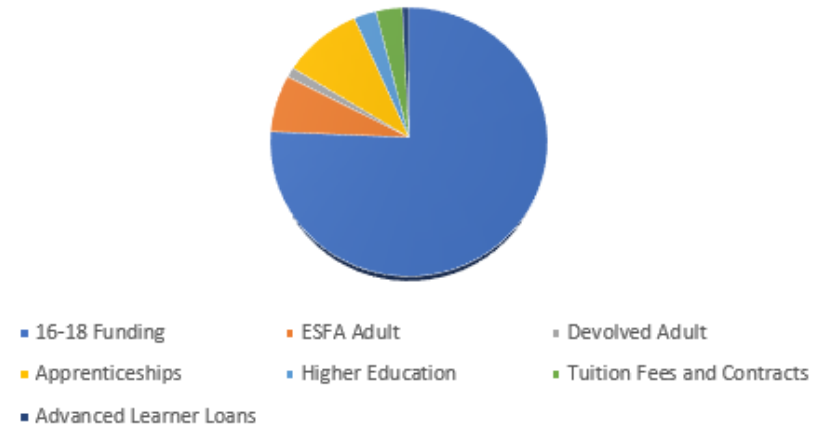
The strategic planning process is driven by the needs of the three priority groups.

The college needs sufficient capacity to meet the needs of 16-19 students, growing numbers of students with High Needs, and apprentices and adults in priority areas which are resource intensive, specifically engineering and construction.

Funding by income stream 2022-23 (chart right) demonstrates the significance of 16-19 income as it accounts for more than three-quarters of all income in 2022-23.

The current Strategic Plan covers 2021-2025. The priorities include: providing a broad curriculum which meets individual, local and regional needs, including implementing new national initiatives and a complimentary curriculum which prepares students for the future; meeting the needs of stakeholders through collaboration and partnership; and meeting the 20% additional demand for places through developing new facilities in key areas including construction, digital health, STEM, creative arts and SEND.

Funding by income stream 2022-23



The Strategic Plan and the Annual Accountability Statement

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

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

The **college has developed curriculum** to meet local and regional skills needs through partnership working. The Health team have developed the Shrewsbury Nurse pathway for Health in partnership with the University of Chester and the NHS Trust which enables students to study Level 3 at college, progress directly onto the degree programme delivered at University Centre Shrewsbury by the University of Chester, and then into employment at the NHS Trust. The Construction team have developed qualifications in Renewable Technologies and upskilled staff to make use of the new facilities provided as part of the Marches Education Partnership's successful SDF2 programme. The college is a key partner of Shropshire Council in delivering the government Multiply programme. The college has also introduced new full-time programmes in E-Sports Technologies. The college works in partnership with the University of Staffordshire who introduced this degree programme five years ago and recruited 300% of planned numbers. This is a growth sector within the UK economy and one which reflects the challenge that education and training has to prepare students for jobs which may not currently exist.

16-18 full time numbers have risen from 3412 to 3585 and **apprenticeship numbers have risen** from 770 to 920 since the start of the strategic plan in 2021. This growth has been in Level 3 qualifications, and in engineering, construction and in digital.

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

The Strategic Plan and the Annual Accountability Statement

The college has a mature process for reviewing the appropriateness of the curriculum and for responding to needs. This process is bottom up, focusing on yearly review of provision by the curriculum lead with middle and senior managers, including the principal. The review considers the effectiveness of the provision by considering student feedback, quality of outcomes including critically the quality of destinations, employer feedback and the soft intelligence from the curriculum team. This is augmented with insight from the senior team based on their engagement with stakeholders. The college is represented at a senior level on the Marches LSIP Board and the Shropshire Economic Partnership, and was represented on the Marches LEP board until the (extended) term of office ended, a role which included chairing the Skills Advisory Panel and producing the Skills Report. This process led the college to invest in Brickwork, building two brick workshops and growing student and apprentice numbers from 30 to 120, and to invest in Motor Vehicle Engineering, building the new Automotive Centre and growing students and apprentice numbers from 50 to 150. The Automotive Centre was a collaborative project with the Marches LEP and four regional employers.

Governors considered the timing of the new 'Duty to Review' on the Strategy and Development day held in April 2023. Governors determined that they would provisionally carry out the review in 2024-25.

This decision was taken because Governors had assurance as to the appropriateness and relevance of the college offer and the process for reviewing it, and because they wished to consider the final Marches LSIP report. Governors drew assurance from:

- the college process for reviewing curriculum, including the college use of LMI
- the external stakeholder report by Outsourcery Consultancy of April 2023
- the college Self-Assessment Report which identified the top ten occupation areas in Shropshire and Telford and Wrekin and mapped these occupational areas to the college curriculum. This analysis provides evidence that the college delivers courses designed to meet 44 out of the top 50 in-demand occupations in Shropshire, Telford, and Wrekin. Furthermore, analysis of the top 50 occupations requiring higher level qualifications shows that the college advanced level offer matches all 'in demand' occupations nationally in terms of facilitating progress to higher level study.
- Notwithstanding these inspections took place under the EIF rather than the enhanced EIF, the positive statements on meeting skills needs in the Ofsted inspection reports of 2020 and 2022 **(see next page)**.



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

Ofsted, February 2020

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

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

Ofsted, November 2021

Context and Place

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

Shrewsbury Colleges Group was formed in 2016 from the merger of Shrewsbury Sixth Form College and Shrewsbury College of Arts and Technology. The merger was unusual in that the larger GFE college merged into the smaller sixth form college. As a consequence, the college is legally a designated sixth form college.

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

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

Shropshire is the second largest inland county with a population of 323,600 at the 2021 census, a growth of 5.7% from 2011 compared with 6.6% nationally. Shropshire is predominantly rural – 98% of the county landmass is rural, with 2% urban – and has accompanying low population density with 101 persons per square kilometre compared with 434 in England. Shrewsbury is the county town and has a population of around 76,000, with several market towns scattered across the county. Shropshire ranked 34th for total population out of 309 local authority areas in England.

Context and Place

Shropshire has ambitions to increase the population and therefore has a plan to build 30,000 new homes by 2048, with a focus on sustainable construction. Nearby Telford and Wrekin, which is part of the historical county of Shropshire and which is surrounded by Shropshire to the north, east and west, grew by 11.4% over the same period, from 166,600 to 185,500. Over the same period there has been a 30% increase in people aged 65 years and over in Shropshire, compared with 20% nationally. This demographic shift has been exacerbated by the impact of the pandemic, with Shropshire Chamber of Commerce's Quarterly Business Survey's identifying employment gaps caused by (early) retirement of skilled workers. In total, 81,200 people are 65 or over, or 25%, compared with 18.7% nationally. Shropshire is ranked 165 out of 317 local authorities for deprivation, with one ward in the bottom 5% nationally, which is in Shrewsbury.

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

The college is the key post-16 partner for the four 11-16 secondary schools in Shrewsbury. In addition, the college is the prime partner for a further four 11-16 schools in rural Shropshire. These schools provide a critical mass of FE students which has enabled the college to take the strategic decision to offer a deliberately very wide range of courses. The college attracts significant numbers of students from 11-18 schools in Shropshire, Telford and Wrekin and Powys. These students contribute to the overall student numbers which allows the college to offer the breadth of academic and vocational provision and the ability to invest in specialist support and facilities because of the size of the 16-18 cohort.

Context and Place

75% of the college 16-18 provision is Level 3, reflecting the A Level specialism of the college and the proportion of young people in partner schools who matriculate at 16. The college is the largest A Level provider in Shropshire, with 1,750 A Level students, more than the rest of the providers combined. The college offers 38 A Level courses and 78 vocational/technical full time courses to students following study programmes. This is the widest choice in Shropshire and the surrounding area (the average sixth form numbers funded in the seven Shropshire school sixth forms in 2022-23 is 130). This breadth of offer is a deliberate strategic decision. As a consequence of this breadth and accompanying quality 16-18 year olds travel an average of 22 miles a day to attend the college (Association of Colleges MIDES data). The college travel to learn average places the college in the highest quartile nationally. The college sends around 800 students to university every year. Students from the college perform exceptionally well at university, out-performing other sixth form colleges, school sixth forms and the private sector in terms of % of students achieving 1st and 2:1 class degrees.

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

Context and Place

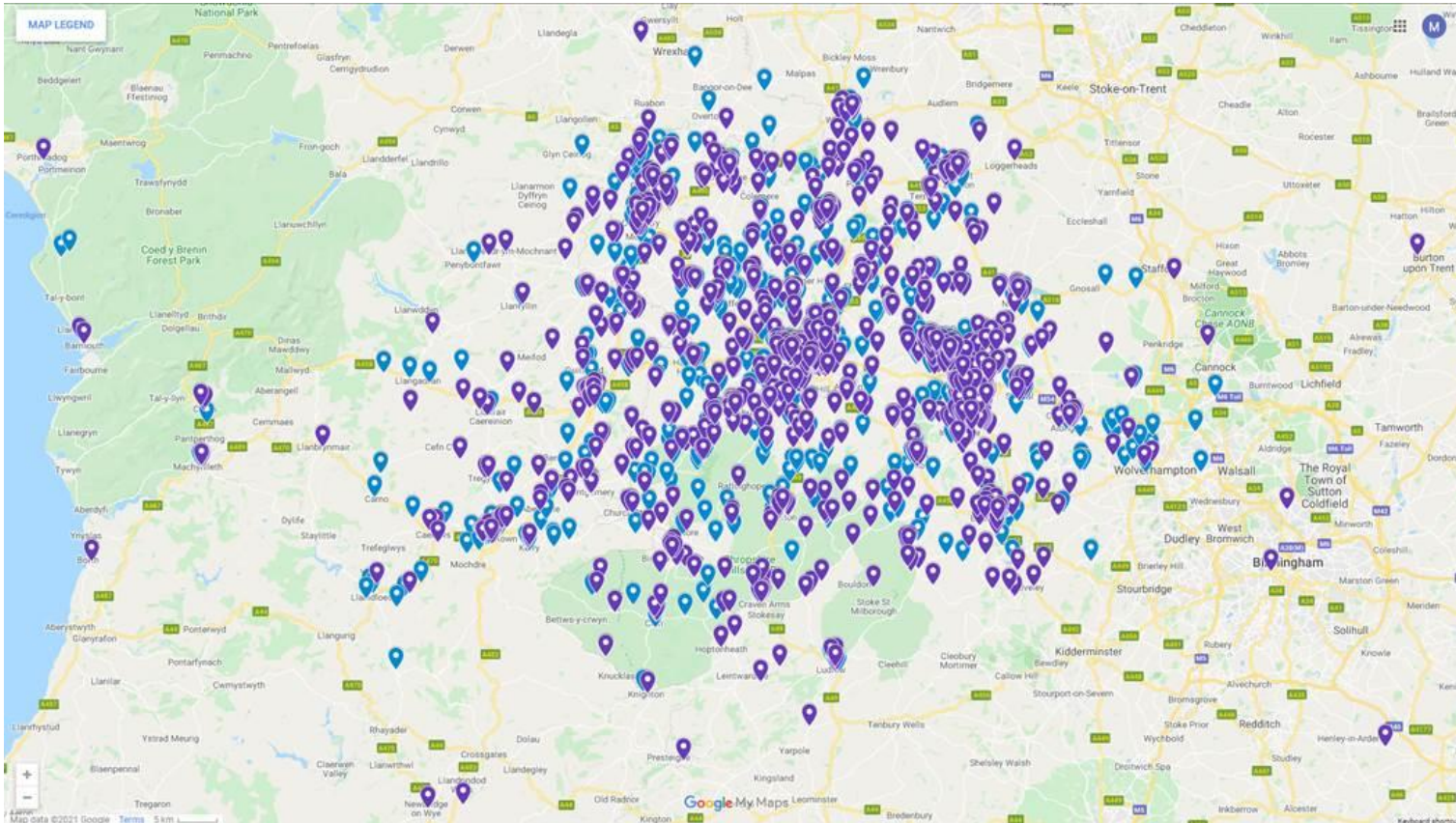
Adult provision consists of part-time and full-time further education qualifications, higher education and a small amount of community learning. Provision for adults is focused on local need and demand and college specialisms rather than being an inclusive offer. The college delivers English and maths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

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

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

The college is a partner in the Marches Education Partnership which has delivered two successful Strategic Development Fund projects from 2021 to 2023. These projects have delivered bespoke training for the NHS and for the renewable construction sector. These programmes are now being mainstreamed into the college offer.

16-18 Travel to Learn c.3,700 enrolments



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

Each marker represents a 16-18 student. **Purple** represents students enrolled at London Road, **Blue** students enrolled at English and Welsh bridges. The purple are on top of the blue, but the numbers are almost identical at c.1850

Approach to developing the statement

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

- **11-16 schools** in Shrewsbury, Shropshire and Telford regarding their future curriculum intentions, demography and planned NOR, and careers information in relation to future opportunities in the area.
- The **college's Skills Advisory Panels for Health, Construction and Digital skills**. These panels are chaired by the Vice Principal for Vocational and Technical Education and bring together a group of 4-6 key employers with college Curriculum Directors with the aim of reflecting current sector needs in the design of the curriculum, building capacity for T Level work placements and facilitating upskilling of teachers.
- The **Marches LSIP** Board with particular reference to the draft indicative report of March 2023 shared with the college in April 2023. These identify that in Shropshire there was a high demand for care and medical staff, construction and engineers, and that in Telford there is a high demand for all manufacturing skills, construction, engineers and IT skills. In addition, work and soft skills were identified as a skills shortage in each of the three sub-regions and across the Marches. The draft report did not identify specific qualifications for the college to consider delivering. The research completed by the ERB has ensured that there are up to date views from key stakeholders included the CITB and the NHS Trust.
- **Shropshire Council and the Shropshire Economic Partnership** with particular reference to Shropshire's Economic Growth Strategy 2022-2027. The strategy identifies two *Outputs* which have directly influenced college planning: the need to increase employment in higher skilled occupations, and the need to increase the proportion of the Shropshire population with Level 3+ qualifications. The strategy also identifies two Employment and Skills *Outcomes*: the need to increase the availability and take up of apprenticeships and the need for employer and potential employee mapping that establishes a matrix of skills gaps and needs.
- The **Marches LEP Skills Report of November 2021** is the most recent published report of skills shortages based on extensive data analytics. It was used to cross reference against the information from the college sector panels, the draft LSIP, and the Shropshire Council Economic Growth Strategy. The priorities were: Advanced Manufacturing, Business & Professional Service, Health & Social Care, Cyber, Visitor Economy, Education, Construction, Agri-tech, Food manufacturing and processing

Approach to developing the statement

In addition to external stakeholders, the college has also considered the up to date Labour Market Intelligence from Lightcast LMI in relation to Shropshire and Telford and Wrekin occupational vacancies August 2022 to March 2023. This data identifies Careworkers and Home Carers, Nurses, Business Administration, Sales, Customer Service, Programme and Software Development Professionals, Kitchen and Catering Assistants, Teaching Assistants, Engineering Technicians and Elementary Storage Occupations as the top ten posted vacancies. Several of these areas are seeking qualifications at L6 and several do not require qualifications. The college provision does support Careworkers, Nurses, Business Administration, Customer Service, Teaching Assistants, Engineering Technicians and in several of these areas the college has planned to increase provision.

The Annual Accountability Statement also pays due regard to the provision offered by other colleges in the Marches. Shrewsbury Colleges Group is one of the three members of the Marches Education Partnership (MEP), along with Hereford, Ludlow and North Shropshire College and Telford College. The MEP have worked in collaboration to deliver two Strategic Development Fund projects, in Health (SDF1) and in Renewables (SDF2) with a combined value of £3.8mn.

The Marches Education Partnership has worked collaboratively to plan provision across the Marches area. This planning has to reflect the geography of the Marches region which requires provision to be available in different geographical locations because of prohibitive travel to learn times. It also reflects the decisions which have been taken by MEP to develop certain specialisms in each geographical location where this is appropriate. Shrewsbury Colleges Group is specialising in L3 sustainable construction qualifications in Electrical (Battery) Storage, EV Charging and Solar Panels and Installation and Maintenance of Air Source Heat Pumps. Hereford, Ludlow and North Shropshire College is specialising in Solar PV and Air Source Heat Pump Installation. Telford College is specialising L3 Installation and Maintenance of Small-Scale Photovoltaic Systems, Design, Installation and Commissioning of Electrical Energy Storage System and Installation and Commissioning of Electric Vehicle Charging Equipment. The MEP will signpost employers and individuals to the specialist offer of the individual colleges. In addition, the three colleges in the MEP have shared their indicative priorities which will be set out in the individual Accountability Statements. Finally, the MEP are jointly developing training for professional digital skills for full-time students in response to LSIP priorities (see Section 4).

The next two pages summarise the priorities.

Meeting Skills Needs: Local, Regional and National Priorities

Marches LEP priority sectors:

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

Local Skills Improvement Plan priority sectors:

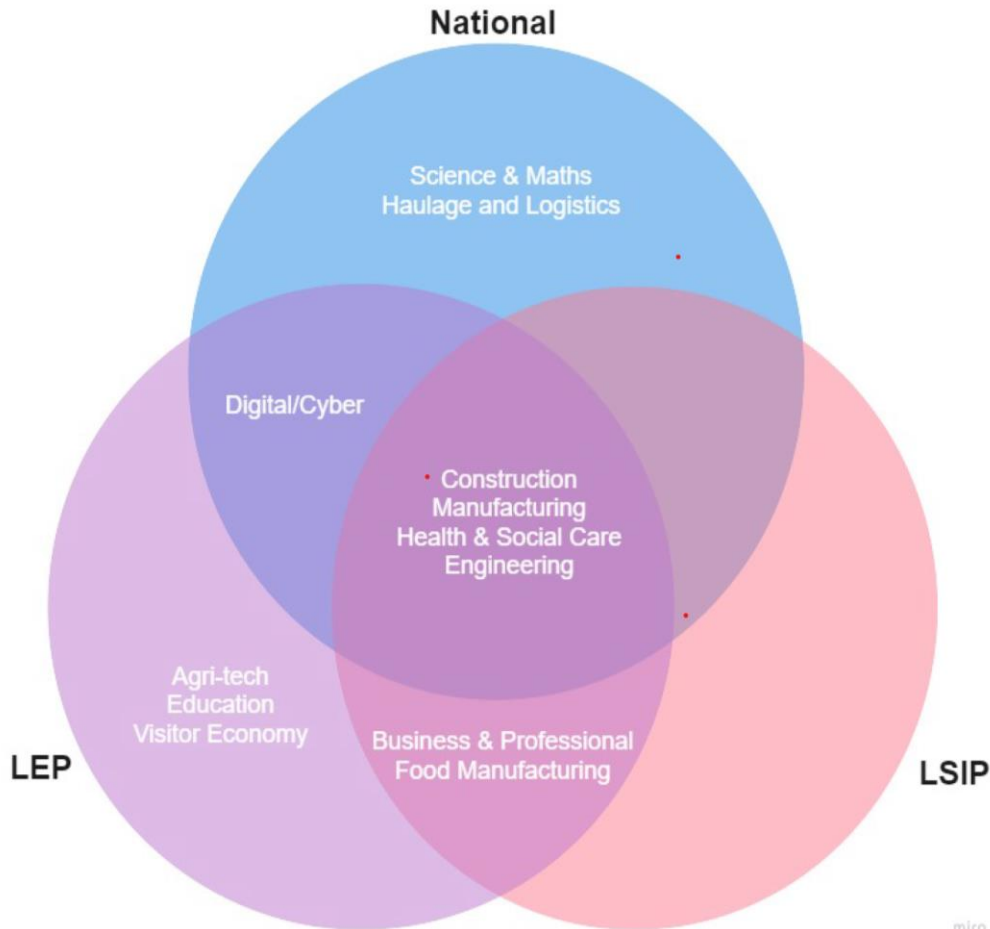
- Professional Services
- Health & Social Care
- Construction, including Environment Technologies
- Engineering & Manufacturing, including Food & Drink Production

National priority sectors:

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



Meeting Skills Needs: Local, Regional and National Priorities



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Shropshire's Economic Growth Strategy

Employment and Skills Outputs:

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

Employment and Skills Outcomes:

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

Contribution to national, regional and local priorities

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

The college is introducing:

- seven T Levels with an overall aim of delivering to 157 students from September 2023 covering Construction, Health, Education, Engineering (two pathways), Digital, and Business and Professional Services. The college will need to utilise the Specialist Equipment Allocation provided to support the delivery of each T Level.
- the Apprenticeship in Maintenance Operations, initially at Level 2
- four L3 qualifications in renewable technologies in construction, building on the upskilling of staff and the development of training facilities achieved through SDF2
- Higher Technical Qualifications (HTQs) in Modern Methods of Construction and in Digital.

The college is also introducing a programme of supported internships for EHCP students in partnership with the NHS to provide pathways to employment. This addresses national priorities around inclusion and employment for SEND students through the critical area of facilitating roles within the NHS.

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

As well as the hard technical skills the college is planning to deliver through the development of the curriculum, the college is also responding to the feedback of employers provided to the ERB in preparation for the publication of the LSIP. This feedback identified the need for students to have soft skills in professional digital communication. In response, the college will develop a programme of training which will be integrated into the study programmes of all 16-18 students. As this was an area where employers broadly agreed on the need, across sector and across the geography of the Marches, the three colleges in the Marches Enterprise Partnership have agreed to jointly develop the programme and to commit to deliver it to all 16-18 year olds.

Finally, the college needs to increase its capacity to enable it to address national, regional and local priorities, specifically through investing in the facilities required to meet the demand for construction and STEM. The college has a Wave 5 T Level bid for a Sustainable Construction Centre and has a developed plans for a new STEM Centre at the Welsh Bridge campus which requires a source of funding to progress.

The next page provides a summary table of the college priority actions for 2023-24. The table sets out the priority sector and identifies whether this priority is identified by the Marches LSIP, the Marches LEP or is a National Priority. The table also cross references to the college Strategic Plan. Finally the table provides a summary of the identified actions.

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

Priority	National	LSIP	LEP	SCG SP	Actions
Construction	X	X	X	1.1 3.3	<ol style="list-style-type: none"> 1. Introduction of L3 sustainable construction qualifications in Electrical (Battery) Storage, EV Charging and Solar Panels and Installation and Maintenance of Air Source Heat Pumps. 2. Introduction of T Level in Design, Surveying and Planning for Construction 3. Introduction of HTQ in Modern Methods of Construction 4. Introduction of L2 Maintenance Operative Apprenticeship 5. Commence building of the Renewable Construction Centre
Health and Social Care	X	X	X	1.1 1.1/ 2.3	<ol style="list-style-type: none"> 1. Introduction of T Level in Supporting the Adult Nursing Team 2. Introduce Project Search to provide supported internships
Engineering and Manufacturing	X	X	X	1.1	<ol style="list-style-type: none"> 1. Introduction of T Levels in Design and Development for Engineering and Manufacturing: Electrical/Electronic Engineering pathway and Mechanical Engineering pathway
Business and Professional		X	X	1.1	<ol style="list-style-type: none"> 1. Introduction of T Level in Business Administration
Tourism and Visitor Economy			X	1.1	<ol style="list-style-type: none"> 1. Additional Travel and Tourism Extended Diploma provision
Digital	X		X	1.1 4.1	<ol style="list-style-type: none"> 1. Introduction of T Level in Digital Production, Design and Development 2. Introduction of HTQ in Digital
Science and Maths	X			3.3	<ol style="list-style-type: none"> 1. STEM Centre
Communication skills		X		1.1 1.3 4.1	<ol style="list-style-type: none"> 1. Basic digital communication skills component added to tutorial programme

Priority	Actions	Outcome	Date for completion
Construction	<ol style="list-style-type: none"> 1. Introduction of L3 sustainable construction qualifications in Electrical (Battery) Storage, EV Charging and Solar Panels and Installation and Maintenance of Air Source Heat Pumps. 2. Introduction of HTQ in Modern Methods of Construction 3. Introduction of L2 Maintenance Operative Apprenticeship 4. Commence building of the Renewable Construction Centre 5. Introduction of T Level in Design, Surveying and Planning for Construction 	<ol style="list-style-type: none"> 1. Deliver 24 short courses across the year to 204 students 2. First cohort of 10 students 3. Deliver to 10 apprentices from five employers 4. Funding from the T Level Wave 5 programme 5. First cohort of 20 students 6. Utilise £184k Specialist Equipment Allowance 	<ol style="list-style-type: none"> 1. July 2024 2. September 2023 3. July 2024 4. September 2023 5. September 2023 6. December 2023
Health and Social Care	<ol style="list-style-type: none"> 1. Introduce Project Search to provide supported internships 2. Introduction of T Level in Supporting the Adult Nursing Team 	<ol style="list-style-type: none"> 1. First cohort of 10 students with EHCPs 2. First cohort of 20 students 3. Utilise £195k Specialist Equipment Allowance 	<ol style="list-style-type: none"> 1. September 2023 2. September 2023 3. December 2023

Priority	Actions	Outcome	Date for completion
Engineering and Manufacturing	1. Introduction of T Levels in Design and Development for Engineering and Manufacturing: Electrical/Electronic Engineering pathway and Mechanical Engineering pathway	1. First cohort of 32 students consisting of 16 students per pathway 2. Utilise £625k Specialist Equipment Allowance	1. September 2023 2. December 2023
Business and Professional	1. Introduction of T Level in Business Administration	1. First cohort of 25 students 2. Utilise £82k Specialist Equipment Allowance	1. September 2023 2. December 2022
Tourism and Visitor Economy	1. Additional Travel and Tourism Extended Diploma provision	1. Numbers increase from 44 to 70	1. July 2024
Digital	1. Introduction of T Level in Digital Production, Design and Development 2. Introduction of HTQ in Digital	1. First cohort of 20 students 2. Utilise £192k Specialist Equipment Allowance	1. September 2023
Science and Maths	1. STEM Centre	1. Identify source of funding to support the ambition identified in the Property Strategy	1. July 2024
Communication skills	1. Basic digital communication skills component added to tutorial programme	1. Design the programme via the Marches Education Partnership 2. Deliver to 3600 students	1. October 2023 2. July 2024

Corporation Statement

On behalf of the Shrewsbury Colleges Group corporation, it is hereby confirmed that the 2023-23 Annual Accountability Statement Part 2 as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 24 May 2023.

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

Roger Wilson

Chair of Governors

Dated: 24 May 2023

James Staniforth

Principal and Chief Executive

Further Information

Shrewsbury Colleges Group Ofsted Report November 2021

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

Shrewsbury Colleges Group Financial Statements

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

Shrewsbury Colleges Group Full-time and HE offer 2022-23

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

Marches LEP Skills Report November 2021

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

Shropshire Economic Strategy 2022-27

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

National Skills Priorities, Paragraph 19

[Accountability agreements for 2023 to 2024 \(publishing.service.gov.uk\)](#)