



Chelmsford College

Making a Difference: The Social and Economic Impact of Chelmsford College.

**Chelmsford College Impact
Report 2024/25**



Mission and Vision

Their **Mission** is a college that is at the heart of the community, with the power and ambition to transform lives through inspirational education and training, making a significant contribution to the social and economic success in the region and beyond.

Their **Vision** is to unlock potential and transform lives through inspirational education and training.



Chelmsford College's Values

Their **Values** are embedded in everything we do, from the way we plan our lessons to the way we behave. We promote discussions around our Values so people can discover what they mean to them and how they are demonstrated in their everyday lives.



P - Promoting

fairness and equity in all of their undertakings, challenging themselves to push boundaries, be brave and take decisions that transform lives.



R - Respectful

and supportive for every individual, listening to each other and taking pride in our professionalism, honesty and integrity.



A - Ambitious

for all the College community to be the best they can be, challenging themselves to be outstanding and supporting each other to realise their aspirations.



I - Innovative

in how they work and develop, valuing new ideas and innovative ways of working to deliver knowledge and skills. Empowering themselves to be agile and future-focused.



S - Standout

in the communities they serve through innovation and creating social value, recognising and celebrating success in all the work they do.



E - Excellence

in teaching and learning delivering programmes that challenge their students to achieve their ambitions and driving expertise and passion among their academic staff.

Economic Contributions

This impact report demonstrates that the college generates **£670 million in gross GVA** annually, supporting **9,088 jobs**. Students contribute **£546 million GVA** through a 20% lifetime earnings uplift in their status, alongside **£85.5 million** from student spending, **£22.2 million** from staff salaries (301 jobs), and **£10.1 million** from supply chains.

Social Impact

Using the Social Value Engine (SVE), accredited by Social Value International, the college is assessed as delivering **£52.8 million in social value** from a £21.6 million investment, achieving a **£2.36 Social Return on Investment (SROI) per £1**—this is in line with benchmarks for high value.

Aligned with UN Sustainable Development Goals, social impacts include: **£27.1 million** (Decent Work and Economic Growth), **£20.7 million** (Sustainable Cities and Communities), **£2.1 million** (Quality Education), and **£1.1 million** (Good Health and Wellbeing).



Chelmsford College

Introduction

This report sets out the economic and social impact of Chelmsford College, against the backdrop of national discourse on Further Education's contributions to the United Kingdom's wealth, prosperity, and civic life, amid policy shifts following the new Government's inception in July 2024.

It articulates Chelmsford College's economic and cultural inputs, examining its alignment with core government priorities for Further Education, achievements, scale, collaborations, and impact assessments. Drawing on 2022/23 data, the analysis employs economic multipliers and adjustment factors to ensure robust, transparent gross and adjusted values.

The structure includes key messages, college overview, achievements, character and impact, social mobility initiatives, case studies, performance metrics, impact assessment methodology, results, social impact, and conclusion.

A technical annex details calculations and sources. The report integrates case studies from Chelmsford College's initiatives to illustrate real-world impacts, enhancing understanding of its contributions.

Key Terms Explained:

- Gross Value Added (GVA) measures the economic value created by an entity, calculated as the value of goods and services produced minus intermediate inputs, reflecting net contribution to the economy.
- Multiplier effects amplify initial spending as it circulates, creating additional economic activity.
- Direct effects are immediate impacts, like staff salaries; indirect effects stem from supply chain spending; and induced effects arise from employee wage spending in consumer sectors.
- Deadweight is the impact that would occur without the college's intervention, adjusted to avoid overestimation.
- Additionality measures net new benefits, accounting for displacement (where activities crowd out others) and leakage (benefits flowing outside the area).





Key Messages

Chelmsford College contributes £670 million per annum to the UK economy in gross value added (GVA), equating to 9,088 jobs through economic multipliers. After a 19% deadweight adjustment, this becomes £543 million GVA and 7,361 jobs.

The college aligns with core government priorities for Further Education:

- **Skills for Growth:** Industry partnerships and apprenticeships in construction, hospitality, and business administration drive skills development, supporting small-town economies inclusively and fostering job creation through supply chain stimulation and knowledge transfer.
- **Supporting Health and Wellbeing:** Sport and public services programmes equip learners to address health challenges like obesity, supporting preventive care and community interventions.
- **Community Safety and Inclusion:** Public services programmes promote inclusive practices, reducing crime and enhancing cohesion through civic engagement.
- **Access and Opportunity:** Vocational facilities in creative industries and STEM ensure disadvantaged learners gain industry-relevant skills, with civic ties boosting employability and mobility.
- **Green Skills and Sustainability:** Construction and related programmes support sustainable practices, creating green jobs and aiding net-zero goals.

These contributions underscore impacts on skills, apprenticeships, adult education, devolution, and workforce readiness, with vocational training in creative arts enhancing community events and cultural heritage.

Chelmsford College

Founded in 1962 as Chelmsford College of Further Education, Chelmsford College, based in Chelmsford, Essex, excels in vocational training across two campuses: Moulsham Street and Princes Road, with additional facilities at Copleston Court previously. Its market town location positions it as a regional development anchor, attracting 2,630 16–19 learners and 400 adult learners, fostering inclusivity. The college offers T Levels, apprenticeships, vocational courses, and adult learning programmes, supported by 242 courses and 169 teachers.

The college’s facilities, including modern workshops, studios, and learning spaces, cater to sectors like construction, hospitality, creative arts, childcare, health and social care, sport, and public services, ensuring learners acquire industry–standard skills. Its commitment to lifelong learning and inclusivity supports a vibrant community where creativity, innovation, and passion for learning thrive. The college prides itself on being a supportive employer, valuing its 169 staff and fostering a collaborative environment.

Achievements



Teaching Excellence: Graded ‘Good’ by Ofsted, reflecting dedication to learner outcomes and high-quality teaching across vocational programmes.



Student Experience: Renowned for supportive facilities, including the Art, Design, and Media Centre, fostering a creative and inclusive environment.



Employability: Strong employer connections ensure learners are highly sought after, with programmes aligned to industry needs in sectors like security, childcare, and hospitality.



Size and Scale: In 2022/23, the college served 4,453 learners, including 508 apprenticeships, 2,630 16–19 learners (excluding apprenticeships), 102 adult skills, 1,133 adult skills fund, 24 tailored learning, 270 non-funded, and 26 advanced learner loans. Total funding was £3.926 million, with achievement rates of 83.4% (16–18), 89.4% (19+), and 52.6% (apprenticeships).

Learner Categories	Total Valid Learners	4,453
	Apprenticeships (post-May 2017)	508
	16–19 (excl. Apprenticeships)	2,630
	Adult Skills	102
	Adult Skills Fund	1,133
	Tailored Learning	24
	Non-funded	270
	Advanced Learner Loan	26

Character and Impact of the College

Chelmsford College leads in vocational training for engineering, digital skills, sport, public services, creative arts, construction, hospitality, and business administration, aligning with local and national workforce needs. Its inclusive approach ensures accessibility for diverse learners, supporting social mobility and economic growth.

Industry Collaborations

- **Billericay Skills Academy (Football):** Develops young footballers and coaches through education, training, and access to sporting facilities, fostering talent and career pathways. [View here.](#)
- **Sector-Based Work Academy Programmes (SWAP):** Short, industry-tailored courses in hospitality, business administration, security, and construction, designed to meet employer needs and enhance employability. [View here.](#)
- **Apprenticeships:** Partners with 300 employers across 20 programmes, delivering qualifications in engineering, hairdressing, health and social care, and more, ensuring workforce readiness. [View here.](#)
- **Work Experience Partnerships:** Collaborates with local businesses to provide practical experience, bridging classroom learning with industry demands. [View here.](#)
- **Nexus App Initiative:** Encourages sustainable pledges among learners and staff, rewarding eco-friendly actions, aligning with environmental goals. [View here.](#)

Teaching Innovations

- **Art, Design, and Media Centre:** Modern facilities at Moulsham Street support creative industries, offering studios for film, photography, and design. [View here.](#)
- **Vocational Facilities:** Workshops for childcare, health and social care, applied science, sport, and public services provide hands-on training. [View here.](#)
- **Careers Advice Zone:** Offers tailored guidance using Pathways tools to link courses to careers, supporting learner progression. [View here.](#)
- **Digital Learning Integration:** Incorporates online platforms and virtual learning environments to enhance accessibility, particularly for adult learners. [View here.](#)

These initiatives ensure learners acquire practical, industry-relevant skills, contributing to economic productivity and personal development.





Social Mobility and Civic Connections

Civic Agreement

Chelmsford College partners with Chelmsford City Council and local stakeholders to address education, economy, health, environment, and culture [<https://www.chelmsford.ac.uk/>]. Key focus areas:



Education: Collaborates with schools and businesses to expand skills access, supporting lifelong learning for diverse communities.



Economy: Drives investment and job creation through employer partnerships and work experience opportunities.



Health: Promotes healthier lifestyles via sport and public services programmes, enhancing community wellbeing.



Environment: Supports sustainability through construction training and initiatives like the Nexus app, fostering eco-conscious practices.



Culture: Enhances arts and heritage through community events, such as sculpture unveilings with local organisations, fostering vibrant engagement.

Wider Projects



Careers Hubs: Provides career guidance and industry exposure, supporting learner transitions to employment [<https://www.chelmsford.ac.uk/>].



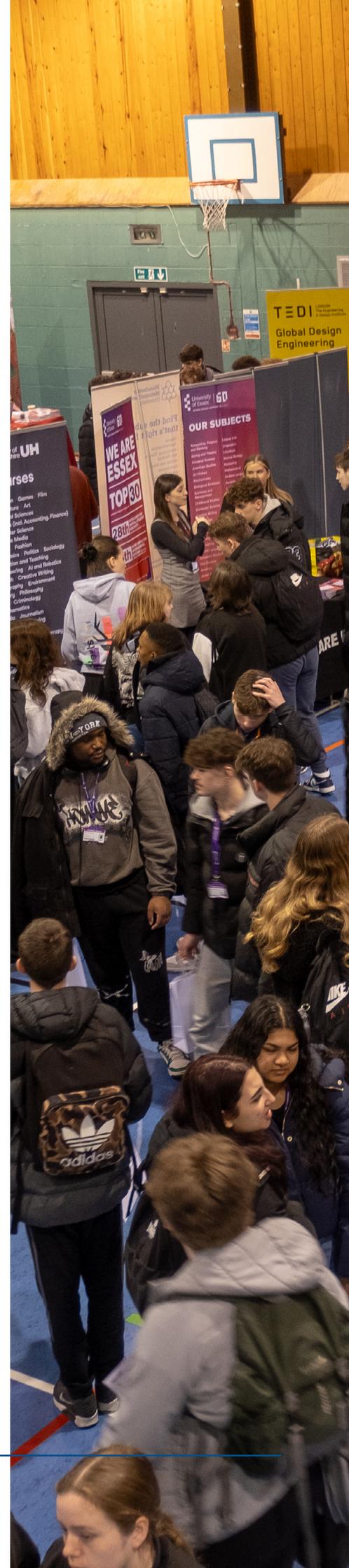
Community Engagement: Organises open days, workshops, and events like the Jack Petchey Awards, strengthening local ties and promoting inclusivity [<https://www.chelmsford.ac.uk/>].



Zest Hair and Beauty Salon: A commercial training facility offering practical experience for students while serving the community [<https://www.chelmsford.ac.uk/>].



Dovedale Nursery: A redeveloped Community Interest Company since 2010, providing childcare training and community services [<https://www.chelmsford.ac.uk/>].





Case Study 1: Nexus App and Sustainability

Chelmsford College's Nexus app encourages learners and staff to make sustainable pledges, earning points for eco-friendly actions, such as reducing energy use or recycling. A notable example involved a Bricklaying class that earned a trip to Ninja Warrior UK for accumulating the most points, demonstrating engagement with sustainability. This initiative aligns with the college's commitment to green skills, fostering environmental awareness and contributing to the UK's net-zero goals [<https://www.chelmsford.ac.uk/>].

Case Study 2: Jack Petchey Awards

The college participates in the annual Jack Petchey Awards, celebrating inspiring learners who demonstrate leadership and community impact. In 2024, several students were recognised for their contributions, such as organising charity events or mentoring peers. This programme enhances community engagement, promotes inclusion, and supports personal growth, aligning with government priorities for community safety and opportunity [<https://www.chelmsford.ac.uk/>].





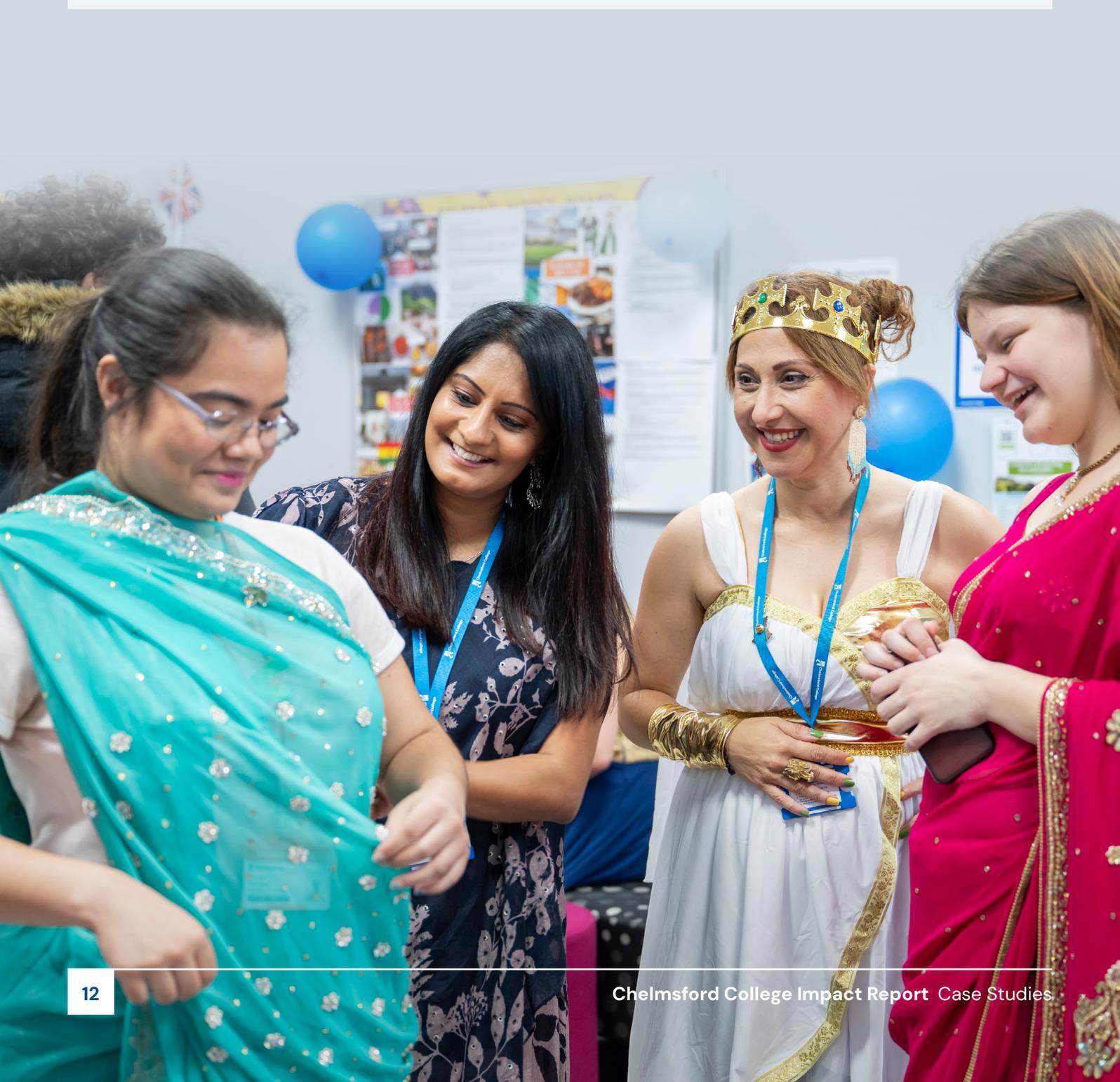
Case Study 3:

Farleigh Hospice Sculpture Unveiling

In collaboration with Farleigh Hospice, Chelmsford College hosted the unveiling of a vibrant sculpture, involving students from the Art, Design, and Media Centre. The event, attended by Principal and CEO David Warnes, showcased student creativity and strengthened community ties. This initiative highlights the college's role in cultural enrichment and civic engagement, fostering a sense of pride and inclusion [<https://www.chelmsford.ac.uk/>].

Case Study 4: Professional Development Week

From 30 June to 4 July 2024, the college held its Professional Development Week, engaging staff in workshops to enhance teaching and support services. Activities included training on digital learning tools and inclusive practices, ensuring staff are equipped to support diverse learners. This initiative supports the priority of access and opportunity, improving educational outcomes and employability [<https://www.chelmsford.ac.uk/>].



In 2022/23, Chelmsford College served 4,453 learners, with predicted outcomes of 83.4% for 16–18, 89.4% for 19+, and 52.6% for apprenticeships. These metrics, sourced directly from the college’s internal administrative records and performance audits, underpin the economic and social impact calculations, reflecting its commitment to quality education. The data is derived from Chelmsford College’s student management systems, financial ledgers, and submissions to regulatory bodies like the Education and Skills Funding Agency (ESFA), ensuring accuracy and alignment with operational realities.

Impact Assessment Approach

The assessment employs classical economic principles, including direct effects (immediate impacts from college operations, e.g., staff salaries), indirect effects (supply chain spending supporting other businesses), and induced effects (employee wage spending boosting consumer sectors). Multiplier effects amplify these impacts, where a Type 2 multiplier (looking at indirect and induced effects using the multiplier for education spending) of 1.5 indicates every £1 of direct GVA generates £0.50 in additional activity, capturing economic linkages. Deadweight adjusts for impacts that would occur without the college, ensuring only net benefits are counted. Additionality measures these net benefits, accounting for displacement (where college activities reduce others’ output) and leakage (benefits flowing outside the area). Impacts are localised to Chelmsford (direct), East of England (regional), and wider UK (national).

Methodology for Each Area

- **Supply Chain:** Spend multiplied by a Type 2 multiplier (1.5 for education, Scottish Government 2021). Jobs calculated via ONS GVA per worker 2021.
- **FTEs:** Staff impacts distinguished, using the same multiplier for economic contribution.
- **Construction:** Average spend over five years, reflecting capital investments.
- **Student Spend:** Based on ONS survey (£1,078 living costs), with 15% home and 85% local allocation, including housing.
- **Student Employment:** 51% of learners work, with 68% additional employment at £10.32/hour, adjusted for youth unemployment in hospitality and retail.
- **Volunteering:** 31% participate, averaging 44 hours at £11.72/hour (2014 NUS survey).
- **Students:** 20% lifetime earnings increase, net present value (NPV) £92,820, reflecting long-term economic contributions.
- **Business Income:** Derived from college-related activities, applying the same multiplier.

A 19% deadweight adjustment (HCA Guide 2014 updated) accounts for additionality. Contextual data on learners, assessed via POLAR quintiles, informs access and progression metrics.

Impact Results

The economic impact is summarised below:

Activity	Amount (£ million)	GVA (£ million)	Jobs	Note
Supply Chain	6.75	10.12	137	Total income minus staff costs
FTEs	14.80	22.20	301	Staff salaries
Construction	1.00	1.50	20	Capital spend
Student Spend	57.00	85.50	1,160	Expenditure survey
Student Employment	1.48	2.22	30	51% work
Volunteering	0.71	1.07	14	31% volunteer
Students	364.00	546.00	7,405	20% lifetime earnings increase (NPV £92,820)
Business Income	1.00	1.50	20	Activities
Gross Total	446.74	670.11	9,088	-
Adjusted (19% Deadweight)	361.86	542.78	7,361	Based on 2014 HCA Guide updated

This yields a gross economic impact of £670 million GVA and 9,088 jobs, adjusted to £543 million GVA and 7,361 jobs for deadweight.

Social Impact

We have used an accredited (By Social Value International) tool The Social Value Engine to account for the project's broader social, economic, and environmental impacts.

It works through:

Impact Measurement: The tool uses a framework that assigns monetary values to various social outcomes (like improved health, education, and environmental benefits), enabling us to quantify the project's intangible impacts in concrete terms. Each monetary value is called a financial proxy and the sources underpinning each proxy are in the public domain.

Social Return on Investment (SROI): The social return on investment (SROI) ratio is calculated by comparing the input costs with the monetised social outcomes calculated using the financial proxies which are adjusted to ensure they only report directly attributable impact. This ratio indicates the social value generated for every unit of currency invested, providing a clear measure of the project's economic impact.

Stakeholder Engagement: The Social Value Engine encourages engagement with stakeholders, helping to ensure that the outcomes measured are relevant to the community and the people involved.

Sector-Specific Frameworks: It includes specific indicators relevant to different sectors, which makes it particularly useful for local government, social enterprises, and community projects aiming to secure funding or demonstrate accountability.

A list of proxy outcomes was used to evaluate this project’s social return on investment through the development of the Theory of Change set out below:

1. Initial Condition for Action

Description: The starting point is the need for enhanced vocational skills, economic growth, and social inclusion in Chelmsford, Essex, amid national challenges in FE, including skills gaps in sectors like construction, hospitality, and creative industries; high youth unemployment; health issues like obesity; environmental sustainability demands; and policy shifts under the new UK Government since July 2024. Chelmsford College acts as a regional anchor in a market town setting, addressing disparities in access to education for diverse learners (e.g., disadvantaged groups per POLAR quintiles), low employability in key sectors, and limited community cohesion, where without intervention, economic contributions would be reduced by deadweight factors (e.g., 19% of impacts occurring naturally per HCA Guide 2014 updated).

SMART Elements:

Specific:

Targets 4,453 learners (including 2,030 16–18 and 400 adults) in vocational areas like sport, public services, and green skills.

Measurable:

Baseline learner volumes from 2022/23: 2,630 16–19 (excluding apprenticeships), 1,133 adult skills fund participants; regional youth unemployment in hospitality/retail at reference levels for 68% additional employment attribution.

Achievable:

Leverages existing facilities (e.g., two campuses, Art, Design, and Media Centre) and 169 staff.

Relevant:

Aligns with government priorities post-July 2024, emphasizing skills for small-town economies and net-zero goals.

Time-bound:

Assessed annually using 2022/23 data as baseline, with ongoing policy alignment from July 2024 onward.

Evidence: Report highlights national FE discourse and college’s role in fostering inclusivity; 51% of learners work part-time, with 31% volunteering, indicating baseline needs for skill uplift; deadweight adjustment recognizes 19% of impacts would occur without college intervention.





2. Actions

Description: Chelmsford College delivers vocational training, apprenticeships, industry partnerships, and community initiatives to build skills and foster economic/social ties. Key actions include offering 242 courses across sectors (e.g., construction, hospitality, creative arts); partnering with 300 employers for apprenticeships and work experience; implementing sustainability tools like the Nexus App; hosting events such as Professional Development Week (30 June–4 July 2024) and community engagements (e.g., Jack Petchey Awards, Farleigh Hospice Sculpture Unveiling); and providing facilities like the Princes Room Restaurant and Zest Hair and Beauty Salon for hands-on training.

SMART Elements:

Specific:

Focuses on targeted programmes, e.g., Sector-Based Work Academy Programmes (SWAP) in hospitality/security, Football Academy for sports talent, and digital learning integration for adult accessibility.

Measurable:

Supported by £3.926 million total funding; 169 lecturers delivering to 508 apprentices and 102 adult skills learners.

Achievable:

Builds on 'Good' Ofsted grading and collaborations with Chelmsford City Council on education, economy, health, environment, and culture.

Relevant:

Directly addresses priorities like Green Skills (via Nexus App) and Access/Opportunity (via Careers Advice Zone).

Time-bound:

Actions occur annually, with 2022/23 as reference (e.g., Professional Development Week in 2024 for staff upskilling).

Evidence: Case studies (e.g., Nexus App rewarding eco-actions in Bricklaying class; Jack Petchey Awards recognizing leadership); industry collaborations (e.g., 20 apprenticeship programmes); performance metrics (e.g., 83.9% achievement rate for 16-18 learners).

3. Outputs

Description: Immediate products and services generated, including trained learners, partnerships formed, and community activities delivered, leading to direct economic injections like staff salaries and student spending.

SMART Elements:

Specific:

4,453 learners served (breakdown: 508 apprenticeships, 2,630 16-19, 1,133 adult skills fund); 300 employer partnerships; facilities usage (e.g., Art Centre for creative training).

Measurable:

Outputs include £14.80 million in staff salaries (301 jobs), £6.75 million supply chain spend (137 jobs), £1.00 million construction spend (20 jobs), and student-related activities (e.g., £57.00 million spend, £1.48 million employment, £0.71 million volunteering).

Achievable:

Delivered via 242 courses and modern workshops; 56.8% apprenticeship achievement rate.

Relevant:

Outputs support priorities, e.g., SWAP courses for employability in business administration, Nexus App for sustainability pledges.

Time-bound:

Based on 2022/23 fiscal year, with annual recurrence (e.g., 44 volunteer hours per participating student).

Evidence: Learner category table (e.g., 24 tailored learning, 270 non-funded); case studies (e.g., Ninja Warrior trip for Nexus points; sculpture unveiling involving Art students); economic breakdown (e.g., £1.00 million business income from activities).





4. Outcomes

Description: Short- to medium-term changes in skills, behaviours, and conditions, such as improved employability, health practices, community inclusion, and sustainable actions, amplified by multiplier effects (1.5 Type 2) and adjusted for deadweight.

SMART Elements:

Specific:

20% lifetime earnings increase for students (NPV £92,820); enhanced skills in sectors like hospitality (via Princes Room) and green jobs (via construction programmes); reduced crime/cohesion issues via public services training.

Measurable:

Gross outcomes: £546.00 million GVA from students (7,405 jobs), £85.50 million from student spend (1,160 jobs), £2.22 million from employment (30 jobs), £1.07 million from volunteering (14 jobs); achievement rates (59.2% for 19+, 83.9% for 16-18).

Achievable:

Via inclusive practices (e.g., Careers Hubs for transitions); 68% attribution to additional employment at £10.32/hour.

Relevant:

Outcomes align with priorities, e.g., Health/Wellbeing via sport programmes addressing obesity; Community Safety via civic engagement events.

Time-bound:

Realized within 1-5 years post-training, based on 2022/23 cohorts (e.g., annual volunteering at 44 hours for 31% of learners).

Evidence: Impact results table (e.g., £22.20 million GVA from FTEs); case studies (e.g., Jack Petchey Awards for leadership/mentoring; Professional Development Week for inclusive teaching); ONS/NUS surveys for student spend (£1,078 living costs) and volunteering.

5. Long-Term Impact

Description: Broader, sustained effects on economy, society, and environment, including economic growth, job creation, social mobility, and contributions to net-zero and civic life, with net benefits after adjustments.

SMART Elements:

Specific:

Annual £670 million gross GVA (adjusted to £543 million) supporting 9,088 gross jobs (adjusted to 7,361); enhanced social mobility via vocational access for disadvantaged learners; cultural enrichment through community events.

Measurable:

Total gross impact: £670.11 million GVA and 9,088 jobs; adjusted for 19% deadweight to £542.78 million GVA and 7,361 jobs; lifetime student NPV £92,820 contributing £364.00 million spend.

Achievable:

Through ongoing partnerships (e.g., with Chelmsford City Council) and innovations (e.g., digital learning for lifelong access).

Relevant:

Supports national goals like workforce readiness, preventive health, and green jobs; positions college as anchor for regional development.

Time-bound:

Projected annually from 2022/23 baseline, with cumulative effects over learner lifetimes (e.g., 20% earnings uplift over 40+ years).



We have identified a series of outcomes associated with the Theory of Change for the project. We have undertaken the following steps to assess the interim social value of the project;

- 1. Define the Project Scope and Objectives:** The first step involves clearly defining the scope and objectives of the project. This includes identifying the specific outcomes you aim to achieve and the stakeholders involved. In the form of a Theory of Change (see above).
- 2. Identify Inputs and Outputs:** Next, we have listed all the resources (inputs) used in the project and the activities (outputs) conducted. This helps in understanding the resources required and the activities that will lead to the desired outcomes.
- 3. Select Relevant Outcomes and Proxies:** The SVE allows us to choose appropriate outcomes that align with project objectives. We have selected financial proxies, which are sourced approximations of value, to quantify these outcomes. This step is crucial for translating qualitative outcomes into measurable financial values.
- 4. Input Data** Once the outcomes and proxies are selected, you input the relevant data into the SVE. This includes details about the inputs, outputs, and any other relevant information that will help in calculating the social value.
- 5. Apply Impact Adjustments:** To ensure accurate measurement, the SVE applies impact adjustments such as deadweight, attribution, displacement, and drop-off. These adjustments help refine the calculations by accounting for factors that might affect the outcomes. We have used national norms, derived and updated from the 2014 Homes and Communities Agency Additionality Report, expanded by our experience of assessing over 1000 individual projects .
- 6. Analyse Results:** The SVE has then processed the data and provides a detailed analysis of the social value generated by the project. This includes both qualitative and quantitative assessments, offering a comprehensive view of the project's impact.

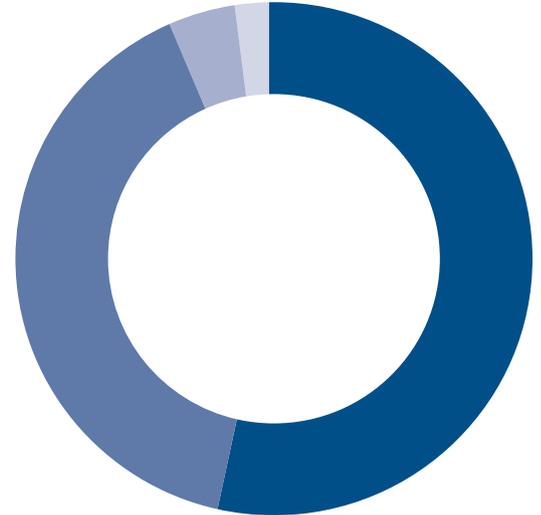
Details of the financial proxies used are set out below:

Actions	Quantity	Proxy (including link)	Proxy Value
Employers report higher satisfaction with the college's programmes and partnerships, leading to stronger ongoing collaboration.	4274	Improved governance relationships, improved staff relationships	£7,375.00
Learners move into employment, apprenticeships, or further education after completing their training, leading to improved financial stability and career prospects.	4274	Value to an individual of moving from unemployment to a secure job	£14,287.00
Learners experience increased wellbeing as a result of participating in employment-focused training, which can boost confidence, motivation, and life satisfaction beyond just gaining qualifications or employment.	508	Improved wellbeing resulting from participation in employment training (provided through workplace or a Job Centre scheme)	£807.00
Learners complete vocational training and achieve recognised qualifications, improving their skills and employability.	3598	Improved wellbeing resulting from participation in vocational training and employment training	£1,123.00
Community members participate in college-led events and programmes, fostering a sense of belonging and stronger local networks.	169	Value to an individual of feeling like they belong in their neighbourhood/community	£12,389.00
Employers gain value from having apprentices contribute to their organisation during the training period, which can enhance productivity and support business needs.	508	Organisation gain per apprentice during training	£2,500.00

Sustainable Development Goals

We have aligned each of the proxies identified to the most appropriate Sustainable Development Goal and more information is set out below. For a modest project of this scale the range and balance of SDGs (in terms of the relative scale of impact for each) reflects a very rounded and impactful programme of activity:

-  Decent Work and Economic Growth
-  Sustainable Cities and Communities
-  Quality Education
-  Good Health and Well-being



An overall grouping of the impacts achieved in financial terms is set out in the table below:

SDG	Sustainable Cities and Communities	£20,709,285
	Good Health and Well-being	£1,112,615
	Decent Work and Economic Growth	£27,137,958
	Quality Education	£2,064,004



Social Return on Investment

We have adjusted the overall figure achieved for the purposes of a social value assessment by a series of percentages based on the case studies in the Homes and Community Agency 2014 Additionality Guide (updated to take account of our experience of project additionality) as follows:

Description/Rationale	Additionality
Employers report higher satisfaction with the college’s programmes and partnerships, leading to stronger ongoing collaboration.	32%
Learners move into employment, apprenticeships, or further education after completing their training, leading to improved financial stability and career prospects. 3.4% unemployment	55%
Learners experience increased wellbeing as a result of participating in employment-focused training, which can boost confidence, motivation, and life satisfaction beyond just gaining qualifications or employment. Apprentices	52%
Learners complete vocational training and achieve recognised qualifications, improving their skills and employability.	52%
Community members participate in college-led events and programmes, fostering a sense of belonging and stronger local networks.	45%
Employers gain value from having apprentices contribute to their organisation during the training period, which can enhance productivity and support business needs.	52%

For the purposes of the assessment of social value this gives a social impact of:

£52,809,699 adjusting for inflation at 3.5% (treasury norm)

The expenditure of the project for the year of assessment was £21,550,000.

This suggests a Social Return on Investment for this service of £2.36 for the activities of the college. According to MHCLG benchmarks in the 2024 Additionality Guide anything over 2 for a Cost Benefit Analysis, to which this assessment is analogous, is judged as high value for money.

Conclusion

Chelmsford College contributes £670 million GVA annually (gross), supporting 9,088 jobs, adjusted to £543 million GVA and 7,361 jobs. Its alignment with Further Education priorities—skills, health, safety, opportunity, and sustainability—drives prosperity through education, innovation, and civic engagement. The college’s role as a regional anchor in Chelmsford, supported by robust partnerships, modern facilities, and initiatives like the Nexus app and community events, positions it for continued impact through expanded collaborations and investments. It delivers a social return on investment through its core work of £2.36 for every £1 invested.

Technical Annex

Methodology

Impacts are calculated using spend multiplied by a Type 2 multiplier (1.5 for education), capturing direct, indirect, and induced effects. Scottish Government provides the most extensive multiplier data covering type 1 and 2 effects and therefore whilst there is likely to be some local variance due to geography the lack of other sources of contemporary context justify its use. Jobs are derived by dividing total GVA by ONS GVA per worker 2021, reflecting average economic output per employee in the education sector for East of England region. This method translates economic value into employment, assuming each job contributes a standard GVA amount. Student spend is based on ONS data. Employment assumes 51% of learners work, with 68% additional at £10.32/hour. Volunteering is calculated as 31% participation, 44 hours at £11.72/hour based on student norms from NUS sources. Student impact reflects a 20% earnings uplift, equating to a Net Present Value of £92,820 over the lifetime of a student, based on a DfE (July 2025 report). A 19% deadweight adjustment ensures additionality, accounting for displacement and leakage; gross and adjusted values are provided.

A photograph of the Chelmsford College building. The building is a modern, multi-story structure with a light-colored facade and large windows. In the foreground, there is a large, light-colored wall with the words "Chelmsford College" written in large, dark, sans-serif letters. The sky is clear and blue. There are some red and blue bollards in the foreground.



Chelmsford College

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