

TAMESIDE COLLEGE

# ANNUAL ACCOUNTABILITY STATEMENT



Tameside  
College



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Clarendon  
Sixth Form College



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# Annual Accountability Statement

Tameside College & Clarendon Sixth Form College

## COLLEGE MISSION & PURPOSE

Our mission is to transform lives by offering first class education and training in order to improve employability and generate economic prosperity. We will achieve this through the following strategic priorities and objectives:

## PEOPLE

To enable all our people to develop the skills, knowledge and behaviours they need to play a productive role in the local and regional economy.

- To develop a highly skilled, responsive and committed workforce
- To provide appropriate recognition and reward for our staff and to develop their wellbeing
- To develop learners' skills, knowledge and behaviours to enable their progression into apprenticeships, work and higher education
- To ensure communications with staff and learners and partners influence any future developments
- To maintain a culture which espouses the college values and behaviour framework

## FINANCE & BUSINESS GROWTH

To ensure the college is financially resilient and maintains its strong financial health.

- To maintain the very strong financial performance of the college, to ensure a sustainable college which provides value for money
- To maximise course level productivity
- To keep staffing costs to sector norms
- To achieve or exceed learner number targets including 14-16, 16-18, adult, apprenticeships, levy business and higher education

## QUALITY

To do the right things, right the first time.

- To develop a holistic quality strategy for the organisation
- To plan to exceed expectations in everything that we do
- To be the first choice for learners and employers
- To sustain a culture of continuous improvement using critical evaluation, for all that we do
- To celebrate and promote our achievements
- To have fit for purpose business systems across the organisation

## CURRICULUM

To provide a high quality teaching, learning and assessment experience which leads to outstanding learner attainment and progression.

- To ensure the college's contribution influences the local, regional and national skills agenda through partnership and collaboration
- To build and develop relationships with employers to support local and regional economic prosperity and growth
- To maintain the very high outcomes for all learners, improving any, where necessary, so that the college reflects the very best of providers in the region
- To innovate in curriculum design and intent to ensure all learners develop skills to prosper in their future lives and the employment marketplace or next steps in education
- To secure successful innovation projects to empower learners in our local and regional community

## ESTATE & RESOURCES

To ensure everyone is able to access a high quality, safe and secure learning and working environment.

- To complete the construction skills centre, by 2021, on budget
- To agree and plan the strategy for the remainder of the college estate; readying the college for any funding opportunities, redeveloping any accommodation and resources which are not fit for purpose
- To work towards a sustainable environmental strategy including reducing the use of single use plastics
- To develop & innovate in digital resources for learners, staff and other stakeholders

# #I Can Be

The agreed College Values Framework is displayed in the diagram below. These values are underpinned by an agreed set of behaviours. These values and associated behaviours are evident within everything we do in our College community and a culture of high expectations and positive attitudes towards learning ensures learners gain knowledge, employability skills and personal attributes so they are prepared for their next steps in further study, work and wider society. This framework ensures all staff and students are accountable for their behaviour.

Find Strategic plan at [www.tameside.ac.uk](http://www.tameside.ac.uk)



## THE COMMUNITIES WE SERVE

The borough of Tameside lies to the east of Greater Manchester, stretching eastwards from the urban hub of Manchester to the moors of the Peak District. Tameside shares borders with Oldham, Manchester, Stockport and the Derbyshire Borough of High Peak. Tameside is well connected to the region and beyond by the M60 and M67 motorways and quality rail links to Manchester and Yorkshire. The college attracts school leavers primarily from Tameside schools but also from key 'border' schools in Oldham, Manchester, Derbyshire and Stockport. Adults are recruited from across GM, and in specialist areas, from further afield. Apprentices work with Tameside and GM employers. The college does not actively recruit apprentices outside of GM. The small but developing HE offer ensures our local adults can access qualifications at level 4 and 5 to access the better paid careers in GM. We are the only Further Education College in Tameside and have a responsibility to offer a broad curriculum that empowers our learners to develop the knowledge and skills demanded by the diverse economy in Tameside and GM.

Tameside College merged with Clarendon Sixth Form College in 1999. It relocated to Ashton town centre in a purpose built sixth form building in October 2015 as Clarendon Sixth Form College. Tameside College has its Beaufort Road campus and Tameside One campus (co located with Tameside Local Authority, DWP and Tameside libraries). The Tameside Centre for Enterprise, in Ashton town centre, houses the Tameside Adult and Community Education (TACE) team who merged into the college in 2022 from the local authority.



Tameside has a total estimated population of 231,071. Of the 141 areas in Tameside, 11 of these fall within the most deprived 5% nationally and a further 18 fall within the most deprived 10% nationally. In total, 13.4% of Tameside residents live in income-deprived households. In March 2019, 3.9% of working age residents in Tameside claimed benefits.

The following table indicates that 71.3% of qualifications are undertaken by students (all ages) from wards that are rated in the top 3 Index of Multiple Deprivation deciles. There are no significant gaps between the achievement rates of students in each decile, although it is noted the achievement of the 2.6% in decile 9 and 10 do perform better. 68% of all students on an A Level study programme are from the top 3 deciles of IMD.

## THE COMMUNITIES WE SERVE

Index of Multiple Deprivation Deciles	Retention Rate	Pass Rate	Achievement Rate	21-22 Leavers	21-22 Completers	21-22 Achievers	% of Leavers
1	90.3%	93.6%	<b>84.5%</b>	3,630	3,277	3,068	<b>38.0%</b>
2	89.7%	94.1%	<b>84.4%</b>	2,253	2,020	1,901	<b>23.6%</b>
3	89.8%	96.1%	<b>86.3%</b>	918	824	792	<b>9.6%</b>
4	89.9%	95.3%	<b>85.7%</b>	879	790	753	<b>9.2%</b>
5	89.4%	95.0%	<b>84.9%</b>	650	581	552	<b>6.8%</b>
6	91.3%	94.9%	<b>86.6%</b>	344	314	298	<b>3.6%</b>
7	87.0%	96.9%	<b>84.4%</b>	301	262	254	<b>3.2%</b>
8	91.4%	94.1%	<b>85.9%</b>	313	286	269	<b>3.3%</b>
9	96.8%	96.7%	<b>93.5%</b>	155	150	145	<b>1.6%</b>
10	98.0%	92.0%	<b>90.2%</b>	102	100	92	<b>1.1%</b>
<b>Grand Total</b>	<b>90.1%</b>	<b>94.4%</b>	<b>85.1%</b>	<b>9,545</b>	<b>8,604</b>	<b>8,124</b>	

## STUDENTS ON AN A LEVEL PROGRAMME

Index of Multiple Deprivation Deciles	Retention Rate	Pass Rate	Achievement Rate	21-22 Leavers	21-22 Completers	21-22 Achievers	% of Leavers
1	81.0%	100.0%	81.0%	121	98	98	<b>30.7%</b>
2	90.6%	98.7%	89.4%	85	77	76	<b>21.6%</b>
3	77.0%	97.9%	75.4%	61	47	46	<b>15.5%</b>
4	100.0%	100.0%	100.0%	25	25	25	<b>6.3%</b>
5	88.6%	100.0%	88.6%	35	31	31	<b>8.9%</b>
6	79.2%	100.0%	79.2%	24	19	19	<b>6.1%</b>
7	78.3%	100.0%	78.3%	23	18	18	<b>5.8%</b>
8	85.7%	100.0%	85.7%	7	6	6	<b>1.8%</b>
9	72.7%	100.0%	72.7%	11	8	8	<b>2.8%</b>
10	100.0%	100.0%	100.0%	2	2	2	<b>0.5%</b>
<b>Grand Total</b>	<b>84.0%</b>	<b>99.4%</b>	<b>83.5%</b>	<b>394</b>	<b>331</b>	<b>329</b>	

The College also uses the cohort of learners who are on bursary as an indicator as it is means tested and we have more learners access the bursary than identify as being eligible for free school meals (FSMs). At 84% the achievement rate for 16-18s on bursary is +0.5% slightly higher than of those who do not access bursary. Similarly, at 89% the achievement rate for 19+ learners accessing financial support is +4% above those who do not access financial support. At 82%, the achievement rate for learners receiving FSMs is slightly below the overall 83.5% 16-18 rate.

## TAMESIDE BOROUGH ECONOMIC RESILIENCE

The population of Tameside (2021 census) is 231,071, an increase of 5.4% since the 2011 census. 19.88% of residents are under 16 and 62.59% of residents are 16 to 64 years old. 10% of residents were born outside of the UK and 3.62% of residents have previously served in the UK armed forces.

Throughout the Greater Manchester area, the number of people neither working nor looking for employment stood at 1,033,219 in December 2022. This is 23% of the working age population. This compares to 21.4% across the UK as a whole.

The median monthly pay adjusted for inflation for Greater Manchester was £2,705 in January compared to £2,178 for the UK AND Tameside has seen a 33% in rising costs (raw materials, staffing etc)

There are 1,771 per 10,000 households in Tameside currently in receipt of council tax support and 9.3% of the Tameside population claiming universal credit support. This is impacting on the health and well-being of residents with 31.6% of residents ranking their anxiousness on a scale of 1-3 out of 10. In January 2022, within Greater Manchester, 21% of 11-year-olds reported that they have money worries and that this was causing them stress and anxiety. 56% of young people reported that the cost of living was a worry for them. In March 2023 1,609 food bank parcels were claimed from That Bread-and-Butter Thing in Tameside and 39% of residents have low or very low food security.

TAMESIDE BOROUGH ECONOMIC RESILIENCE			
Tameside	2020	2023	% Increase
Claimant Count	5,515	6,600	19%
Universal credit Claimants	14,281	26,214	83%
Monthly Job postings	30,529	51,947	70%

## APPROACH TO DEVELOPING THE STATEMENT

Tameside College is founded on a commitment to transform lives by offering first class education and training, in order to improve employability and generate economic prosperity. To achieve this, we ensure our curriculum offer is labour market responsive and informed and offers learners viable routes into meaningful and sustainable employment. This is a process of continuous review with employers, stakeholders, local representative groups and local economy intelligence. An annual review is completed and the college is able to pivot to employer demand as necessary.

The college plays an active role in the 'Tameside work, integration and employment board' for the local authority and hosts the Tameside Large Employers forum to ensure that clear links from industry help to shape the curriculum. The college curriculum offer aligns to 'frontier' sectors outlined in the Greater Manchester Local Industrial Strategy & the Tameside Inclusive Growth Strategy including health, engineering / manufacturing, digital & creative technology; as well as providing a range of provision linked to key local and regional employment sectors including construction, hospitality, professional services, social care and sport and tourism.

## APPROACH TO DEVELOPING THE STATEMENT

The college collaborates with the local authority in supporting their strategic priorities including wellbeing initiatives, and this has led to the delivery of confident and active learning that will lead to learners becoming active ambassadors within their community. At a city region level, Tameside College works collaboratively with the other eight GFE Colleges known as the Greater Manchester Colleges (GMC) around the relationship with the Local Enterprise Partnership (LEP) and the Mayoral Combined Authority (MCA). This ensures a cohesive and joined up approach to relationships with the GM LEP and MCA as opposed to there being nine separate relationships with the GFE Colleges. The college also works closely and effectively with GMCA around regional skills development. The Principal / CEO at Tameside College is the lead representative for GMC with GMCA. On a local level the college collaborates with other providers to ensure that the SEND strategy and offer is suitable for all young people including the local sixth form college, independent specialist college and the primary and secondary sectors including the virtual head of LAC.

For example, a revised approach to the engineering curriculum through strong links with Siemens and Amazon and as part of the Greater Manchester Institute of Technology have dictated a move to mechatronics and automation. Through a connected curriculum model, bespoke pathways have been designed in both main curriculum and work-based learning pathways to ensure that the college is able to support and develop the engineers of tomorrow. Learners have access to evolving technology, resources and expertise which supports progression into the best jobs.

We utilise curriculum insight data provided by Lightcast and Vector to shape and develop the curriculum plan and delivery model, for example, health related employment vacancies held the most unique active job postings in 21/22 for the Tameside area. As a result, we utilise strong links with the local Health Trust and care employers to create bespoke curriculum pathways which aim to support unemployment in local health and care careers. In collaboration with Tameside and Glossop Integrated Care Trust (TGICT) the college has developed a healthcare cadet and T Level therapy team curriculum to ensure that students have a suitable pathway and access industry standard resources and training to fill the vacancies throughout the borough. A specific pathway to care programme supports students to progress straight into care vacancies and a bespoke social work route, designed with the local authority, ensures that the college is able to train the next generation of local social workers. Further examples include the collaboration between key employers such as Balfour Beatty and other tier 1 employers and construction; Quest Media and the Creative department; Public Services and the Greater Manchester Fire Service & Police & the British Army; Bakery, Catering and hospitality and a number of local and national hospitality employers such as The Midland Hotel, Malmaison, Galvin at Windows, Park Cakes and Nelstrops Bakers. The work-based learning department have cultivated key relationships with key employers such as Whitecroft Lighting, Ford, Toyota and Ashton Pioneer Homes. The Computing department has worked with Manchester Digital for multiple years. Manchester Digital are a collective of digital GM employers and provide updates to the college about industry developments and this influences the curriculum unit choice, and this led to the college choosing the 'HTQ (Higher Technical Qualifications) in Cyber-Security' pathway as this was a growth area. They also facilitate providing guest speakers to discuss employability with learners and provide work experience opportunities. Manchester Digital will be a key partner and advisor to the college with the introduction of the T Level; in September 2023. We work closely with Works4U and The Princes Trust to ensure that there are suitable pathways for High Needs and NEET learners. We have recently introduced a bespoke enrolment system for students who require additional support to ensure that they are well integrated into the education system.



## APPROACH TO DEVELOPING THE STATEMENT

Effective partnerships with Higher Education Institutions continue to be developed to provide specific opportunities for student progression. For example, the continued relationship with The University of Huddersfield, working as part of the consortium to further develop Initial Teacher Education (ITE), the majority of the trainees are 'in- service' and are therefore already teaching in schools/colleges, completing the CERT ED/ PGCE (Postgraduate certificate in education) qualification will give them the recognised qualification to teach in the FE/Skills sector and address the regional and national shortage of education professionals. Additionally, the college is a key user of the 'Taking Teaching Further' project funded by the DfE. The college hosts the GM National Centre for Computing Education (NCCE) computing hub, working with school teachers to improve the teaching of computing and encourage entry at key stage 4.

We continue the commitment to offer opportunities to progress by offering clear pathways from education to employment and from entry to degree level, exploiting the college's strong entry level offer and investment in student support and pastoral care. We will continue to invest in specialist staff, facilities and competences to respond to employers' needs, to serve changing and growing markets as well local, regional and national priorities. As part of our curriculum planning process, we ensure that our chosen curricula is planned and developed on local and regional needs and intelligence.

## KEY STAKEHOLDERS

**Our strategic commitment is to reposition the college as a key partner in a locality-based solution approach to labour market demand. In preparation for the introduction of LSIPs (Local Skills Improvement Plans), over the course of the 2022/23 academic year, we will work with the Chamber of Commerce (as the Employer Representative Body) and key local stakeholders such as Greater Manchester Combined Authority, The Greater Manchester Colleges, local education providers, civic bodies and employers to ensure that the curriculum offer meets local and regional needs.**

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Our curriculum offer aligns to local employment opportunities, and through enhanced dialogue between local stakeholders and strategic partners, the planning process is continually shaped and adapted to ensure that the responsive offer is continually reviewed.

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Stakeholders for this process include:

- Students of all ages; through our learner voice activities;
- Employees of the College;
- Local and national employers of all sizes and all sectors, both private and publicly funded;
- Third sector partnerships (CVAs);
- Other education providers in Tameside;
- Local authority, the GM Combined Authority and other government bodies;
- Department of Work and Pensions;
- Employer representative body which is Greater Manchester Chamber of Commerce



## KEY STAKEHOLDERS

We consult employers through strong local and regional connections to industry, attendance at local and strategic forums and through ongoing analysis of labour market data. In collaboration with the local authority, we work together at a strategic level to understand the demand and provision available for high needs and internship learners. We consult large and small organisations to understand the knowledge, skills and behaviours required to drive up productivity and address local need. Through this process, the college will position itself as a key partner in driving up local prosperity through meeting needs across our key priority and high employment sectors. This will include building on the following Tameside inclusive needs identified to date:

### ● Health:

We will work to align our provision to growing local demand through understanding the challenges arising in the sector and diversifying our offer to include T Level pathways from September 2023 to address high vacancy rates for health therapy team professionals

### ● Construction:

We will review and tailor our provision in response to employer demand and support local industry to adapt to modern methods of construction and low carbon technologies (e.g. clean energy)

### ● Digital, Media and Creative Technology:

We will work with industry to recognise both the potential of the digital services sector and the impact that increased demand for digital skills has across all our core employment sectors. We will ensure our curriculum offer is aligned to local progression pathways to ensure learners can achieve the higher technical skills required

### ● Engineering and Manufacturing:

We will support industry reviewing progression pathways to create viable routes to the higher technical skills identified

## PRIORITIES FOR 2023/24

### 01\_Aim / Target Outcome for 2023/24 Academic Year

**To ensure the college's contribution influences the local, regional and national skills agenda through partnership and collaboration.**

- Further develop the strong relationships at a local level with the NHS Trust, Local Authority and key employers.
- Working collaboratively with GMC, continue in the co designing of level 4/5 curriculum with tier 1 employers at a regional level building on successes in computing and construction.

### Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement

- Further develop the relationship with the NHS Trust to ensure the college contributes to the new trust workforce strategy.
- The college has co designed a higher-level curriculum offer in collaboration with tier 1 employers and the GM colleges in construction and computing. This includes the HTQ in computing (cyber security) and a range of short courses at level 4 in professional construction.

### 02\_Aim / Target Outcome for 2023/24 Academic Year

**Further develop destinations capture for learners, with an external service provider to ensure sustained destinations are fully comprehensive for 16-18s.**

- In 2023/24 develop this to include apprentices and adults.

### Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement

- Sustained destinations capture for 16-18s is completed for 2021/22 and will start in summer 2023 for the current year. To be procured for adults and apprentices in 2023/24.

### 03\_Aim / Target Outcome for 2023/24 Academic Year

**Continue to expand the level 2 and 3 adult offer to ensure Tameside adults are access higher level qualifications and jobs.**

- Utilising the FCFJ & National Skills fund to improve adults' employability prospects in GM and enabling them to access level 4/5 provision.
- Improve level 2 Basic skills
- Increase the numbers of adults on AEB GMCA & ESFA funded programmes.

### Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement

- The college has seen a significant increase in the adult level 3 participation rate since the FCFJ & NSF has started. The adult offer for 2023/24 is designed to increase this further.
- Excluding covid lockdown periods, the college has consistently grown its AEB funded courses, reaching at least 100% of its allocation up to 107% in 2021/22 and currently at 105% in 2022/23, securing growth funding. It is not possible to grow the GMCA funding pot but deeper devolution and rebasing in 2024/25 may bring additional investment to ensure more adults can be trained locally.

<p><b>04_Aim / Target Outcome for 2023/24 Academic Year</b></p> <p><b>Ensure there is an increase in the number of enrolments on 16-18, level 3 high value programmes such as sciences, maths, computing, automotive, construction and engineering / manufacturing to ensure local residents can access the best paid employment, apprenticeships and HE offers.</b></p> <ul style="list-style-type: none"> <li>· Increase 16-18 enrolments in the subjects listed above in 2023/24</li> <li>· Invest in a new automotive centre including electrification technologies (September 2024) utilising FEETF funding</li> <li>· Invest further in automation (industry 4.0) and mechatronics in engineering to ensure the college has leading engineering facilities.</li> <li>· Bid to the T level fund for investment in brickwork to enable growth in this area</li> <li>· Bid to the capacity and development fund to enable growth in mathematics and science at level 3 in Clarendon Sixth Form College.</li> </ul>	<p><b>Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement</b></p> <ul style="list-style-type: none"> <li>· The college has seen unprecedented growth in construction on completion of the new construction skills building. Applications for high value courses have increased each year including for automotive, computing, maths and engineering / manufacturing. Applications show a further 118 expected for construction with smaller growth in automotive, A Level, engineering and computing.</li> <li>· Automotive new build project estimated completion date 2024.</li> <li>· 1.2 million to be further invested from IoT investment into mechatronics and automation (Industry 4.0) and new fabrication &amp; welding facility</li> <li>· Bid submitted to the DfE for T level funding. Outcome summer 2023.</li> <li>· Capacity growth bid submitted for extension at C6. Outcome Spring 2023</li> </ul>
<p><b>05_Aim / Target Outcome for 2023/24 Academic Year</b></p> <p><b>To review and update the curriculum offer to meet the requirements of the LSIP and other LMI.</b></p> <ul style="list-style-type: none"> <li>· Annually review the curriculum plan, using all relevant LMI data and the completed LSIP to ensure Tameside residents can access provision at the college leading to employment. Work collaboratively with the ERB, LA &amp; GMCA and GMC to ensure the curriculum offer meets local and regional needs.</li> <li>· Work collaboratively with GMC and the ERC (GMCoc) to further refine the information from the LSIP to ensure the college is meeting local and GM employer needs.</li> <li>· Introduce T levels in health therapy teams, professional construction, Early years educator &amp; digital and creative.</li> <li>· Plan for level 4 apprenticeships and HTQ in professional construction.</li> <li>· Review the apprenticeships standards offered with particular reference to growth in key areas of construction, engineering, automotive and health</li> <li>· Ensure all curriculum offer has a lead employer on co design.</li> </ul>	<p><b>Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement</b></p> <ul style="list-style-type: none"> <li>· Further build on the annual curriculum plan review working in alignment with the ERB.</li> <li>· Continue to work with GMC &amp; ERB to refine outputs from the LSIP to ensure identified needs are planned for and met.</li> <li>· In line with the planned timeline, start to offer increased numbers of T Level qualifications.</li> <li>· Alongside the T Level in professional construction, plan for the introduction of apprenticeships at level 3 in professional construction and higher level apps alongside the new HTQ.</li> <li>· Plan for growth in the defined areas of apprenticeships.</li> <li>· As part of the curriculum planning cycle, ensure all of the curriculum offer has employer input where appropriate.</li> </ul>
<p><b>06_Aim / Target Outcome for 2023/24 Academic Year</b></p> <p><b>Continue to further embed ACL delivery into designated priority community areas and venues to ensure more of our most deprived communities can access first step learning opportunities in their local area and are able to progress onto more formal learning opportunities.</b></p> <ul style="list-style-type: none"> <li>· Develop a formal first step offer in the most deprived neighbourhoods in Tameside.</li> <li>· Measure distance travelled in terms of progression to formal learning opportunities.</li> </ul>	<p><b>Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement</b></p> <ul style="list-style-type: none"> <li>· In 2022/23 the ACL offer returned, post covid, to community venues in the top 8 most deprived areas in Tameside. These include; St Peter's, Ashton Hurst, Hyde Godley, Longendale, Dukinfield, Stalybridge, Droylsden and Denton North East.</li> <li>· Establish a mechanism for measuring progression to formal learning from these community venues.</li> </ul>
<p><b>07_Aim / Target Outcome for 2023/24 Academic Year</b></p> <p><b>Workskills UK</b></p> <ul style="list-style-type: none"> <li>· Work experience for 16-18s and adults</li> <li>· Participation and success in skills competitions</li> <li>· Developing the softer skills requirements, from employers identified in the LSIP</li> </ul>	<p><b>Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement</b></p> <ul style="list-style-type: none"> <li>· Further build on work experience opportunities for all 16-18s. Consult on expanding the adult work experience offer within agreed budgets.</li> <li>· Continue to support the UK Workskills alumni (mechatronics and food service) to Poland in Euroskills in 2023 and Workskills in Lyon in 2024. Continue to participate and be successful in GMC competitions and regional skills competitions to enable learners to develop mastery in a defined skill area. In 2022/23, Tameside College were overall winners in the construction, photography, business enterprise and health and social care categories and winners in individual events in hairdressing, beauty therapy, early years and dance. Over 90 entrants for WorldSkills competitions in 2023/24 range from 3D game art to industrial robotics.</li> <li>· Ensuring the workskills programme is offered to all level 1 &amp; 2 16-18 learners, to develop the softer skills required by employers.</li> </ul>
<p><b>08_Aim / Target Outcome for 2023/24 Academic Year</b></p> <p><b>Apprenticeships roadmap – with new standards in health, engineering and food production</b></p> <ul style="list-style-type: none"> <li>· Increase apprenticeship starts in 2023/24</li> </ul>	<p><b>Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement</b></p> <ul style="list-style-type: none"> <li>· From a low base, post covid, of 474 apprentices, the college has increased apprentices to 496 so far in 2022/23. This is better than the national picture where level 3 apprentice starts have declined. In 2023/24 reasonable growth is forecast to meet employer needs of +50 to 550. The college has a smaller carry in on multiyear apprenticeship programmes due to low or no starts during covid lockdown periods and in the following recovery periods.</li> </ul>
<p><b>09_Aim / Target Outcome for 2023/24 Academic Year</b></p> <p><b>Develop the HE offer further to enable more local residents to study at level 4 and above</b></p> <ul style="list-style-type: none"> <li>· Working with stakeholders to further identify employer needs.</li> <li>· Working with HEI partners to identify future markets and products.</li> </ul>	<p><b>Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement</b></p> <ul style="list-style-type: none"> <li>· Working with construction and digital employers to develop level 4+ offer in 2022/23 and with health and care employers to meet the workforce requirements. In 2023/24, to work with the NHS Trust on its workforce development strategy and to work with the LA on its social workforce development needs (social workers).</li> <li>· Currently working with the Open University on a pilot scheme to increase the HE offer for 2023/24 and 2024/25 and working with the University of Huddersfield on the ITT and general offer.</li> </ul>

<p><b>10_Aim / Target Outcome for 2023/24 Academic Year</b></p> <p><b>Increase study programme (16-18) numbers driven by demographic growth and market share.</b></p> <ul style="list-style-type: none"> <li>· Increase / maintain application numbers &amp; market share and increase / maintain conversion rate from application to enrolment</li> </ul>	<p><b>Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement</b></p> <ul style="list-style-type: none"> <li>· The college continues to grow; from 2200 in 2016/17 to 2987 in 2022/23 and expects further growth until 2028 (demography). But the college has also continued to increase its market share of applications. From Tameside only schools, over the last four years: % of applications from local market has risen from 57% to 66%. Percentage of enrolment conversion from applications has risen from 54% to 62%. Overall market share has increased from 31% to 41%. From all recruiter schools this has increased to a current 62% from 57%. The college has also increased its conversion rate from application to enrolment (all schools) from 48% to 51% of all school leavers onto a study programme. The college is reaching its capacity and some of the growth is dependent upon a CDF bid with DfE.</li> </ul>
<p><b>11_Aim / Target Outcome for 2023/24 Academic Year</b></p> <p><b>Continue to respond to DWP and employer demand in terms of pre recruitment adult programmes.</b></p> <ul style="list-style-type: none"> <li>· Co design with employers a range of 'get into' programmes such as 'step into retail' etc to meet employer demand</li> </ul>	<p><b>Impact and Contribution to Strategic Aims, Skills Priorities and Priorities for Improvement</b></p> <ul style="list-style-type: none"> <li>· In 2022/23 offered the CSCS card programme and introductory construction, hospitality, bakery and engineering courses to meet employer demand. Previously we have offered a pre health and pre care employment courses. This is in response to local demand from employers</li> </ul>

**Corporation statement / sign off:**

Confirmation of governance sign off.

Chair of Governors ..... Date .....

John Lyne

**Hyperlink:**

[https://www.tameside.ac.uk/pdfs/TC%20Annual%20Accountability%20Statement\\_MAY2023.pdf](https://www.tameside.ac.uk/pdfs/TC%20Annual%20Accountability%20Statement_MAY2023.pdf)

**Links to supporting documentation:**

<https://www.tameside.ac.uk/pdfs/TC%20Strategic%20Priorities%202020%20-%202025.pdf>

<https://www.greatermanchester-ca.gov.uk/media/2132/gm-local-industrial-strategy-web.pdf>

<https://www.gmlsip.co.uk/about>

<https://www.greatermanchester-ca.gov.uk/media/5802/gm-esap-local-skills-report-update-march-2022-final.pdf>

<https://greatermanchester-ca.gov.uk/media/4348/greater-manchester-local-skills-report-and-labour-market-plan-march-2021.pdf>

<https://reports.ofsted.gov.uk/provider/31/130516>