

**Annual Accountability Statement  
2023/2024 Academic Year**

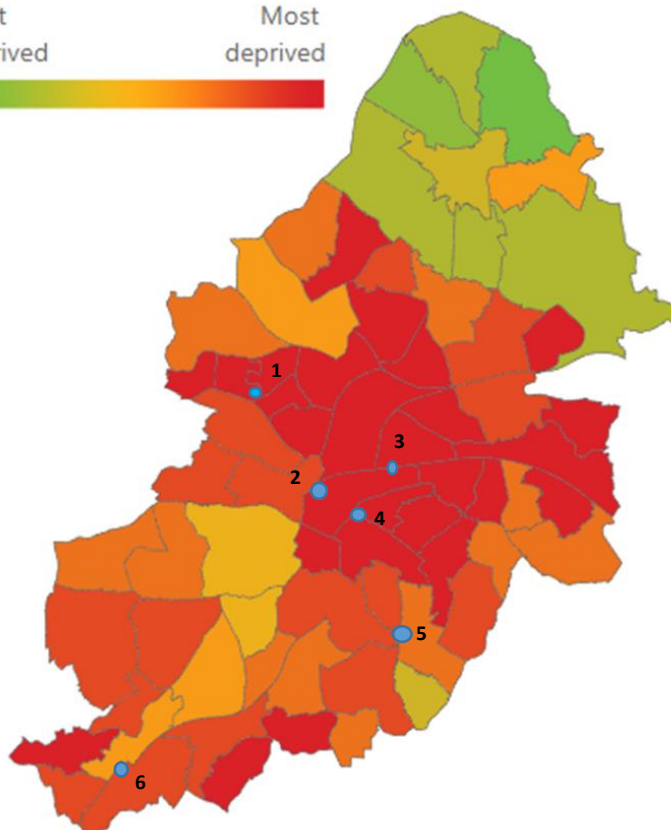


The College operates from 8 sites all located in the heart of some of the most deprived and ethnically diverse wards of Birmingham.

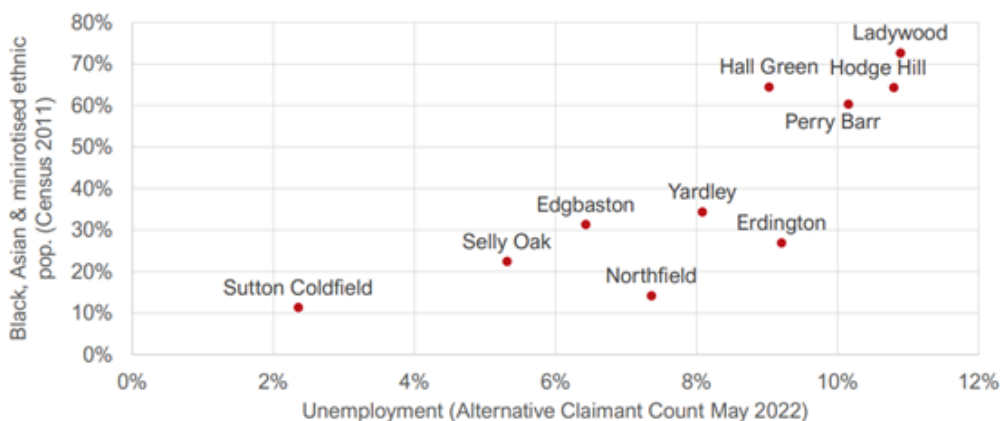
## Map of Birmingham Deprivation Decile

Least deprived █ █ Most deprived

- 1: Handsworth
- 2: Digbeth & Fusion
- 3: Bordesley Green
- 4: Golden Hillock
- 5: Hall Green
- 6: Bournville Campus, Longbridge



### The wards with the highest unemployment are the wards with the largest Black, Asian and minoritised ethnic populations



BE BOLD BE BIRMINGHAM



The provision offered at each site is developed in collaboration with the various stakeholders in the community including schools and employers.

The College has years of experience in supporting organisations to recruit and develop a workforce that meets their needs. With access to industry-standard resources and the finest quality tutors the College seeks to ensure the recruitment and training needs are tailored to student and employer expectations. Our ethos is simple, our students come first and everything we do is to ensure they have the best possible experience and skills development to ready them for the world of work.

### **College Mission, Vision and Values**

**Mission:** To provide outstanding education and training that is primarily vocational, in response to the needs of learners, employers and other key stakeholders.

**Vision:** To be recognised as an outstanding educational and economic resource by learners, employers and other key stakeholders.

#### **Values**

##### **The college:**

- believes that its learners are at the heart of the College community and that they are entitled to work and study in a welcoming, safe and supportive environment
- believes that it is the responsibility of all staff to help learners to achieve their full potential
- is proud of the diversity of its community and aims to be a socially inclusive organisation that recognises, values and celebrates individual differences
- is opposed to all forms of violent, abusive and discriminatory behaviour
- values its staff and will help them to develop their skills and expertise within a supportive working environment
- aims to play a key role in the local economy by supporting local people and businesses

##### **The college creates public value by:**

- helping local people to learn skills for employment
- promoting equality and diversity
- actively working with local businesses to
  - a) create opportunities for apprenticeships and work placements for learners
  - b) develop curriculum which meets the skills needs
- supporting local community-based projects and charities
- working in collaboration with key stakeholders including schools and universities
- delivering a curriculum tailored to local needs
- opening facilities to the public which are run by students
- contributing to the economy as a major employer.

### **Our Curriculum Intent**

Within each curriculum area at the College, curriculum design ensures:

- Core skills including English, Maths, employability and essential digital skills are embedded into study programmes.
- Inclusion and diversity, including ambition and challenge for all is incorporated into all lessons.
- Students are challenged and motivated at all times.
- Clear focus on wider skills development to support the social mobility of all our students.
- Our curriculum is relevant to the local and national skills needs.
- Students are given skills and knowledge to be able to progress to positive destinations.

## **Birmingham and the West Midlands**

According to the ONS data taken, from the 2021 census, Birmingham is the most deprived Local Authority in the West Midlands.

- 59.6% of households in Birmingham have at least one dimension of deprivation.
- Birmingham is ranked as 3rd most deprived UK core city with 43% of population living in the 10% most deprived areas. Rising to 51% for young people with 28% of children living in income deprived households.

Birmingham is one of the most diverse local authority areas in the UK, in terms of its demographic profile.

- It has the highest number of non-English speakers. The UK mean average of non-English speakers in 2021 was 2%, while Birmingham has a mean average of 4.6%.
- Birmingham is the 'youngest' city in Europe, with 40% of the population under 25
- It is ethnically more diverse than London.

Birmingham has one of the highest proportion of the population without any qualifications in the UK, latest data shows that this is improving, if only very slightly.

According to ONS data, Greater Birmingham accounted for 3.1% of Gross Value Added (GVA) in 2020. In that same year it declined by 11.8%, a greater fall than London and other major cities. The city was impacted disproportionately by Covid19, however Oxford Economics forecast 1.4% annual growth for the next 10+ years.

As a result of the pandemic and associated disruptions the composition and demography of the economy saw a number of changes which included growth in

- **life sciences** and the **health sector**
- **digital** and **creative**
- **public sector**
- **business, professional** and **financial services**.
- **Construction** was hit quite hard initially, but has almost made a full recovery, retail has fallen and (traditional) automotive remains significantly down (WM&W LSIP Report).

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

Birmingham sits in the West Midlands and Warwickshire Local Skills Improvement Plan (LSIP) area and all campuses fall within the West Midlands Combined Authority (WMCA) jurisdiction.

The (draft) LSIP report focuses on i) **digital skills** ii) **green skills or net zero** and iii) **leadership and management** capabilities at all levels and in all sectors.

### **Digital Skills**

Digital foundation skills are defined as the basic digital skills required to access any work. A recent national Digital Skills Survey found that the West Midlands has a high proportion (15%) of people with none of the Essential Digital skills needed for Work, compared with 8% nationally (WM&W LSIP Report). The LSIP and WMCA identified a skills shortage at advanced digital skills level, the 'tech' sector continues to grow at pace, with 33% of these jobs sitting outside of the traditional 'tech' sector. The college continues to work with WMCA to meet the needs outlined in the WMCA Digital Skills Roadmap.

### **Green Skills and Net Zero**

The second major focus for the LSIP is around 'Green Skills' or 'Net Zero'. Businesses across the region are taking steps to reduce their carbon footprint including SCCB. The National Green Jobs Taskforce reported to the government in 2021 that one in five jobs will require skills not currently held. The LSIP will complete further work at a local level to identify opportunities during the 'green' transition.

### **Leadership and Management**

The third focus for the LSIP was around Leadership and Management Capabilities. This is a supplementary focus associated with the digitalisation and the advancement of new technologies and the transition towards net zero.

### **West Midlands Combined Authority's Strategy**

The West Midlands Combined Authority (WMCA) unveiled its most recent Skills Strategy in autumn 2022. The strategy has four key priorities;

1. Getting residents into employment.
2. Upskilling and reskilling to respond to the regional economy and net zero.
3. Provide a good basic education up to level 2 for those who need it.
4. Support our communities to be stronger and benefit from inclusive growth.

### **Approach to developing the annual accountability statement**

South and City College Birmingham truly embodies the dual role of further education. The college responds to both learner and employer needs by providing all learners, regardless of age and starting point with the skills and academia required to enable them to succeed in the workplace.

The college builds on the strong foundations of our collaborative approach with local communities, employers, educational partners, and other stakeholders to ensure that the curriculum is both responsive and appropriate for future skills requirements enabling future economic resilience for both learner and employers.

The college engages with key stakeholders at all levels, the majority of engagement is at local and regional level, as well as with key stakeholders nationally. At senior level the college is represented on local and regional Economic Improvement Boards, Sector Specific Employment Boards and meets regularly with WMCA, Birmingham City Council, DWP and The Birmingham Chamber of Commerce to ensure that it is at the forefront of developments to meet the needs of the residents of Birmingham and meet business needs to futureproof Birmingham's economic growth and strength.

### **Examples of Key Stakeholders**

|  |   |
|--|---|
| West Midlands Combined Authority         | Birmingham City University                              |
| Department for Work & Pensions           | University of Birmingham                                |
| College West Midlands                    | De Montfort University                                  |
| Birmingham City Council                  | Greater Birmingham and Solihull Institute of Technology |
| North Birmingham Economic Recovery Board | Secondary Schools Network                               |
| East Birmingham Board                    | Asian Business Chamber of Commerce                      |
| Greater Birmingham Chamber of Commerce   | National Careers Service                                |

Each college campus reaches out to the local community and works hard to develop relationships which enables access to even the most hard to reach. The college liaises regularly with organisations

which include, local schools, National Careers Service and third sector organisations to support education and training of residents.

The college also engages with other education institutions to provide a collaborative approach to issues across the region, the college partners with the University of Birmingham to deliver foundation degrees in engineering and Birmingham City University to deliver business and management degrees.

SCCB is a member of the College West Midlands Group (CWM), collaboratively working with representatives from each college within the devolved authority. It has a Principals and Senior Leaders Group, and further spin off groups which are sector specific or are developed to meet a particular need, the groups include; **construction, digital, engineering and automotive, sustainability, employment, EDI and electrification**. These groups enable the colleges to work together to plan provision across the region to ensure that there is a broad offer that meets local, national and regional priorities.

The college is also a member of the Greater Birmingham and Solihull Institute of Technology GBSIoT. Partners who make up this group have initiated a number of collaborative projects to engage school leavers, women and residents from areas of high deprivation into STEM projects.

SCCB's Employer Engagement Team leads on developing and nurturing relationships with employers and employer groups who ascertain employers training needs. It also has the dual role of feeding back into the college the requests and future needs of individual employers. Current examples of strategic employer engagement includes; **Worcester Bosch** training for gas engineers, **National Express Training Academy** within the college to train future bus and coach engineers and upskill current staff in electrification and the college partnership with **Balfour Beatty Vinci** that trains construction workers to work on the HS2 project. The college has a focus on priority areas identified by stakeholders and this has significant influence on the college planning cycle.

### Examples of Key Employers

| <i><b>Employers and Stakeholders</b></i>    | <i><b>Curriculum</b></i>                   |
|---|--|
| Worcester Bosch                             | Gas  |
| National Express                            | Bus and Coach Engineering/Electric Vehicle |
| BBV   | Construction/Plant/Groundworks             |
| Birmingham and Solihull Mental Health Trust | Computing/Adult Care/Business              |
| South Docs Services                         | Business/Clinical Skills                   |
| Wates                                       | Construction                               |
| Equans                                      | Construction                               |
| Birmingham City Council                     | Adult Care/Major Stakeholder               |
| Warwickshire County Council                 | Civil Engineers                            |
| Witton Lodge Community Association          | Community Engagement/Business              |
| EYears                                      | Early Years/Business                       |

### The Strengths & Challenges for the Area

Birmingham is an ethnically diverse area hosting many of the economic drivers of the wider conurbation, and is an economy based around the professional services industry. There are a wide range of employment sectors including manufacturing, business administration and support services, education, transport and storage, whole and retail trade.

The main challenge for the area stems from a large proportion of the workforce having no or low level qualifications and seeking to close the gap between the no qualification and level 4+ needs of the economy. In addressing this work continues to improve the skills profile of residents, whilst ensuring through a range of qualification types that provision is flexible and responsive.

Employers play a significant role in providing guidance in terms of their need and expectations for the current and future workforce. Unemployment in the area exceeds the national average, in turn education providers need to develop their provision to not only train and educate young people to the need of employers but also to ensure that opportunities are provided for the existing workforce to upskill and meet the forecasted need within their area of employment.

Key areas that have developed over recent years for providers to focus on includes developing educational programmes in business decarbonisation and energy resilience. Opportunities have also been created and continue to be created as a result of significant investment in HS2 and the localised transport infrastructure.



## Contribution to National, Regional and Local Priorities

| SCCB: Key Priorities and Objectives – 2023/2024                    | Predicted Impact on National, Regional and Local Priorities   |
|--|---|
| Digital Skills Development via vocational and community engagement | <ul style="list-style-type: none"> <li>❖ Tackling Digital literacy – working collaboratively with our community partners engage 5% more hard to reach residents on to low level digital programmes. <b>Impact</b> - Improve digital literacy amongst residents in areas of high deprivation as highlighted by both the LSIP and WMCA</li> <li>❖ Digital enhancement of the workforce – develop programmes in partnership with employers to support future digital requirements or embed in current programmes delivered<br/><b>Impact</b> – Meeting employers needs with regard to skills shortages and improving job security for residents who do not hold up to date digital skills in their job role as highlighted by the LSIP and WMCA</li> </ul>   |
| Green Skills / Net Zero Agenda                                     | <ul style="list-style-type: none"> <li>❖ Develop Retrofit programmes in collaboration with employers and other educational institutions<br/><b>Impact</b> – meet future employer needs for skills shortages in retrofit in both new employees and upskilling current workforce.</li> <li>❖ Build on the development of alternative fuel source training/upskilling for the automotive, bus and coach and HGV industries. Deliver in-work upskilling programmes in both electric vehicle and hydrogen in partnership with employers. Deliver 10% more electric vehicle courses and pilot hydrogen courses in collaboration with an employer<br/><b>Impact</b> – support in closing the gap in skills required for large and small companies in the changeover to alternative fuel sources in the automotive industry as highlighted by LSIP and WMCA</li> <li>❖ Improving the College’s carbon footprint</li> <li>❖ Embedding awareness of sustainability in everything we do. Embed individual ‘carbon footprint’ awareness in our tutorial programmes<br/><b>Impact</b> – developing awareness and knowledge of small changes having impact on the planet and environment, and encouraging development of innovative energy saving solutions in line with national priorities</li> </ul> |
| Higher Technical Qualifications                                    | <ul style="list-style-type: none"> <li>❖ Begin delivery of Cyber Computing HTQ in September 2023 with a target of 15 learners.<br/><b>Impact</b> – Residents developing the high level skills required to gain employment in areas where there is local, regional and national skills shortages as highlighted by LSIP and WMCA</li> <li>❖ Early Years and Health &amp; Social Care and Business Administration (Leadership and Management) are in development for September 2024.<br/><b>Impact</b> meeting future higher level skills needs as identified in WMCA Regional Skills Plan</li> </ul>   |
| Apprenticeships & Pre-employment                                   | <ul style="list-style-type: none"> <li>❖ 10% Growth in priority areas – Engineering, Construction, Health and Care, Digital and professional<br/><b>Impact</b> – Future- proofing future workforce needs as highlighted in both the LSIP and WMCA</li> </ul>  |

|                         |  |
|-------------------------|--|
| T-Levels & Level 3      | <ul style="list-style-type: none"> <li>❖ Expand offer of level 3 in priority sectors, to include: <ul style="list-style-type: none"> <li>• Digital Design</li> <li>• Electric and Electronic Engineering</li> <li>• Construction and Design</li> <li>• Health</li> <li>• Lab sciences</li> <li>• Childcare and Education</li> </ul> </li> <li>❖ Growth in level 2 feeder groups by 10% <p><b>Impact</b> To meet future skills shortages in areas identified by the LSIP and WMCA. Growth in level 2 feeder groups will also grow the number of residents with a level 2 qualification and support Birmingham in getting closer to the national average</p> </li> </ul> |
| Destinations & Outcomes | <ul style="list-style-type: none"> <li>❖ Improve positive destinations for pre-employment programmes. By minimum of 5%</li> <li>❖ Improve progression to level 2 – by categorising ESOL provision and supporting those who have occupational competence to learn the language and fast-track into employment <p><b>Impact</b> – to support growth in numbers of residents with a level 2 qualification and into either higher level qualifications or employment. Improve the figures for the number of Birmingham residents who are economically inactive as identified by WMCA, Birmingham City Council and DWP</p> </li> </ul>                                      |