

ACCOUNTABILITY STATEMENT

JULY 2026



TELFORD
COLLEGE

PURPOSE

TELFORD COLLEGE'S PURPOSE IS TO DELIVER HIGH-QUALITY EDUCATION AND TRAINING THAT MEETS THE NEEDS OF OUR COMMUNITIES WHILE SUPPORTING LOCAL, REGIONAL, AND NATIONAL PRIORITIES.

Guided by our strategic aims and values, we focus on equipping students with the skills required by employers. Telford College is undergoing a period of significant growth and transformation, marked by the development of the brand-new Telford 6th and strengthened partnerships in key national sectors such as health, construction, and engineering. Since our last strategic plan update, we have expanded our provision through new facilities, strengthened partnerships with employers and stakeholders, and launched new courses in response to the Local Skills Improvement Plan (LSIP). These developments ensure our curriculum remains relevant and supports both economic growth and social mobility.

Our provision is designed not only to address local skills gaps but also to contribute to wider regional and national workforce needs, supporting government priorities for skills and productivity. This has been further enhanced by the opening of a town centre Skills Shop, which improves accessibility, engagement, and alignment with local labour market demand. This annual accountability statement demonstrates how our actions fulfil the Local Needs Duty, align with our strategic plan, and set out our long-term commitment to addressing skills gaps and supporting our region's prosperity.



OUR VISION

- Be a world class college underpinned by our core values of ambition, respect and connection.



OUR MISSION

- Deliver the highest quality of education and training for our communities.



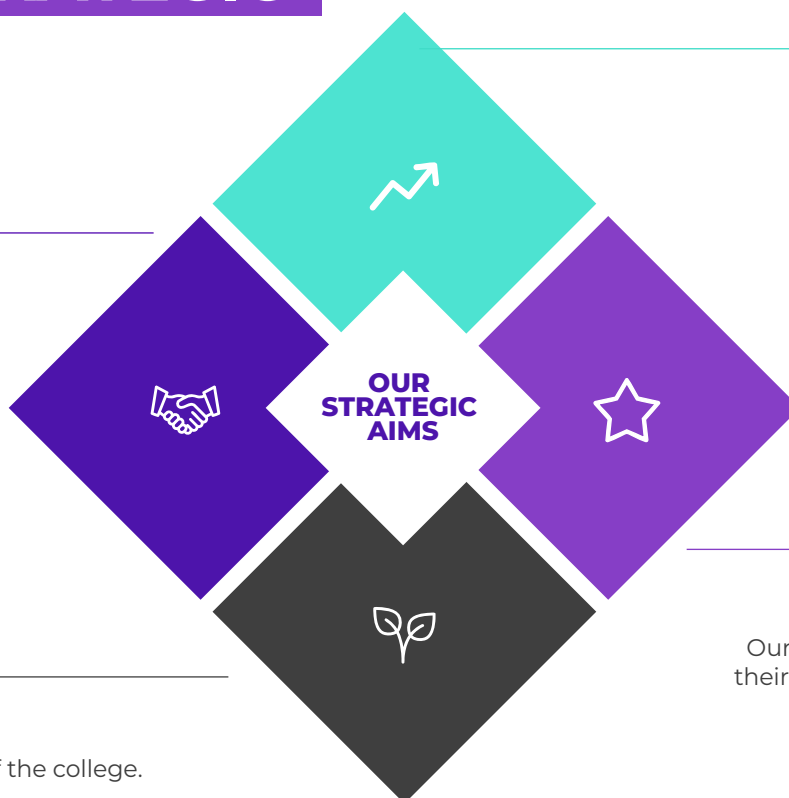
OUR STRATEGIC PLAN

DRIVE

Economic growth through innovative and impactful partnerships.

ADVANCE

The sustainability of the college.



ENABLE

Our people to deliver excellent outcomes and have rewarding careers.

INSPIRE

Our students to achieve their potential and more.

OUR VALUES



AMBITION

We aim high, embrace challenges, and strive to be our best, individually and together.

We demonstrate this value by:

- Setting high standards for ourselves and others.
- Celebrating progress and pushing for excellence.
- Being innovative and thinking creatively.
- Taking initiative and seeking opportunities to grow.
- Being resilient when faced with challenges.



RESPECT

We treat everyone with dignity, kindness, and fairness—celebrating diversity and creating a safe, inclusive environment where all voices are valued.

We demonstrate this value by:

- Listening actively and valuing different perspectives.
- Creating spaces where everyone feels safe and included.
- Challenging discrimination and standing up for fairness.



CONNECTION

We build strong relationships, share ideas and work positively together.

We demonstrate this value by:

- Working together to solve problems and achieve goals.
- Maximising the positive benefits of the digital world.
- Building positive relationships across teams and roles.
- Sustaining and developing positive external partnerships.
- Supporting each other with empathy and care.
- Building resilience together in a changing world.



2025/2026

DELIVERING TARGETS

THE COLLEGE HAS MADE STRONG PROGRESS IN MEETING THE 2025/2026 ACCOUNTABILITY STATEMENT TARGETS.

Targets set for 2025/2026

Progress against 2025/2026

Increase learner achievement rates by 2 points from 2023/2024 outcomes.	Significant progress has been made to achieving this target.
Progress recommendations and areas identified for improvement in the 2024 Ofsted report.	Robust monitoring arrangements within the college QIP and operational plan ensure that progress against the 2024 Ofsted recommendations is systematically reviewed. Implementation remains on track, with demonstrable and sustained progress in addressing areas for development.
Enable curriculum growth in key areas including construction by expanding existing facilities in the next 2 years.	The college has expanded provision in key priority areas, with further expansion planned to accommodate growth in student numbers. The college is a satellite centre for Keele University Health provision.
Launch new CPD programme, supporting high quality delivery to students & staff.	The college has implemented a new CPD programme including a management and leadership programme aimed at middle managers.
Successfully realise the current capital programme, opening Telford 6th for September 2026 and the new Wellington Campus Library.	Wellington Campus Library opened in May 2026 and Telford 6th is scheduled for September 2026.
Achieve the 2025/2026 budget for operating surplus, EBITDA and capital plan.	The 2025/2026 budget is on target to be achieved, and the college is forecast to have outstanding financial health, exceeding the good financial health target.

CONTEXT AND PLACE

TELFORD COLLEGE IS A LARGE GENERAL FURTHER EDUCATION (FE) PROVIDER SERVING THE MARCHES REGION, WHICH ENCOMPASSES HEREFORDSHIRE, SHROPSHIRE, AND TELFORD & WREKIN.

The main campus is situated in Wellington, Telford, with Telford College Business Solutions centrally located at The Quad in Station Quarter. The new Telford 6th, and the Skills Shop, both opening in September, will also be based in the town centre. Teaching and training are delivered from each campus as well as across Shropshire and the West Midlands. The college operates within the Marches Local Skills Improvement Plan (LSIP) boundaries and collaborates closely with local authorities and the West Midlands Combined Authority and college campuses and delivery sites are strategically located to maximise accessibility for students across the Marches and the West Midlands.

The Marches region is characterised by a mix of urban and rural communities, with priority sectors including manufacturing, health and social care, construction, and professional services. The area has a resilient labour market with high employment levels, but also faces challenges such as rurality, deprivation, and limited access to education and training in some areas. There is notable travel-to-learn patterns, with students commuting from across the region to access specialist provision, alongside travel-to-work patterns that reflect the distribution of key employment sectors. The Marches area's economic and social characteristics including pockets of deprivation and rurality inform the college's approach to widening participation and supporting social mobility.

These economic and social characteristics directly inform the college's curriculum and skills offer. Telford College responds to local needs by engaging with employers, local authorities, and community groups, ensuring that provision is aligned with labour market demand and supports both local and regional economic growth.

However, as a predominantly rural region, the Marches faces ongoing challenges in terms of access to education, training, and employment opportunities. There has been an increase in the number of 16–17-year-olds who are not in education, employment, or training (NEET), underlining the need to strengthen local pathways and support mechanisms. Skills progression remains an area for development, with relatively low levels of higher-level attainment across the region, particularly in Telford & Wrekin.

The college supports over 5,500 students and nearly 600 apprentices, alongside extensive community engagement with key partners to provide training for unemployed individuals and those not in education or training (NEET) across the Marches and the West Midlands. Telford College is the lead provider for the Telford & Wrekin Youth Hub which will support more than 300 young people into training and employment over the next 12 months. It maintains strong links with more than 900 employers, hosting dedicated Employer Hubs for each curriculum area to ensure alignment with workforce needs. To further strengthen its employer-facing offer, the college has established Telford College Business Solutions, a town centre based initiative designed to develop and deliver responsive commercial training provision.



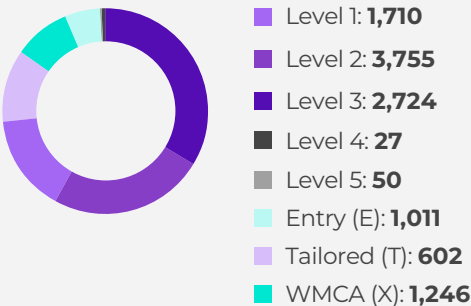
LEARNER MIX 25/26

COURSE LEVEL

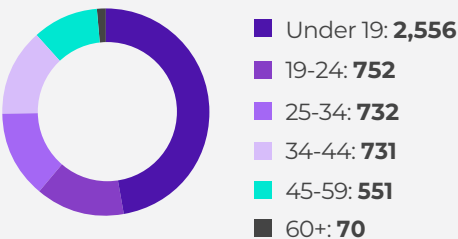
The student population is concentrated in core programme levels, with Level 2 (3,755 students) and Level 3 (2,724 students) representing the majority of delivery, alongside a significant Level 1 cohort (1,710 students). Entry level provision (E) accounts for 1,011 students, while West Midlands Combined Authority (WMCA)-Employability (X) represents 1,246 students and tailored learning (T) a further 602 students.

Higher-level provision remains limited, with Levels 4 and 5 accounting for only a small proportion of students. Overall, the profile reflects a strong focus on foundational and intermediate learning, with a significant contribution from WMCA-funded and tailored learning programmes supporting access and progression.

STUDENT DISTRIBUTION BY LEVEL AND PROVISION TYPE (counts)

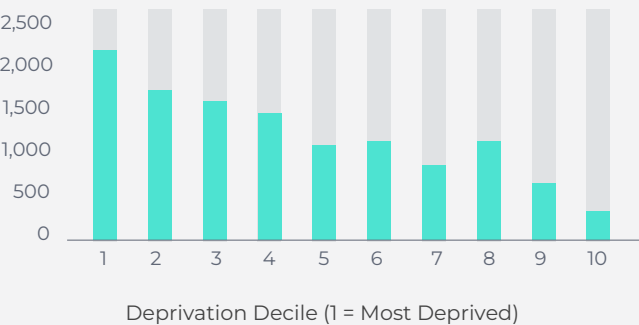


STUDENT AGE DISTRIBUTION (counts)



DEPRIVATION SPLIT

Student Distribution by Deprivation Level



The student population is heavily concentrated in more deprived areas, with the highest proportion coming from Deprivation Deciles 1–4, accounting for a significant majority of students. Participation steadily declines as deprivation decreases, with the lowest representation from the least deprived groups (Deciles 9 and 10).



APPROACH

TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

In developing its Annual Accountability Statement, the college has undertaken extensive engagement with key regional and national stakeholders, aligning its approach with both the Get Marches Working Plan and the Local Skills Improvement Plan (LSIP).

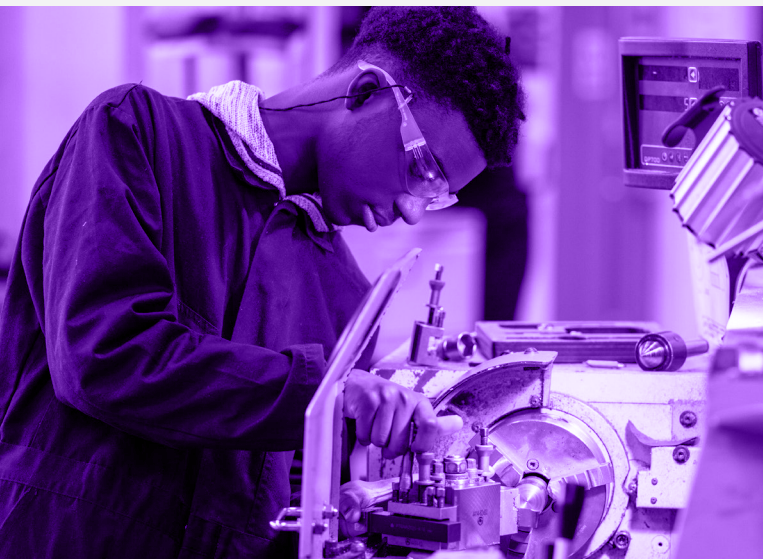
The college also works closely with the Department for Work and Pensions (DWP) to support individuals who are furthest from education, employment, or training, while contributing to a coordinated approach to reducing economic inactivity and strengthening local skills provision.

Through this collaborative approach, the college works with local training providers to align its curriculum with business priorities, ensuring that individuals have access to high-quality local provision and clear progression pathways into higher-level learning. Feedback gathered through these partnerships has informed the identification of key priority areas.

Partners

The college's strong integration within the communities it serves ensures effective representation and sustained engagement across a wide range of strategic forums and partnerships, including:

- Black Country Chamber of Commerce
- Construction Technical Excellence College and Defence Technical Excellence College partners
- Department for Work and Pensions
- Employer Hubs across all sectors
- Get Marches Working (Get Britain Working)
- Higher education institutions
- Independent training providers
- Local schools
- Local voluntary sector organisations
- Marches Local Skills Improvement Plan (LSIP)
- Regional Skills Board (in development)
- Shropshire Chamber of Commerce
- Shropshire Council
- Telford & Wrekin Council
- Telford & Wrekin Interfaith Council
- West Midlands Combined Authority



OUR COMMITMENT

Manufacturing & Engineering



Ensure the future workforce is equipped with the skills to support our manufacturing and engineering strengths from agri-food to defence, providing the technical and digital skills needed.

Health & Social Care



Ensure local provision can help to meet the health and care needs of our population, whilst looking at progression routes to expand opportunities in Social Care and health delivery (NHS).

Digital transformation



Working to remove digital gaps where they exist and ensure students have access and knowledge of digital, IT, and emerging automation tools ahead of going into the workplace, and staff can implement tools to increase productivity.

Employability skills



Helping to ensure those who are looking to join the workforce have the core skills/competencies expected from them by employers to help provide a smooth transition into the world of work and career progression when in employment.

Construction

Continue to develop our skilled construction workforce, ensuring there is a progression route from entry level through to higher level professional roles – this includes MMC and green construction skills.



Telford College's Business Solutions team play a central role in maintaining strong employer relationships and facilitating sector-based Employer Hubs. In parallel, the college uses Vector labour market intelligence software to inform curriculum planning and responsiveness. Consistent feedback from employers highlights the importance of developing 'workforce-ready'

learners who can transition effectively into employment. Across all sectors and business sizes, employers continue to emphasise the critical importance of core employability skills, including communication, punctuality, reliability, and basic workplace discipline. These attributes are considered particularly vital for young people entering the labour market for the first time.

CONTRIBUTION

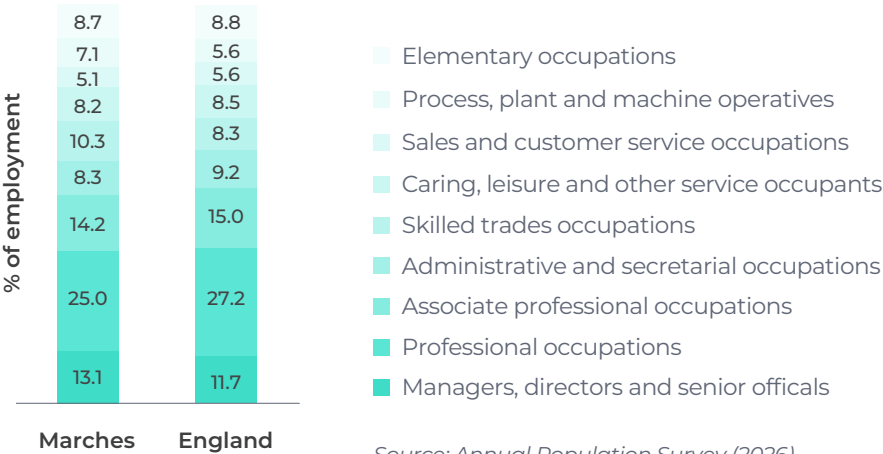
TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

The Marches has a diverse economic base, with manufacturing, health and social care, construction, and professional services remaining key priority sectors. The area’s economic structure has seen little change over the past three years, and stakeholder engagement confirms that these sectors continue to underpin the local economy.

The college has worked closely with local employers and organisations to develop the accountability statement, ensuring it meets local needs. In the Marches area, the total number of people employed and businesses within the eight priority sectors (IS-8), identified in the National Industrial Strategy as key to national growth, highlights strength in defence, where employment is 3.4 times more concentrated than the UK average. Defence and advanced manufacturing show the greatest local specialism, with defence standing out as the most specialised sector and closely linked to advanced manufacturing. The college maintains strong relationships with local defence employers and is a delivery partner for Lincoln’s Defence Technical Excellence College.

Health and social care is the largest employing sector in the Marches, accounting for 15% of total employment and nearly 10% of economic output.

MARCHES EMPLOYMENT PROFILE AND ALIGNMENT WITH LSIP PRIORITIES



Source: Annual Population Survey (2026)

However, it continues to face persistent workforce retention challenges, with caring personal service occupations recording the highest number of local vacancies. The college is working in partnership with the NHS and the Integrated Care System to support the development of the workforce plan.

Telford & Wrekin’s population is projected to grow by 10% to almost 208,000 by 2032, mainly due to internal migration. This growth, which exceeds regional and national averages, will increase demand for housing, particularly as the number of older residents rises. The borough’s ongoing house building programme is therefore essential to support this expanding and ageing population.

The college plays a significant role in training the next generation of construction workers, ensuring the local workforce can meet the demands of increased housing development and contribute to sustainable growth. Telford & Wrekin’s unemployment rate remains broadly in line with the national average, and the college works closely with the DWP to support individuals into employment through a combination of accredited qualifications and tailored learning provision, this includes structured pathways into pre-employment programmes, with most of the tailored learning funding focused on preparing individuals for sustainable employment outcomes.

TARGETS

FOR 2026/2027

Strategic Aims and Annual Priorities	Over the next 12 months we will:	Impact towards national, regional and local priorities
 Inspire - Inspire our students to achieve their potential and more. Priority - We will support every individual to achieve their highest possible outcome. We will achieve this by working together to ensure that Telford College is a positive community which inspires action and success.	1. Ensure all programmes contain industry relevant content and experiences that support students to make the transition from college to the workplace. 2. Ensure every student has a progression plan as part of their overall ILP. 3. Ensure the support services accessed by students develop resilience where appropriate.	• Improve work readiness, linking to the LSIP target of developing soft skills and implementation of the Youth Hub. • Supporting government strategy to increase the number of young people achieving higher level qualifications. • Links to personal development in the Ofsted Framework.
 Drive - Drive economic growth through innovative and impactful partnerships. Priority - We will build on our strong business, community, and educational partnerships for the benefit of Telford & Wrekin and the wider economy, ensuring the college is a positive partner and our students add value to the region.	4. Implement a short-term capital programme to support curriculum growth. 5. Work in partnership with DWP to increase the number and effectiveness of referrals of young people and adults to education, training and employment.	• Linking to Marches LSIP priorities. • Supporting local council vision to protect, care and invest to create a better borough. • Supporting national government strategy of reducing number of NEETs.
 Enable - Enable our people to deliver excellent outcomes and have rewarding careers. Priority - We will support, empower, and value our staff, becoming an employer of choice within the sector. We will support them to develop professionally to provide excellent learning and support to students and to meet the future needs of the region.	6. Every member of staff to have a CPD plan for 2026/2027. 7. Create and formalise a staff recognition scheme.	• Improve resilience, retention and upskilling of staff in line with key national policies. • Supporting LSIP objectives retaining staff.
 Advance - Advance the sustainability of the college. Priority - We will increase the sustainability of the college in its broadest sense, ensuring we remain financially efficient and resilient and investing to support the future needs of the organisation. We will continue our significant progress in renewing our buildings and infrastructure, focusing our investment plans on areas which bring the most value to the college in achieving this strategy.	8. Develop a sustainability strategy and plan. 9. Develop a long-term capital investment plan and realise the 2026/2027 capital programme.	• Supporting government priority and Telford & Wrekin Council Vision 2032. • Supports LSIP and Telford & Wrekin objectives.

INCLUSIVE MAINSTREAM FUND

THE COLLEGE WILL UTILISE THE INCLUSIVE MAINSTREAM FUND (IMF) AS A STRATEGIC INVESTMENT TO STRENGTHEN INCLUSIVE PRACTICE AND SUPPORT A SUSTAINABLE TRANSITION TOWARDS THE REFORMED SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) SYSTEM.

Central to this approach is a strong focus on staff continuous professional development (CPD). This is considered a key priority, ensuring that all teaching and support staff are equipped to deliver high-quality, adaptive teaching and learning across mainstream curriculum areas. Through targeted, evidence-based CPD, the college will further embed inclusive pedagogy, enabling staff to better meet the needs of young people with SEND and improve their outcomes through consistently high-quality classroom practice.

In parallel, the college will invest in developing more accessible and inclusive learning environments to strengthen its mainstream offer for students with complex needs, including those with Social, Emotional and Mental Health (SEMH) needs.

Currently, capacity is limited for students requiring a more personalised, 'inclusion base' approach. The development of a central hub, staffed by trained specialists, will enhance the college's ability to provide targeted and flexible support. This will be complemented by wider improvements across the estate, including creating more neurodiverse-friendly classrooms and shared spaces, increasing access to quiet and calm environments, and expanding specialist staffing to deliver structured, evidence-based interventions.





Through this coordinated approach, the college will build a more inclusive, responsive and sustainable model of provision, ensuring it is well positioned to meet the expectations of the reformed SEND system while delivering improved outcomes for students with additional needs.



LOCAL NEEDS DUTY

TELFORD COLLEGE PLAYS A CENTRAL ROLE IN MEETING LOCAL AND REGIONAL SKILLS NEEDS THROUGH A BROAD, RESPONSIVE, AND EMPLOYER-INFORMED CURRICULUM.

Our priority sectors



Construction



Defence



Education



Engineering



Emerging Tech



Logistics



Health

Telford College plays a central role in meeting local and regional skills needs through a broad, responsive, and employer-informed curriculum. The college delivers a wide range of provision, including full-time education, apprenticeships, adult skills programmes, and targeted employability initiatives. These are designed to address both current and emerging priorities, identified through sustained engagement with employers, education partners, and stakeholders, and underpinned by intelligence from the Local Skills Improvement Plan (LSIP) and real-time labour market data. This evidence-led approach ensures that curriculum planning remains closely aligned to economic demand, with a strong focus on growth sectors such as engineering, defence, construction, health, education, logistics, and emerging industries.

Telford College works in close partnership with neighbouring colleges and as part of the West Midlands Combined Authority (WMCA), collaborating through

Colleges West Midlands and Skills West Midlands and Warwickshire. This enables joint project development, data sharing, and a coordinated response to regional priorities. The college also represents further education on the Marches LSIP strategy group, contributing to strategic planning and implementation.

The college has established 'Telford College Business Solutions' to provide practical training opportunities for students, employers, and employees, supporting workforce development across priority sectors. Local Skills Improvement Fund (LSIF) investment has enabled collaborative projects in digital, green construction, engineering, and employability skills. Targeted curriculum developments for 2026–27 include new Digital and Health pathways, expanded Early Years provision, and sector-specific apprenticeships, all directly addressing identified workforce shortages while maintaining inclusive routes from entry level to Level 3 and beyond.

Telford College demonstrates strong mechanisms to ensure provision remains relevant and impactful. Employer Hubs across all curriculum areas provide continuous feedback to inform curriculum design and delivery. The establishment of a new Skills Board, bringing together leaders from education, local authorities, the NHS, the voluntary sector, and employers, will further strengthen strategic alignment. Active participation in the Marches LSIP Board, the Telford Business Board, and regional networks enables the college to play a leading role in shaping and responding to the skills agenda. Collaborative delivery models, including partnerships for Technical Excellence College (TEC) status and specialist provision in sectors





such as defence and construction, further enhance the breadth and quality of the college's offer, ensuring strong alignment with regional and national priorities.

Telford College is a delivery partner for both Defence and Construction Technical Excellence Colleges (TECs), supporting local colleges in their TEC submissions. Working with Lincoln College, Telford College helps ensure high-quality defence training across the Midlands, while supporting Dudley College in delivering the Construction TEC ensures that Shropshire, Telford & Wrekin are well represented in the development of construction skills to meet the needs of a growing area.

Effective and targeted use of funding underpins the college's approach to addressing priority skills gaps and supporting economic growth. Investment is directed towards rapid curriculum development and employer-led training solutions, including a growing commercial offer, to ensure responsiveness to business needs. Adult Skills Fund (ASF) provision is closely linked to employment outcomes, with targeted programmes such as HGV training and education courses addressing acute local shortages. Delivery across the WMCA area maximises impact in high-demand sectors, with particular focus on logistics, health, and digital.

Collaboration with local authorities, other further education providers, independent training providers, universities, and schools ensures a coordinated approach to meeting local need and avoids duplication.

Keele
UNIVERSITY



Harper Adams
University



UNIVERSITY OF
WOLVERHAMPTON

The college has ensured comprehensive coverage of key sector pathways, particularly in engineering and manufacturing, and is introducing new provision such as the Food and Drink Apprenticeship Standard and Dental Nursing. Engagement with schools promotes clear and aspirational career pathways.

The college's higher education partnerships are robust, including acting as a satellite site for Keele University's Nursing and Midwifery Council-approved courses, operating franchises with the University of Wolverhampton, and sharing facilities with Harper Adams University. These partnerships support collaborative curriculum design and development, informed by employer and learner needs, and facilitate progression into higher education.

The college's strategic plan prioritises expansion of Levels 4 and 5 Higher Technical Qualifications, with anticipated growth in student numbers and partnership opportunities, particularly in engineering and digital.

Overall, Telford College's education and training offer is highly responsive to local need and meets its local needs duty effectively. The college demonstrates strong alignment to LSIP priorities, delivers clear progression routes, and supports both economic growth and social inclusion. It recognises, however, that some gaps remain, including limited expansion at higher technical levels (Levels 4 and 5), growing demand for specialist and high needs provision, and the need to further develop higher-level digital and emerging technology pathways. Capacity constraints in higher-level construction also remain a challenge. Addressing these areas will further enhance the college's ability to respond to future skills demands and sustain its positive contribution to regional workforce development.

CORPORATION SIGN OFF

On behalf of the Telford College Corporation, it is confirmed that the plan outlined above satisfies the statutory Local Needs Duty and reflects the college's agreed purpose, aims and objectives for the period 2026/2027, as approved by the Corporation.

The plan outlined above has been approved by the Telford College Corporation and is confirmed as meeting the requirements of the statutory Local Needs Duty while reflecting the college's agreed purpose, aims and objectives for the period 2026/2027.



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