

Meeting Skills Needs; Accountability Agreement

2026 - 2027

Here for skills.

Introduction

We are proud to present our Accountability Agreement for 2026/27, which outlines our plans for the year ahead and how we will continue to support stakeholder needs locally, regionally and nationally.

At Halesowen College we have ambition for all of our learners, irrespective of age, background or level of prior attainment. Whilst qualifications are important, we educate the whole person ensuring all learners have the skills, knowledge and behaviours to progress with their educational journey and to secure sustainable employment.

We aim for all of our learners to make a positive contribution to the economy and society – leaving Halesowen College and going on to lead happy and fulfilled lives.

Alongside our commitment to our learners, Halesowen College is committed to driving forward the Government missions, WMCA and Local Authority Priorities supporting actions from the local skills improvement plan (LSIP), and working with our communities to meet skills needs.

This document illustrates our commitment.

Corporation Members



Grant Johnson
Chair of the Corporation



Raj Joshi
Vice Chair of the Corporation



Ian Hughes
Vice Chair of the Corporation

Shabir Chagan
Sarah Dawson
Stuart Fisher
Andrew Hanson
Alison Jarrett
Grant Johnson
Gail Rothnie
Balraj Singh Jagdev
Mark Sterling
Anna Sutton
Anthony Wood
Dawn Woods

College Executive



Jacquie Carman
Principal and Chief Executive



Jo Williams
Deputy Principal and Deputy Chief Executive

Our Vision

Is for Halesowen College to be exceptional.

Our Values

Inclusion

Care

Ambition

Respect

Empowerment

Strategic Priorities

- Provide exceptional quality of education by developing skills, shaping of attitudes, behaviours and the whole self, to inspire all learners to be their best.
- Deliver an impactful, inclusive and stimulating curriculum which enables learners to lead happy and fulfilled lives whilst contributing positively to the local, regional and national economy.
- Position Halesowen College as an anchor institution with a reputation for success; impacting positively in our communities.
- Invest to drive forward our high performing, sustainable and resilient College.
- Maximise the talent, performance and wellbeing of our team.

About Halesowen College

Halesowen College is a lively, ambitious and highly inclusive tertiary college providing broad and extremely supportive education and skills development to young people and adults from across the Black Country and Birmingham. We provide the exceptional education, training and support that will transform life chances and equip our communities to flourish in a rapidly changing world.

We are proactive and focused on the future.

Halesowen College has ambition:

Our students will:

- be inspired to be ambitious and achieve their potential
- flourish personally and professionally, enjoy College and go on to live happy and purposeful lives
- be resilient, independent and ready to learn
- use the skills they have learned to contribute to the local, regional or national economy
- have strategies to sustain positive physical and mental health

Our employers and stakeholders will:

- be an integral part of the College
- shape our curriculum with innovation, knowledge and enthusiasm
- provide opportunities for students to build skills via work placements and apprenticeships
- benefit from skills development to realise increased productivity
- see Halesowen College as their partner of choice

Our parents will:

- be an important lever for raising achievement
- work together with teachers to positively influence and motivate young people
- feel a valued part of the Post-16 educational journey
- have access to information and opportunities to regularly engage with the College

Our community will:

- see the college as an anchor institution
- benefit from the skills developed by the college
- see positive economic impact from College activities
- be rewarded with a talent pipeline who will be the nurses, engineers, accountants and scientists of tomorrow

Our Place, Context and the Communities We Serve

The College serves multiple communities within the Black Country and Greater Birmingham, mainly within the Local Authority areas of Dudley, Sandwell and parts of Birmingham. These communities have diverse demographics and different labour markets. However, all face socioeconomic challenge.

The map shows where our learners travel from to study at Halesowen College. Many 16-18 learners take advantage of our funded coach service, which makes learning accessible given the limitations of public transport.

The claimant count in Dudley is 4.8% of the working age population whereas in Sandwell and Birmingham this rises to 6.8% and 10% respectively. The national position is 4.0%. Youth unemployment is a significant problem and 8.9% across the region as a whole.

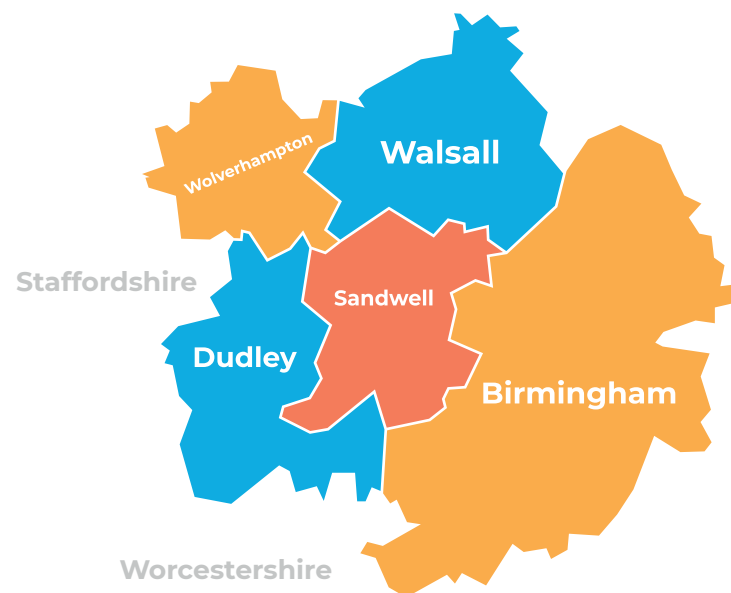
In demand occupations in Dudley include teachers; care and health workers; business, administration, accounting, construction, manufacturing and retail.

Against this backdrop, the College has a clear and important role - upskilling and educating local people to enable them to gain sustainable employment and go on to live happy and fulfilled lives.

We believe that education is powerful and provides choices. Whilst the data is sobering, Halesowen College has the opportunity to impact positively and ensure that our communities can learn, flourish and succeed. Working alongside the West Midlands Combined Authority, Black Country Chamber of Commerce, Halesowen BID and, in partnership with our employers, other educational providers and the wider community, we support all five Government missions and have significant positive impact.

There is much work to do as our area still lags behind the rest of the UK in terms of qualifications, employment, pay and skills. There are many areas of deprivation. The place based data provides context to our strategic ambitions and objectives within this Accountability Agreement.

Local Authority	Learners
Dudley	3129
Sandwell	2015
Birmingham	1704
South Staffordshire	116
Worcestershire	11
Wolverhampton	147
Walsall	79
Other	1099



Local, Regional and National Priority Sectors

National Skills Priorities

The college supports all Government missions and has a broad, accessible and impactful curriculum which provides a talent pipeline for priority areas. We offer provision in many of the national priority subject areas:-

Subject	2025-26 Learners
Creative Industries	979
Defence	204
Digital and Technology	616
Financial Services	233
Life Sciences	1122
Professional and Business Services	714
Clean Energy Industries	102
Health	1197

More than 67% of our young people study in a national priority sector. We do not offer a manufacturing curriculum and this is very well serviced by neighbouring colleges, although many students' studying maths and science courses progress to develop manufacturing skills.

For 2025-26 we are launching a construction centre as a direct response to meeting the skills needs locally, regionally and nationally. We are offering 400 places to study brickwork, carpentry and joinery, plastering, electrical and painting. Working in Partnership with Dudley College of Technology, the College Technical Excellence for Construction (CTEC) we are able to offer a priority curriculum to learners who would otherwise become NEET (not in education, employment or training).

Regional and Local Priorities

Halesowen College operates within the West Midlands strategic authority. A suite of integrated plans including the West Midlands Growth Plan, West Midlands Works and the regional Investment Prospectus – provides a clear framework for future development ensuring that skills are delivered coherently and in partnership across our region enabling more people to gain sustainable employment.

West Midlands Growth Plan

This vision is to create growth by productive and ambitious businesses, unleashed by human-centred innovation and its diverse and skilled people, rooted in thriving places at the heart of the national economy. The plan covers the current challenges and those expected in the future. Our curriculum is well designed to support the areas of focus, including international trade, defence, AI and automation.

Overall it is aimed that each worker will generate £8,600 more value and realise growth of 2% per year to 2035. Halesowen College Socioeconomic impact statement demonstrates our strong contribution.

West Midlands Works joins up health, skills and employment support to raise employment rates, reduce worklessness and create jobs for all. This fits our ethos of inclusion and reaching out to the most disadvantaged members of our community. CEDRIC – our double decker learning bus has been central to breaking down barriers and ensuring young people and families are equipped for the future economy.

The Regional Investment Prospectus identifies key sectors of advanced engineering, light electric vehicles and batteries; clean tech and smart energy; health, medical devices and digital healthcare;

digital, tech and creative and, next generation services. Our broad curriculum and STEM specialisms are well placed to positively contribute.

Plans are in place to support our learners to succeed and contribute to these priorities.

The Further Education (FE) Inclusive Mainstream Fund is a government grant introduced as part of wider SEND reform to strengthen inclusion across post-16 education.

This provides additional funding to help us identify and support students with special educational needs and disabilities quickly, reduce barriers to learning, and improve outcomes.

We will use these resources to support learners' needs. We will develop a whole-college approach to inclusion while also delivering targeted support where needed, so that all learners can learn, flourish and succeed.

Examples of the new approach include:

- A revised inclusion strategy
- Introduction of progress coaches
- Refreshed early warning indicator systems
- Enhancing safeguarding and student welfare and wellbeing professionals



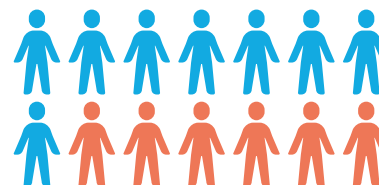
Our College Community

We are a diverse, vibrant and ambitious college. Committed to inclusion we give all of our learners the inspiration and support they need to thrive.

Students	
16-18	5692
19+	2095
HE	270
Apprentices	245
High needs/EHCP	263
LAC	92
TOTAL	8300

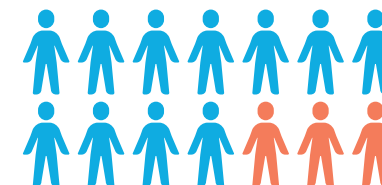
GENDER

61% of our learners are female, with 38% being male and 1% other

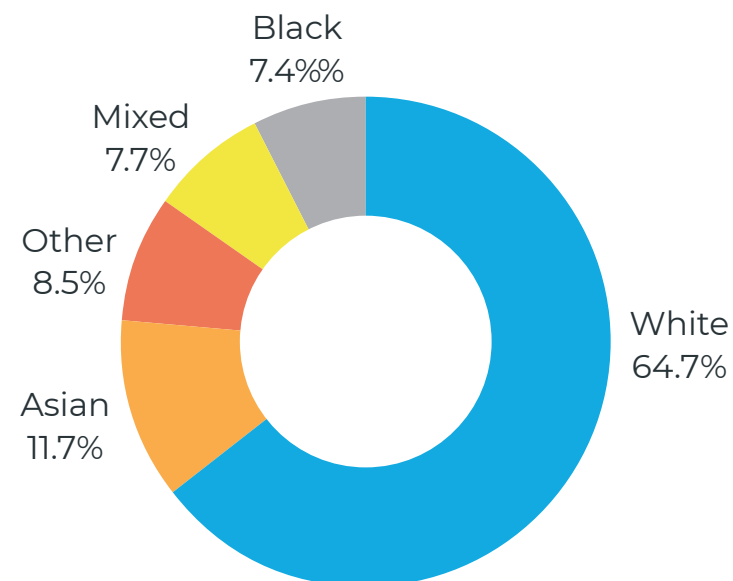


DISABILITY

78% of our learners have no disability, with 19% having a disability and 3% preferring not to say



ETHNIC DIVERSITY



THE INDEX OF MULTIPLE DEPRIVATION (IMD) IS AS FOLLOWS:

39% Learners did not have GCSE Maths
30% Learners did not have GCSE English
24% Learners did not have either

We support our learners to overcome barriers of poverty, deprivation and lack of belonging. This is challenging considering the socioeconomic profile of our community.

IMD	%	No.
1	20.9	1735
2	24.2	2009
3	13.3	1104
4	10.1	838
5	8.3	689
6	5.3	440
7	5.2	432
8	4.8	398
9	4.1	340
10	3.8	315

16% of our learners are in receipt of free college meals.
39% of our learners benefit from learner support fund.

We are proud to have a rich cultural base and celebrate our re-accreditation as a Leader in Safeguarding (GDD Standard); College of Sanctuary and the Rainbow Flag.

Socioeconomic issues are such a barrier to success that we have adapted poverty as our additional protected characteristics in our Single Equality Scheme alongside children who are looked after and care experienced learner.

DESTINATIONS

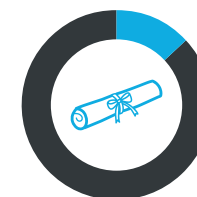
The graphs below show the positive destinations that many of our learners go on to after leaving us despite challenges that can be experienced in the local area.

Further Education



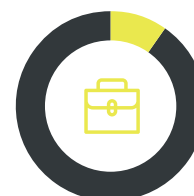
68.4%

University



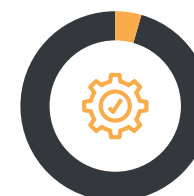
13.1%

Employment



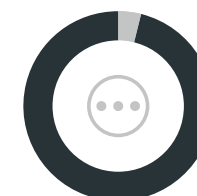
9.8%

Apprenticeship



4.7%

Other



4%

Approach to developing the Accountability Agreement

This agreement incorporates several of our key SMART objectives for 2026/27 which will drive forward our strategic plan and ensure exceptional standards of education and financial resilience.

This is not a separate, standalone document but a synthesis of high level annual objectives taken from our existing rigorous annual cycle of strategic development, financial planning and quality improvement.

Key Documents:

- Strategic Plan
- Socioeconomic Impact Statement
- Self-Assessment Report
- Quality Improvement Plan
- Inclusion Strategy
- Employer Engagement Strategy
- Financial Strategy
- Careers Strategy
- Apprenticeship Strategy
- Annual Plan/SMART Objectives 2026/27

Consultation and Engagement for the Accountability Statement

This agreement has been developed in conjunction with and informed by:

- National Skills Priorities
- Local Skills Improvement Plans (LSIP) co-ordinated by Coventry and Warwickshire Chamber of Commerce. The College is supporting the aims of the new LSIP which has a focus on the wider skills people and businesses will need to succeed in this digital revolution and how to remove barriers to skills development.
- WMCA priorities including
 - West Midlands Growth Plan
 - West Midlands Works
 - Regional Investment Prospectus
 - Building for Growth (West Midlands Construction Skills Action Plan)
 - Mayor's Youth Guarantee
- Industry Partners whose regular input into curriculum development is integral to impactful delivery
- Our Corporation with industry representation
- Patron Membership of Black Country Chamber of Commerce
- Strong links with Halesowen BID
- Regular business engagement at Business Breakfasts and Skills Dinners



Our Curriculum

The table below maps Halesowen College's offer against national, regional and local priorities

				Halesowen College		Comments
	Local	Regional	National	Actual	Planned	
Advanced Manufacturing		✓	✓			Neighbouring Colleges leading providers and one has just received College of Technical Excellence status for manufacturing
Clean Energy Industries		✓	✓	✓		Science/STEM curriculum support renewable energy and low carbon technology. Specific environmental qualifications are part of our offer
Creative Industries			✓	✓		Film, music and digital media are well established
Defence			✓	✓		Our Public Services course provides talent pipeline for the uniformed Public Services
Digital and Technology		✓	✓	✓	✓	Extensive curriculum offer with more adult skills work planned alongside digital skills for every student
Financial Services			✓	✓	✓	Development of CICM (Chartered Institute of Credit Management)
Life Sciences			✓	✓	✓	Building capacity with pharmacy apprentices to build on a comprehensive offer and extending to level 3. Apprenticeship standard for laboratory technicians.
Professional and Business Services		✓	✓	✓	✓	Broad and impactful curriculum in place with further roll out LEAD; leadership and management
Construction	✓	✓	✓		✓	Wet trades centre planned to meet local demand to open September 2026
Health	✓	✓	✓	✓	✓	Centre of excellence and new dentistry curriculum
Logistics/Fork Lift	✓			✓		Forklift training in place and successful in getting people into jobs
Retail	✓			✓	✓	Curriculum in place with promotion of customer service apprenticeships
Hospitality and Catering	✓			✓	✓	High performing 16-18 offer and plans to roll out to adults working with Dudley MBC
Initial Teacher Training	✓			✓		Successful partnership delivery with University of Worcester. Level 5 apprenticeship in place with TEACH graduate scheme

Achieving a qualification is only part out the educational journey for our learners. Based on the feedback from our extensive employer network we have developed the Power Pack of Skills which all of our learners develop. They are jointly accredited for this achievement by Halesowen College and Black Country Chamber of Commerce.

Industry Partners

In November 2025, we launched our Power Partner Programme to strengthen the collaboration between education and industry, creating a talent pipeline to fuel our local economy and beyond. The programme offers businesses the opportunity to make a difference through a dedicated skills pledge – sharing their expertise, inspiring and developing a skilled and confident workforce.

Our Power Partners



Many employers are part of our Employer Boards and work with us to ensure that our curriculum remains appropriate to support business needs and industry needs.

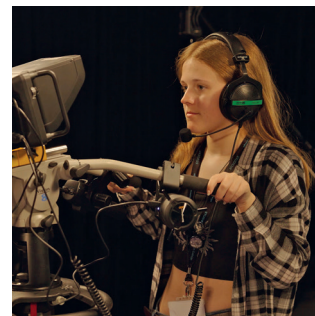
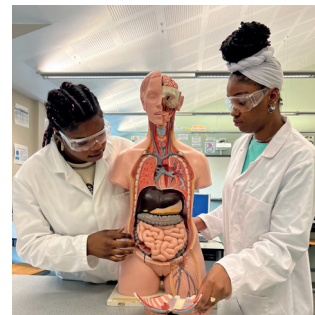
We continue to work closely with



Our Success

Last year, we set out nine objectives and our success includes:-

- All vocational courses endorsed by employers ensure a talent pipeline with skills employers value
- Power Pack of Skills provides learners with the knowledge and behaviours they need to thrive in the workplace
- Working with the CTEC to plan for trade delivery supporting the West Midlands Construction Skills Action Plan and national imperatives for skilled construction workers
- Partnership working with DMBC, WMCA and neighbouring colleges to reduce NEET in Dudley
- A modern and effective careers service which drives positive destinations for all learners
- The launch of the Power Partner Programme to ensure our curriculum remains effective and impactful
- Increased enrolments and new provision in priority areas e.g. health and science
- Successful launch of our TEACH graduate programme to recruit motivated and talented individuals who will keep industrial skills up to date



In 2026/27 we will:

	Actions	Impact
1	Ensure that all relevant curricula are co-designed, implemented and endorsed by employers and are taught so that all students learn the skills they need for their industry.	Skilled and confident learners progress into further learning and sustainable employment and fill the current skills deficit.
2	Refresh Power Pack of Skills to ensure relevance and that it is appropriately differentiated and inclusive, and introducing Halesowen College Life Hack Academy, preparing all learners for employment and independent living.	Learners will develop skills for the workplace including digital, which are relevant and impactful rather than being a generic employability qualification. Also learners will develop life skills to help them be their best. Ultimately this holistic education will lead to positive next steps.
3	Refresh our curriculum strategy to navigate the complexities of curriculum reform to continue to offer worthwhile career pathways which address the skills gap, to all learners including an extended range of options for adults to gain/sustain employment.	Confidence that the curriculum supports learners' progression and provides them with the knowledge and skills for their future. Irrespective of starting point, there is a clear progression pathway to inspire every learner.
4	Develop new apprenticeship standards in priority areas, supported by employers, to extend student choice and bridge skills deficits.	Learners engaged in apprenticeships in Level 3 Pharmacy Technician, Level 3 Dental Nurse, Level 4 Network Engineer and Level 3 Laboratory Technician to contribute to the local and regional economy.
5	Shape curriculum at all levels and for all age groups to ensure that learners are equipped with the digital skills and online safety tools to thrive in this technology revolution.	All learners have the digital skills to access employment and thrive within the workplace thus increasing employment and driving down economic inactivity.
6	Launch Construction Centre at Amber Way offering study programmes in carpentry/joinery, bricklaying, painting and decorating, and plastering at level 1, and electrical at level 2, alongside multi-trade pathways and courses for adults.	Engage with at least 400 learners who may otherwise be NEET. Positive response to government priorities to upskill and train people to build homes and infrastructure. Active delivery partner within the Construction Technical Excellence College to ensure a regional approach skills development.
7	Develop the Power Partner Programme to deepen employer partnerships and strengthen alignment between curriculum and labour market needs.	Increasing subject/sector skills for learners and ensuring that our curriculum provides a talent pipeline for the jobs of today and the future.
8	Industry updating for all staff teaching technical and vocational programmes.	Close links with industry and teachers up to date understanding of required knowledge and skills ensure high quality and relevant delivery.

Local Needs Duty and Sign Off

Through a robust strategic planning cycle, Halesowen College is compliant with our statutory duty to review how well the education and training we provide needs local skills needs.

The governing body regularly reviews how Halesowen College meets local, regional and national skills needs both in the immediacy and as part of the longer-term planning process. This is enabled by a clearly defined annual curriculum planning cycle, which demonstrates how the curriculum offer is mapped to local, regional and national priorities. It is triangulated by receiving information on destinations of young people and adults to see that they are moving into a further course of study or securing sustainable employment. Labour market trends are considered in the strategic planning process and shaping our annual plan and accountability agreement actions.

The curriculum strategy was approved by Corporation and this document supports the overarching strategic ambitions. Regular employer boards for each curriculum area ensure that the evolving skills needs of the local economy continue to be supported by our offer.

Together these mechanisms of review enable regular scrutiny of how the College serves its diverse communities by identifying and planning provision to address skills deficits, and collaborating with partners so that the Corporation has a clear view of the College's place in the educational landscape of our area. It is important to ensure that the College is retaining and growing its strong connection with industry so that the offer remains agile, responsive and future focused.

The Corporation continues looking outward, challenging constructively and supporting the senior team in meeting the skills agenda and achieving all strategic objectives.

On behalf of the Halesowen College Corporation, it is hereby confirmed that the Corporation conducts reviews in line with the local needs duty, as such resulting in this plan. The Annual Accountability Statement sets out an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 8th July 2026.

The plan will be published on the college's website within three months of the start of the new academic year and can be accessed by visiting **www.halesowen.ac.uk**



Jacquie Carman

Principal and Chief Executive Officer

A handwritten signature in black ink, appearing to read 'Jacquie Carman'.



Grant Johnson

Chair of Governors

A handwritten signature in black ink, appearing to read 'Grant Johnson'.



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