

# NCG ACCOUNTABILITY STATEMENT CARLISLE COLLEGE



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# NCG MISSION AND PURPOSE

The strategic curriculum intent of NCG is set out in our Strategy Towards 2030, which is defined at corporate level through our mission and vision:

## MISSION

ENABLING SOCIAL MOBILITY AND ECONOMIC PROSPERITY THROUGH EXCEPTIONAL EDUCATION.

## VISION

TO BE THE UK'S LEADING COLLEGE GROUP RECOGNISED FOR OUR LOCAL IMPACT, NATIONAL INFLUENCE AND REACH.

The NCG mission sets out the ambition we aim to realise, whilst our vision describes how we will know when we get there. To underpin both, we have six strategic themes that are based on fundamental pillars of the organisation (Quality, Curriculum, People, Facilities, Finance and Reach). Our focus in each theme is on continuous improvement towards excellence and each theme intrinsically supports our curriculum strategy delivered through our national network of colleges.

We are a family of seven colleges bound by the same mission, strategic aims and a number of business-critical policy frameworks. However, each college retains a very unique identity which is based on its heritage, its curriculum and its place in the community.

We work collaboratively through the theme 'One NCG' to ensure that, wherever possible, we develop common approaches to the National and Regional Skills Priorities, whilst ensuring that each college has the flexibility to be able to respond to specific local skills needs. That way, we ensure that each NCG college remains embedded at the heart of its local civic infrastructure, whilst drawing on all the benefits of being part of a large national group.

As the only FE college with Indefinite Degree Awarding Powers, NCG is also uniquely placed to address the current national and regional skills gap at Level 4 and Level 5; indeed, we are already trailblazing in co-development of Higher Technical Qualifications with our partners.



**Liz Bromley**  
Chief Executive Officer, NCG



**Sarah McGrath**  
Principal, Carlisle College

# NCG STRATEGIC AIMS AND OBJECTIVES

As part of our development of the NCG Strategy to 2030, we have clearly set out our strategic aims and objectives as a group. These goals are underpinned by a set of strategic KPIs overseen by the NCG Board.

## THE KEY THEMES ARE:

- Exceptional Teaching, Learner Experience and Outcomes
- Innovative, Relevant Courses and Qualifications
- Ambitious and Responsible Educators and Leaders
- Outstanding Digital and Physical Learning Environments
- Financial Sustainability Powering Reinvestment
- Impactful External Engagement and Civic Commitment.

The strategy and strategic aims were approved by the NCG Corporation in December 2019 and the KPIs are measured and refreshed on an annual basis. There will be a more comprehensive mid-point review during 2024/25 of the NCG Strategy.

Each NCG college has its own strategic plan which aligns to local skills needs and the NCG Strategy. These college-specific plans will be reviewed for the start of the 2024/25 academic year.

There is also a statement of local curriculum intent. The curriculum intent is reviewed, to ensure it remains relevant in its efficacy (self-assessment). Our local curriculum intent is tested routinely with college boards and other local stakeholders and periodically through Ofsted inspection.

## WHEN DETERMINING OUR CURRICULUM STRATEGY, WE WILL PAY HEED TO FOUR KEY DRIVERS:

- 1 Our Strategic Mission and Vision
- 2 National and regional economic context
- 3 Emerging government, national and regional policy ambition
- 4 Local skills requirements and stakeholder needs.

# THE COMMUNITY NCG SERVES

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Our colleges are each located in their own distinctive geography and serve a specific local demographic:

**Carlisle College** – the single FE college in the only city in Cumbria, Carlisle College works closely with the other three Cumbrian colleges to ensure a coherent FE offering for that region.

**Kidderminster College** – serves the Wyre Forest area of Worcestershire to the West of Birmingham, reaching into the fringes of the Black Country.

**Lewisham College** – sits at the heart of the vibrant South East London borough with its campus on Lewisham Way. It is a community-focused college with a large adult and ESOL provision.

**Newcastle College** – serves the city of Newcastle upon Tyne and the North East Combined Authority, including large parts of Gateshead, Derwentside, South Tyneside and Durham. It also offers sector-specialist vocational and technical education across the wider North East region and beyond.

**Newcastle Sixth Form College** – a specialist, high-quality and inclusive provider of A Levels to the city of Newcastle upon Tyne and surrounding areas.

**Southwark College** – located on The Cut close to Waterloo Station, this college serves the diverse borough of Southwark, with a growing focus on the working population that travels to the borough every day.

**West Lancashire College** – located in the town of Skelmersdale, this college serves a broad population spread from the fringes of Greater Manchester to the outskirts of Liverpool. The college is also the base for our national online learning offer.

Each college is positioned as an anchor institution within their community and also is actively engaged with local stakeholders. More recently, this has included the Employer Representative Bodies (ERBs) within the area to inform and then deliver the local LSIPs. The specific demographics and local geographies are set out in each college section of this plan.

# PROCESS FOLLOWED BY NCG TO MEET STATUTORY REQUIREMENTS

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As a national group of colleges, NCG has introduced a process to meet this statutory requirement which maximises the local knowledge and expertise of its local governance arrangements and the wider stakeholder groups to review their college provision in relation to Accountability Statement aims and targets, as well as its Local Needs Duty.

In 2023/24, NCG undertook a review of its local governance arrangement to better meet the changing demands of assuring local skills needs were being addressed. To develop the Accountability Statement for NCG, the following process was followed by all seven colleges:

- Each college produced a draft Accountability Statement based on its own research and consultation relevant to its local area. For 2024/25, this includes a review that the college is satisfying the Local Needs Duty.
- Key to developing the statement is direct engagement with larger employers, Employer Representative Bodies (ERBs) and those responsible for producing the LSIPs.
- The draft Accountability Statement is discussed locally under the governance arrangements and is also taken to a broad range of stakeholders for consultation and input, including employers, other education providers and civic bodies and community groups.
- The College Accountability Statement is modified as a result of the feedback from the consultation process.
- A statement on the success of any given college in meeting the local skills and national priorities is agreed and identifies how this could be further improved.
- A final version is agreed with the NCG Executive and checked for alignment to the NCG strategic priorities and satisfying the Local Needs Duty.
- The final version of the College Accountability Statement is incorporated into the NCG Accountability Statement.
- This NCG Accountability Statement is reflective of the skills needs across the scope of operation for NCG and has been developed and robustly challenged through a comprehensive consultation process including community representatives, employers, civic bodies and other education partners.
- The NCG Accountability Statement, including the statement on how well NCG meets the local skills needs, national priorities and Local Needs Duty, is presented to the NCG Corporation for approval.



# NATIONAL POLICY OVERVIEW

The key policy focus for 2024/25 and beyond for NCG will be to continue the implementation of the FE White Paper – ‘Skills for Jobs’, particularly the changes enacted through the Skills and Post-16 Education Act 2022, alongside responding to the qualification and Higher Education reform. The focus on national skills priorities will include:

- Ensuring the curriculum offer to meet local and national skills needs as identified in LSIPs, now and in the future
- Contributing to and responding to curriculum and funding reforms
- Developing Higher Technical Skills, especially at Level 4 and Level 5.

The overarching NCG approach to national priorities is covered in the Strategic Aims of each of the colleges.



# NCG CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

Across its seven colleges, NCG will address all the National Skills Priorities shown below except for Haulage and Logistics.

This national priority is not pertinent to the local areas in which the NCG colleges operate, or it is actively being addressed by another provider in that location area. This will continue to be monitored as part of the Local Needs Duty.

- Construction
- Manufacturing
- Digital and Technology
- Health and Social Care
- Haulage and Logistics
- Engineering
- Science and Mathematics.

The focus on national skills priorities will include:

- Ensuring the local curriculum offer meets the local and national skills needs as identified in LSIPs, now and in the future.
- Contributing to and responding to curriculum and funding reforms, including increasing the number of T-Level routes in the priority areas.
- Develop Higher Technical Skills, especially at Level 4 and Level 5.





# NCG ACCOUNTABILITY STATEMENT OVERARCHING AIMS AND OBJECTIVES

NCG Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><b>Aim/Objective 0.1:</b></p> <p>Continue to roll out the NCG T-Level offer with the addition of subjects from Wave 2 and beyond. NCG will review 'what worked well' and 'lessons learned' from Wave 1 T-Level roll-out, so that we are better able to recruit to and deliver planned enrolment targets.</p> <p>From September 2024, we will have broadened our T-Level offer to include Wave 2 subjects in Business and Administration, Creative and Design, Engineering, and Finance and Accounting.</p>	<p><b>Impact:</b></p> <p>The aim is to build on the Wave 1 subject roll-out and continue the delivery of T-Levels across the six NCG FE colleges from September 2024. The pathways on offer will be different for each college and dependent on local facilities and skills needs.</p> <p>The 14 pathways offered in Year 1 will be expanded to a minimum of 18 pathways in 2024/25. The T-Level Council will continue to oversee approvals and course development, building on the model of identified T-Level Route Leads that was successful last year, to ensure a consistent sequencing and delivery model exists to benefit all NCG learners.</p> <p>NCG will share teaching and learning resources through dedicated communities of practice for each of the T-Level streams.</p> <p>T-Level marketing, communications and promotional materials will be developed centrally by the NCG Marketing and Communications Lead, and these will be made available for colleges to adapt and use locally, to drive positive T-Level recruitment.</p>
<p><b>Aim/Objective 0.2:</b></p> <p>Ensure the curriculum offer in each college is meeting the Local Skills Needs Duty through the embedding of the revised 'place-based governance' model.</p>	<p><b>Impact:</b></p> <p>Introduce and embed the revised governance model for the 2024/25 academic year for all of our colleges.</p> <p>Recruit and train the new members of the College Boards to support them in performing their duties in providing local oversight and advice on the curriculum offer, which in turn will provide assurance to the NCG Corporation that NCG is responding to the local skills needs.</p> <p>Provide the structure to enable the College Board members to advise and challenge the College SLT on meeting the current and future local skills requirements and, in turn, providing assurance to Corporation that the college is satisfying the Local Needs Duty.</p> <p>Introduce the updated sub-structure of Corporation to enhance the challenge and rigour of the governance process.</p>

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## NCG ACCOUNTABILITY STATEMENT OVERARCHING AIMS AND OBJECTIVES (CONTINUED)

NCG Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><b>Aim/Objective 0.3:</b></p> <p>Optimising apprenticeship pathways and existing group sizes to achieve realistic growth, building on the 'succeed through specialisms' apprenticeship strategy.</p>	<p><b>Impact:</b></p> <p>NCG has made significant improvements to the curriculum, quality and administration of apprenticeships, resulting in a streamlined offer based on college specialisms ('reduce to produce' improvement phase). As a result, standards of delivery, cohort size, compliance, contribution and outcomes have improved in recent years. Additionally, the Group has successfully pivoted from a predominantly adult offering to one that now predominantly supports young people aged 16-23. Therefore, NCG is now targeting modest growth by July 2025 with a focus on more substantial growth in 2025/26.</p> <p>This growth will be partially achieved by aiming to convert many more learners from study programmes into apprentices on the current standards approved by the NCG Apprenticeship Council. A small number of additional standards are likely to be tabled for approval. However, most growth is anticipated to come from subject growth, rather than diversification.</p> <p>There is an additional target to ensure that NCG has at least 10% of apprentices drawn from under-represented participation groups – for example, apprentices with SEND or care-experienced learners – whilst NCG will continue to increase the proportion of non-White-British ethnicity groups in Lewisham (to reflect the learner community in the wider college).</p>
<p><b>Aim/Objective 0.4:</b></p> <p>Delivery of higher level technical and professional skills at HE provision, as well as priority development of Higher Technical Qualifications in national priority sectors.</p>	<p><b>Impact:</b></p> <p>NCG has been a national leader of the development of HE in an FE setting over the last two decades, being the first FE Corporation to gain Taught Degree Awarding Powers in 2016 (following FDAP in 2013). Having secured awarding powers without time limit in 2022/23, we will continue to implement our ambitious HE strategy, aligning with the national priorities around Level 4 and Level 5 provision and broadening the reach of NCG awards. The specific actions are contained within the strategy document. This focus meets the national priority to develop skills at Level 4 and Level 5.</p>

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## NCG ACCOUNTABILITY STATEMENT OVERARCHING AIMS AND OBJECTIVES (CONTINUED)

NCG Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><b>Aim/Objective 0.5:</b></p> <p>To increase the number of learners with SEND participating on supported internships and apprenticeships.</p>	<p><b>Impact:</b></p> <p>NCG has a history of delivering very stable provision for young people and adults at risk with SEND and profound high needs. In recent years, this has included increased participation on supported internships.</p> <p>NCG will pledge to increase the number of learners engaging with supported internships and apprenticeships as a vehicle for sustainable employment. We will do this through quality-first teaching and by exploring the potential to create a flexible apprenticeship agency. This will aim to support employers committed to creating opportunities for these learners by hosting their employment, whilst the agency can ensure additional and specific needs are met in the transition phase to employment.</p>

# CARLISLE COLLEGE ACCOUNTABILITY STATEMENT



# CARLISLE COLLEGE COLLEGE PURPOSE

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At Carlisle College, we serve our community by delivering locally the NCG shared mission of enabling social mobility and economic prosperity through exceptional education. We work closely with local stakeholders to develop the skills needed locally and regionally, and to develop skills pathways for young people, adults and apprentices.

Our strategic themes are:

1. **Quality** – Providing exceptional teaching and learning, leading to positive destinations for learners.
2. **People** – To be employers of choice and provide meaningful development and progression for colleagues.
3. **Reach** – To engage in impactful partnership working and stakeholder engagement, making the College a real hub of the community.
4. **Facilities** – To provide cutting-edge, industry-standard resources and facilities that prepare our learners for their futures.
5. **Curriculum** – Providing a broad and varied curriculum which addresses local, regional and national skills needs and also gives our students the cutting edge through the NCG Guarantee.





# CARLISLE COLLEGE CONTEXT AND PLACE

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Carlisle College is the only GFE College within a 35-mile radius of Carlisle. It provides vocational and technical education programmes from Pre-Entry Level to Level 7. This includes programmes for young people, adult courses, apprenticeships and bespoke training.

The College is located in one of the slowest growing population areas of the UK, and the declining working-age population suggests a looming workforce deficit of over 20,000 people emerging over the next five to ten years.

The largest concentrations of employment per sector in Carlisle are Wholesale and Retail (18%), Health (14.8%) and Manufacturing (9.8%) (Cumbria Intelligence Observatory).

Carlisle is a semi-rural location with limitations around travel and transport. There are a small number of large employers in and around Carlisle, but the vast majority of local employers are SMEs.

There are significant concentrations of deprivation linked to worklessness and low skills in some of our communities. Carlisle has five communities that rank within the most deprived 10% of areas in England (Index of Deprivation 2019). Meanwhile, these wards are where the College has some of the highest market shares of 16-19 funded learners – between 50-70%. As such, Carlisle College has a higher-than-average percentage of learners in the most deprived band relative to the FE sector and the resident population (Vector).

Educational achievement (measured as five or more GCSEs at grade 9 to 4, including English and maths) at 16 years old in Carlisle is lower (52.2%) than both national (59.2%) and regional (59.9%) averages. The district also has a higher percentage of its population with no qualifications at 12.3% compared to the national figure of 9.3% (Cumbria Intelligence Observatory).



# CARLISLE COLLEGE ACTIONS TO ENGAGE WITH KEY STAKEHOLDERS AND PROVIDERS

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Throughout the development of this plan, consultation with key local stakeholders has taken place. The draft was shared with colleagues from the other three Cumbrian colleges as well as the LEP, the Chamber and employers within some of the key sectors.

Consultation with Cumbrian College Principals, key local employers, the LEP and the Chamber of Commerce (as the local LSIP lead) has resulted in endorsement of this plan.

The College Principal sits on the Board of the Local Enterprise Partnership and has used this as a vehicle to consult more widely on local priorities. This has included generic consultation with colleagues in organisations such as the Careers Hub, as well as sitting on more specialist groups such as the Labour Supply Group and the Rural Skills working group.

The College is a member of the Chambers of Commerce and senior leaders from both organisations work collaboratively to ensure that College provision meets the breadth and depth of training requirements for industry and complements what is being done by other local providers.

Senior leaders and managers have also worked closely with Job Centre Plus and DWP colleagues to develop programmes that will meet the needs of their clients and help them to become economically active. This is an aspect of provision that needs to be developed further through 2024/25.

The College Principal is the Chair of the Cumbria Work Based Learning Provider Forum. Through this, she is able to consult more widely with a broad range of training providers across the county as well as the FE Colleges.

The Principal is a member of the FE4, which provides an opportunity to work collaboratively with the other Cumbrian Colleges. In addition, there is an FE4 Curriculum group who meet regularly to consult on demand and supply issues around training and technical education locally. The focus of these groups is very much collaboration rather than competition and ensures that local providers are able to deliver high-quality provision and that any geographical cold spots for training can be effectively addressed. As a result of this, the four Colleges are currently working with the University to develop a shared Advanced Manufacturing apprenticeship offer, drawing on the strengths and geographical industry requirements of each of the providers. The FE4 have met specifically to consult on each provider's accountability plans during the drafting process.

# CARLISLE COLLEGE STRATEGIC AIMS AND TARGETS

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills														
<p><b>Aim/Objective 1:</b></p> <p>In 2024/25, we will rationalise the higher-level skills offer, developing HE pathways that are not locally available otherwise in priority areas for introduction in future years.</p>	<p><b>Impact:</b></p> <p>Develop the HE offer to focus on technical and vocational skills at Level 4 and above in areas such as Construction and Engineering, including the introduction of a Construction HTQ.</p> <p>We will cease our higher-level Business offer as this is in direct competition with the University and is not aligned to our skills-based HE strategy.</p>														
<p><b>Aim/Objective 2:</b></p> <p>Continue with the introduction of T-Level programmes that support the skills needs identified through the Cumbria LSIP and ensure progression pathways are in place that are aligned to the Level 2 curriculum reforms.</p>	<p><b>Impact</b></p> <p>T-Level offer will include Construction, Digital, Engineering and Health. We will offer the following programmes in 2024/25:</p> <table border="1" data-bbox="810 1285 1461 1594"> <thead> <tr> <th>T-Level</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Business</td> <td>10</td> </tr> <tr> <td>Computing</td> <td>10</td> </tr> <tr> <td>Adult Nursing</td> <td>10</td> </tr> <tr> <td>Early Years Educator</td> <td>10</td> </tr> <tr> <td>Mental Health Nursing</td> <td>10</td> </tr> <tr> <td>Laboratory Sciences</td> <td>7</td> </tr> </tbody> </table> <p>Remodel the Level 2 curriculum offer to provide progression routes to Level 3 programmes, apprenticeships or employment as appropriate.</p>	T-Level	Target	Business	10	Computing	10	Adult Nursing	10	Early Years Educator	10	Mental Health Nursing	10	Laboratory Sciences	7
T-Level	Target														
Business	10														
Computing	10														
Adult Nursing	10														
Early Years Educator	10														
Mental Health Nursing	10														
Laboratory Sciences	7														
<p><b>Aim/Objective 3:</b></p> <p>Continue to provide high-quality apprenticeships and develop our apprenticeship offer to meet the local skills needs identified by partners and through the LSIP.</p>	<p><b>Impact:</b></p> <p>In particular, we will focus on Construction and Engineering to ensure the apprenticeship offer is integral to pathways to higher level skills. This will include the introduction of the Level 3 Metal Fabricator standard following consultation with local employers. We aim to recruit 10 apprentices in 2024/25.</p> <p>Our Construction Academy will be fully open by September and will allow us to deliver Bricklaying to around 105 apprentices, as well as 60 full-time learners in Bricklaying and Plastering.</p>														

## CARLISLE COLLEGE – COLLEGE STRATEGIC AIMS AND TARGETS

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><b>Aim/Objective 4:</b></p> <p>We will deliver a bespoke Adult Education offer to be introduced in 2025/26 that will address the growing need to upskill and reskill the existing workforce in Cumbria.</p>	<p><b><u>Impact:</u></b></p> <p>There has been a decline in the participation of Adult Education, leading to a reduced curriculum offer. In response to the LSIP priorities, we will produce a dedicated Adult Education offer that is specifically targeted at priority areas of upskilling and reskilling the existing workforce.</p> <p>We will work closely with local partners such as the DWP, Cumbria Tourism and Penrith and Eden Refugee Action Group to upskill adults to address local workforce gaps. We will develop bespoke Adult programmes that are aimed at getting local people into jobs and enabling them to progress in the workplace.</p> <p>In particular, we will target the Visitor Economy, Electric Vehicles and the Green Energy industries.</p> <p>Ahead of this transition, we will work with local employers during 2024/25 to deliver Bootcamp programmes in Construction (Joinery), targeting eight enrolments, by working with Cubby Construction and Persimmon Homes.</p> <p>Digital (Network Technician and Web Designer) will target eight enrolments on each course, working with IntroPR, PPC Geeks and David Allen Digital.</p> <p>Engineering (3D CAD) will target eight enrolments, working with Clark Door.</p>
<p><b>Aim/Objective 5:</b></p> <p>To deliver the LSIF project, enabling the College to support skills development within the Digital, Green Skills and Visitor Economy industries, aligned to needs identified through the LSIP.</p>	<p><b><u>Impact:</u></b></p> <p>Work with Cumbria Tourism and industry partners, including Farlam Hall and Centre Parcs, to develop an enhanced Hospitality and Visitor Economy offer to be introduced in 2025/26. This will include use of LSIF capital to develop a restaurant within the College which will be home to the Carlisle College Chefs' Academy. The target date for opening the restaurant is September 2025, with the Chefs' Academy also planned for a simultaneous launch.</p> <p>Enhance current study programme courses in Motor Vehicle and Plumbing through the inclusion of additional modules in Air Source Heat Pump Installation and Maintenance, as well as Electric Vehicle Maintenance.</p> <p>Provide bespoke upskilling programmes for local industry in Air Source Heat Pumps, Electric Vehicle and EV Charger Installation. The target is 10 enrolments on each programme.</p>

# CARLISLE COLLEGE LINKS TO SUPPORTING DOCUMENTATION

[Cumbria LSIP 2022](#)

[Cumbria Skills Hub](#)

[Skills for Jobs: Lifelong Learning for Opportunity and Growth](#)

[Introduction of T-Levels](#)

[NCG Strategy to 2030](#)



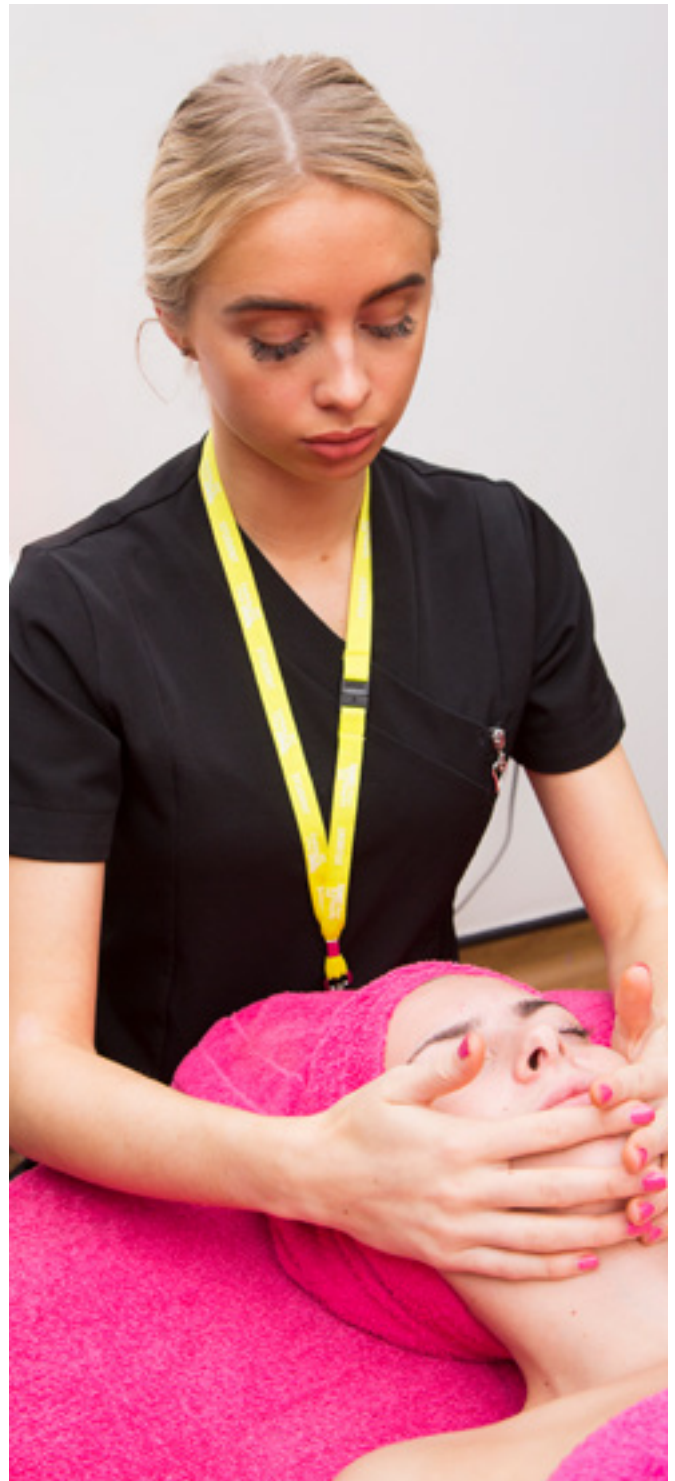


# CARLISLE COLLEGE LOCAL NEEDS DUTY STATEMENT

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Carlisle College meets its local needs duty. This has been achieved by working closely with local stakeholders to continually review and develop the curriculum. Following consultation with local employers, civic and educational partners, we have (for example) developed T-Level and apprenticeship routes in Engineering (Welding); strengthened and extended our ESOL offer; developed a Level 4 Construction programme; secured equipment to allow us to deliver upskilling in Green Skills and introduced a Level 3 Tourism programme.

We acknowledge that there is further work to do, and we will continue to work with partners to further develop our Adult provision and our HE offer throughout the coming year for delivery in 2025/26. This will include developing our Advanced Manufacturing offer in partnership with the other Cumbrian Colleges as well as further developments to support the Visitor Economy sector and higher-level qualifications within Construction.



# NCG LOCAL NEEDS DUTY

## NCG is meeting its local needs duty in its area of operation across the country as well as supporting the national skills priorities.

NCG provides a framework through its executive and its governance arrangements that enable the Corporation to satisfy itself that it is meeting the local needs duty.

Each college has demonstrated that it is meeting the local skills needs in its geographical area as well as contributing to the wider skills needs of its region and contributing towards national priorities. This is confirmed by the College Boards who have specific knowledge of the local skills needs and opportunities.

NCG has reviewed and refreshed its governance arrangements to provide better advice and oversight in developing a skilled workforce. Local college board members are drawn from the four key Ofsted stakeholder groups (employers, educators, civic and community) and have knowledge of the local skills demands and challenges.

NCG has set its five high level aims that are aligned to the broader activity of NCG and cut across all our colleges in meeting priority skills needs. These are supported by more specific, local objectives that are identified, developed and agreed at college level. Together the two sets of objectives provide comprehensive targets for NCG.

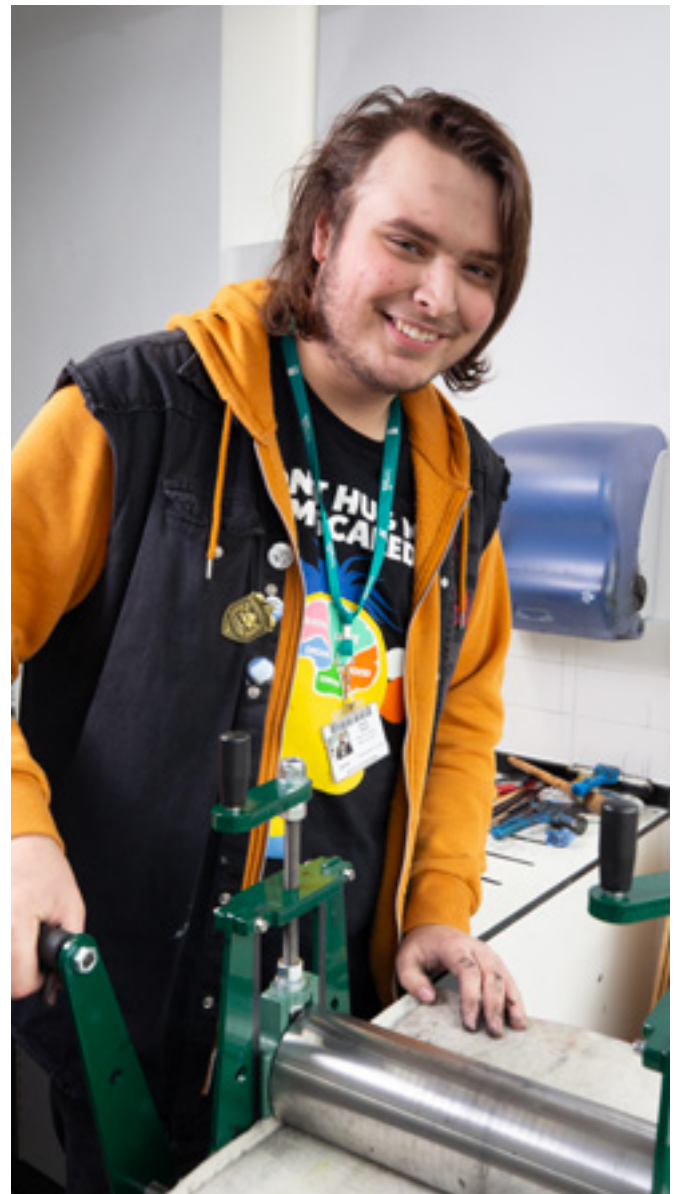
To complement the local arrangements, NCG has worked to develop regional and national partnerships to provide input into our curriculum offer and planning. Whereas the employer stakeholders have direct input to the local curriculum offer in the college, the national relationships tend to be with sector-based ERB and other education providers to provide broader objectives. For example, implementing curriculum reform and planning is developed with national partners such as Activate Learning and LTE and locally with Education Partnership North East and regional Universities. The employer relationships are with organisations such as Chamber of Commerce and CBI.

We recognise the need for continuous improvement, as addressing the skills needs will require a process of reflection and adjustment to meet the changing demands of the external environment. Significant progress has been made against the previous year's aims/objectives and new challenges emerging.

The colleges have recognised that there is more to be done around the skills needs for Digital, Health and Care, Engineering and Construction trades. The green economy and sustainability is a theme that cuts across most areas.

In some areas Hospitality remains a regional priority and more will need to be done to meet these needs. Where NCG does not offer much training in a subject area such as Haulage and Logistics, we will work with and support other providers to meet the local needs.

Although NCG is involved in a great number of partnerships at local and national level, we recognise that we need to continue to build on this success to provide a comprehensive approach to meeting the skills needs.



# NCG CORPORATION / GOVERNING BODY STATEMENT

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On behalf of the NCG Corporation, it is hereby confirmed that the NCG plan as set out above and in the individual college Accountability Statements reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 21 May 2024.

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 on the NCG website: [www.ncgrp.co.uk](http://www.ncgrp.co.uk)

## Chair of Governors

**John Widdowson**

*John Widdowson*

## Chief Executive and Accounting Officer

**Liz Bromley**

*Liz Bromley*

