

KIDDERMINSTER COLLEGE

NCG

ACCOUNTABILITY STATEMENT 2026-27

KIDDERMINSTER COLLEGE

NCG

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NCG MISSION AND PURPOSE

NCG's strategic curriculum intent 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.

NCG's 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 general Further Education colleges with a strong HE offer bound by the same mission, strategic aims and a number of business-critical policy frameworks. However, each of our colleges 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 supported by its local governance model.

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.

Using the Indefinite Taught Degree Awarding Powers, NCG is also uniquely placed to address the current national and regional skills gap at Level 4, 5 and 6.

NCG STRATEGIC AIMS AND OBJECTIVES

As part of our development of the NCG Strategy to 2030 we reviewed and consulted on the strategy in 2024/25 to ensure its relevance for the next five years. The review confirmed that the vision mission and strategic themes are still valid and will carry NCG forward to 2030. The strategic objectives are underpinned by a set of strategic KPIs and plans that are overseen by the NCG board and its sub-committees.

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 Where We Operate

The updated strategy and strategic aims were approved by the NCG Corporation in November 2024 and the KPIs are measured and refreshed on an annual basis.

Each NCG college has its own college strategy which aligns to local skills needs and the NCG Strategy. As with the NCG strategy the college strategies have reviewed their college strategy, and were in place for the start of the 2025/26 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.

OUR CURRICULUM STRATEGY IS SHAPED BY 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

NCG STRATEGY TO 2030

THE COMMUNITY NCG SERVES

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

Carlisle College – the single FE college in Cumbria's only city, works closely with the other 3 Cumbrian colleges to ensure a coherent FE offering for that area.

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 SE London Borough with its campus on Lewisham Way. It is a community-focussed college with a large adult and ESOL provision.

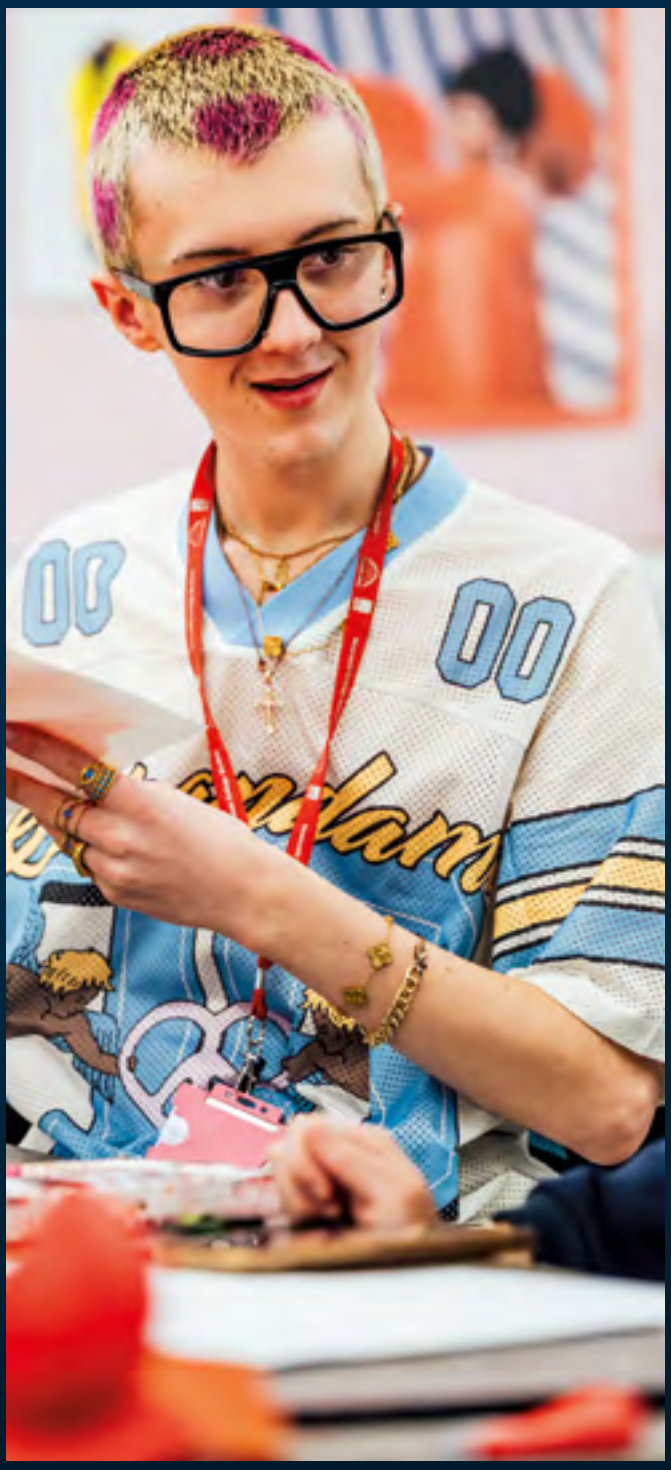
Newcastle College – serves the city of Newcastle upon Tyne and the broader North East Mayoral Combined Authority. Covering the 7 local councils, due to its scale it offers sector-specialist vocational and technical education across the wider NE region and beyond.

Newcastle Sixth Form College – is 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, serves the diverse borough of Southwark, with a growing focus on the working population that travels to the borough each day.

West Lancashire College – located in the town of Skelmersdale, 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. This includes 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's local document.



PROCESS FOLLOWED BY NCG TO MEET STATUTORY REQUIREMENTS

As a national group of colleges, NCG has 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's provision in relation to accountability statement aims / targets as well as its Local Needs Duty.

NCG has successfully introduced and operated a place-based model of governance for a number of years. This is achieved through the College Boards which are focused on local skills and fulfil an Advisory, Advocacy and Assurance role. Place-based governance is a collaborative, stakeholder model of governance in which the NCG Corporation Board, its committees and local college boards, work together within clearly defined parameters to ensure that decision-making is informed by the needs of all our key stakeholder communities. In developing 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 2026/27 this includes a review that the college is satisfying the Local Needs Duty, now and for the next three years.
- 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 stakeholders are also consulted with on the extent to which the college offer meets the local skills needs and national priorities.
- The college accountability statement is modified as a result of the feedback from the consultation process.
- A statement on the colleges success in meeting the local skills and national priorities is agreed and identifies how this could be further improved.
- A final version is agreed with NCG Executive and checked for alignment to the NCG strategic priorities and satisfying the Local Needs Duty.
- The final version of the College Accountability Statements is incorporated into the NCG Accountability Statement.
- This NCG Accountability Statement is reflective of the skills needs across NCG's scope of operation and has been developed and robustly challenged through a comprehensive consultation process including community representatives, employers, civic bodies and other education providers.
- The NCG Accountability Statement including the statement on how well NCG meets the local skills needs and national priorities, Local Needs Duty, is presented to the NCG Corporation for approval.

NATIONAL POLICY OVERVIEW

The key policy focus for 2026/27 and beyond for NCG will be to continue the implementation of the Further Education curriculum reforms for Post-16 Education, alongside responding to the national skills priorities. We will:

- Ensure the curriculum offer meets local and national skills needs as identified in LSIPs, now and Local Growth and Industrial Strategies in the future.
- Prioritise national strategic objectives of the SEND reform.
- Contribute to addressing the increasing number of NEETS.
- Contribute to and implement the curriculum reform.

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



NCG CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

The key policy focus for 2026/27 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.

Across its 7 colleges, NCG will address all the National Skills Priorities shown below:

- 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, Local Growth or Industrial Strategies, now and in the future.
- Contributing to and responding to, curriculum and funding reforms.
- Develop Higher Technical Skills.



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
Aim/Objective 0.1: Prioritise national strategic objectives of the SEND reform and use of IMF.	Across NCG we will: ▪ Improve outcomes and opportunities for learners with SEND through high-quality inclusive provision. ▪ Develop a confident and capable workforce equipped to deliver SEND reform successfully. ▪ Demonstrate effective stewardship of the IMF through measurable impact on learner outcomes. ▪ Ensure a consistent and equitable learner experience across all NCG colleges and curriculum areas.
Aim/Objective 0.2: Support more young people to progress into education, employment and training.	Across NCG we will: ▪ Implement the revised NCG Tutorial Framework in all colleges by July 2027. ▪ Deliver an integrated tutorial, careers and enrichment offer aligned to Gatsby and the DfE Enrichment Framework, improving learner participation and progression.

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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
Aim/Objective 0.3: Lead the implementation of curriculum reform and qualification change.	Across NCG we will: ▪ Implement Strategic Transition Plans in all colleges to deliver qualification reform from 2027/28. ▪ Introduce new T-Level, V Level and Level 2 qualifications in line with national reforms. ▪ Strengthen English and maths provision through the implementation of new Level 1 qualifications and the refreshed NCG English and maths strategy. ▪ Align curriculum reform with local, regional and national skills priorities.

Due to the geographically dispersed nature of NCG as a college group, each of our colleges has undertaken its own local review to identify how well it is meeting the local needs. This is a place-based review engaging with and responding to feedback from local stakeholders. This has enabled the specific challenges and needs of the local area to be identified and reported on to NCG Corporation and included in the NCG Accountability Statement.

The colleges response has been agreed by their College Board Chair and addressed the following headings:

- The College Purpose
- Context and Place
- Engagement with key stakeholders and providers
- Strategic aims and targets
- Links to supporting documentation
- Local needs duty statement

The College statements can be found below:

- Carlisle College
- Kidderminster College
- Lewisham College
- Newcastle College
- Newcastle Sixth Form College
- Southwark College
- West Lancashire College

INCLUSIVE MAINSTREAM FUNDING

NCG has taken a strategic approach to the implementation of Inclusive Mainstream Fund (IMF). We are committed to ensuring that all learners can access an ambitious curriculum through high expectations, effective teaching and timely, proportionate adjustments within mainstream provision. We will use the IMF as a strategic lever to strengthen inclusive practice across curriculum areas, improving consistency, reducing barriers to learning, and increasing learner independence through earlier intervention and better curriculum and assessment design.

We are not using IMF as a substitute for strong teaching, nor as a reactive “top up” for individual need. Instead, we will target the fund to build sustainable capacity: developing staff capability, enhancing curriculum accessibility, strengthening early identification and the graduated response, and embedding shared accountability for inclusion within curriculum leadership. Our allocation decisions will be evidence-led, aligned to learner need and operational priorities, and reviewed termly to ensure impact and value for money.

We will evaluate the effectiveness of IMF investment against agreed measures, including: learner progress, attendance, retention and achievement; timeliness and appropriateness of support; quality of teaching and learning evidence; patterns in referrals and escalations (where appropriate); and learner and staff feedback on accessibility and confidence.

Our termly review will test whether investment is strengthening mainstream capacity and improving learner experience and outcomes, and we will use the evidence to inform continuous improvement and next steps.

We will monitor those delivering IMF supported improvements as part of our wider quality and performance cycle based on 5 key strategic objectives.

1. Strengthen curriculum embedded inclusive practice.
2. Build staff capability and confidence.
3. Improve learner experience, independence and engagement.
4. Ensure clear accountability and value for money.
5. Strengthen consistency across curriculum areas.



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. This has been assessed for up to three years from 2026/27.

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 current and future local skills needs in its geographical area as well as contributing to the wider skills needs of the region as well as contributing towards the 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 three high level aims that are aligned to the broader activity of NCG and cut across all our colleges to enable them to meet national priorities. 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. This includes implementing curriculum reform and planning with national partners as well as more locally with 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 are emerging.

Where NCG does not offer the full range of education and training required we 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

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 8 July 2026.

The plan will be published on the college's website within three months of the start of the new academic year and can be accessed on the NCG website: www.ncgrp.co.uk

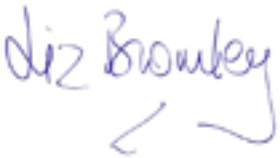
Chair of Governors

John Widdowson



Chief Executive and Accounting Officer

Liz Bromley



KIDDERMINSTER COLLEGE ACCOUNTABILITY STATEMENT 2026-27








KIDDERMINSTER COLLEGE **OUR PURPOSE**

Kidderminster College exists to transform lives and support economic prosperity across the Wyre Forest and wider region through high-quality education and skills training. As part of the NCG family, the College works in partnership with employers, communities and public services to widen participation, support social mobility and enable learners to progress into sustained employment or further study.

Kidderminster College's Strategy to 2030 was reviewed in 2025, through extensive engagement with stakeholders across the local, regional and national skills system. Structured consultation with employers, Herefordshire & Worcestershire Chamber of Commerce through LSIP activity, local authorities, DWP and Jobcentre Plus, neighbouring FE providers and NCG executive leaders has ensured that the refreshed priorities are grounded in live labour-market intelligence and aligned to Worcestershire's strategic skills needs. Feedback gathered through Senior Leadership and Wider Management Team strategy sessions, staff focus groups and consultation with the College Board has reinforced these priorities, resulting in a more focused, place-responsive strategy that emphasises progression, employer alignment, and targeted growth in areas of clear demand that are aligned with government agendas.

Operating within a period of local government reorganisation and emerging devolution arrangements in Worcestershire, the College recognises the increasing importance of local responsiveness in education and skills funding. Through close collaboration with local authorities, employers and partners, Kidderminster College is committed to aligning its curriculum offer with local labour market needs, safeguarding future skills funding, and supporting inclusive growth as responsibilities for skills and employability continue to evolve.

As a recognised anchor institution for the Wyre Forest, Kidderminster College plays a key civic role: driving opportunity, supporting regeneration and ensuring that education and training provision delivers tangible benefits for learners, employers and communities now and into the future.



KIDDERMINSTER COLLEGE **CONTEXT AND PLACE**

Kidderminster College is a vibrant and diverse further education institution located at the heart of the Wyre Forest district, serving a wide, predominantly semi rural catchment across Worcestershire and extending into the Black Country and wider West Midlands.

The College plays a key anchor institution role for the district, supporting local residents and employers to access skills that enable participation, progression and productivity within the local economy.

The College has strengthened its regional footprint through the opening of a Green Technology Centre in Kidderminster, reinforcing an emerging specialism in construction, automotive and green technologies. This investment responds directly to local and national priorities around construction skills, clean energy and net zero, while supporting Wyre Forest employers to address capacity constraints and skills shortages in key technical occupations.

Kidderminster College has a strong track record of collaborative working with neighbouring colleges, employers, local authorities and sector partners. Through this collaboration, the curriculum has been realigned to reflect priorities identified within the Worcestershire Local Skills Improvement Plan (LSIP) and the Get Worcestershire Working strategy, ensuring that provision complements, rather than duplicates, that of other regional providers. The College's offer is underpinned by the cross cutting themes of Digital, Net Zero and Leadership and Management, with a particular focus on Construction, Health, Manufacturing Engineering, Business and Professional Services, while neighbouring providers specialise in areas such as manufacturing engineering and agritech.

The College continues to invest in specialist areas that have now been explicitly identified within the planning and research phase of LSIP 2.0 due to the need to respond to clear local skills gaps. This includes the Automotive sector, which remains a significant employer locally and is undergoing rapid technological change linked to electric, hybrid and hydrogen vehicles, autonomous systems and sustainable manufacturing processes. National evidence highlights ongoing recruitment challenges within automotive technician roles, and local employers continue to report difficulties in recruiting staff with the skills required to support this transition. This has led to Automotive Engineering now being included within the designated Manufacturing Engineering priority area. The College's continued investment in automotive provision therefore supports both local economic resilience and national clean growth ambitions.



The College also plays a growing role in supporting the Creative Industries, which are recognised nationally as a priority growth sector and contribute significantly to economic output, employment and innovation. Locally, creative and digital pathways provide important progression routes for young people and adults in a district where median earnings are the lowest in Worcestershire. In addition to economic value, creative provision contributes to health and wellbeing, pride in place and community cohesion, supporting wider civic and regeneration ambitions within the Wyre Forest.

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KIDDERMINSTER COLLEGE **CONTEXT AND PLACE**

Labour market evidence from the Get Worcestershire Working strategy and associated 2025 data pack continues to present a mixed economic picture for Wyre Forest. Overall labour market participation remains strong relative to the West Midlands, with recent county and district level evidence confirming high levels of employment alongside signs of softening in employee numbers since late 2024 and a gradual recovery in vacancies during early 2025. However, these positive headline indicators mask longer standing structural challenges.

Earnings in Wyre Forest remain persistently below both regional and national averages, and productivity continues to lag behind wider benchmarks. The district also has a comparatively small and fragile business base, characterised by lower business density, weaker start up rates and higher closure rates than the county average, limiting the capacity of employers to invest independently in workforce development.

These factors contribute to ongoing challenges in adult skills participation and progression. Updated analysis identifies that economic inactivity in Wyre Forest and across Worcestershire is disproportionately concentrated among adults with health conditions, low or no qualifications and significant caring responsibilities, reinforcing the importance of accessible adult education, essential skills provision and supported pathways back into employment.

While overall levels of deprivation in Worcestershire remain below national averages, the evidence continues to highlight pockets of significant deprivation within urban areas, including parts of the Kidderminster College catchment. Wyre Forest, alongside Worcester, records some of the highest levels of child poverty in the county, and the proportion of learners with Education, Health and Care Plans has continued to rise, reflecting both national trends and increasing complexity of need. Health and wellbeing therefore remain critical contextual factors, with county wide strategies identifying mental health and wellbeing as key priorities and reinforcing the close inter relationship between skills development, economic participation and improved life outcomes.

Taken together, this context reinforces Kidderminster College's strategic focus for 2026/27: delivering high quality technical and academic provision aligned to local and national priorities; expanding capacity in construction, automotive, clean energy and creative industries; strengthening essential English, maths and ESOL provision; and supporting inclusive participation and progression for residents across the Wyre Forest district.



KIDDERMINSTER COLLEGE **ENGAGEMENT WITH KEY STAKEHOLDERS AND PROVIDERS**

Kidderminster College engages in purposeful, structured dialogue with local, regional and national stakeholders to ensure the development of high-quality provision that responds to emerging skills priorities, labour market change and government reform.

As an established anchor institution within the Wyre Forest, the College adopts a systems leadership approach, building strong coalitions across education, employment, health and local government to support inclusive growth, economic participation and community wellbeing.

The College Principal continues to play a key strategic role as Vice Chair of the Worcestershire Local Skills Improvement Plan (LSIP) Board, working closely with the designated Employer Representative Body (the Worcestershire Chamber of Commerce), employers and providers to shape, oversee and review LSIP implementation. The LSIP builds on employer intelligence developed through the Worcestershire LEP Employment and Skills Board and subsequent employer engagement activity, ensuring that curriculum planning is informed by live labour market intelligence, employer surveys and sector specific dialogue. This ongoing engagement has directly informed the College's 2026/27 accountability objectives and its planned scale of delivery in priority sectors.

Through this platform, the College has strengthened consultation on curriculum priorities and accountability objectives with employers and partner providers. This has included extending work on enterprise, innovation and employability, aligned to the NCG Guarantee, to ensure that learners develop the knowledge, skills and behaviours required to succeed in a changing labour market shaped by automation, digitalisation and the transition to net zero and clean energy. It has also led to an extension of our NEET curriculum offer, adaptations to our T Level and Bootcamp curricula and revision of our ESOL offer to deliver better alignment to priority sector employment opportunities.

Kidderminster College previously acted as Lead Provider for the Worcestershire Local Skills Improvement Fund (LSIF), coordinating collaborative projects with Heart of Worcestershire College and Warwickshire College Group. This role strengthened regional collaboration, avoided duplication and supported collective responses to LSIP priorities. The College continues to work constructively with government departments and partners to evidence progress, impact and sustainability arising from LSIF funded activity.



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KIDDERMINSTER COLLEGE **ENGAGEMENT WITH KEY STAKEHOLDERS AND PROVIDERS**

The College works closely with Worcestershire County Council and regional partners as local skills policy continues to evolve, including through the Get Worcestershire Working strategy and wider devolution discussions. Careers education, information, advice and guidance (CEIAG) remain a central element of this partnership. Through active engagement with the Worcestershire Careers Hub, the College continues to promote apprenticeships, technical education and high-quality work experience opportunities across the county, strengthening the link between education and employment.

In line with the 2026/27 Accountability Statement guidance, accountability objectives and emerging LSIP curriculum priorities are discussed and agreed through the Herefordshire and Worcestershire Principals' Consortium, a longstanding collaborative forum for FE leaders. This group enables shared intelligence, collective planning and agreement of responsibilities for meeting local and regional skills needs. The College is also an active member of Colleges Worcestershire, which leads collaborative, place-based projects across the county.

The College's partnership with the West Midlands Combined Authority (WMCA) supports alignment with wider West Midlands skills and growth priorities, recognising that parts of the College's catchment extend into the Black Country, including Stourbridge and surrounding areas where alternative FE provision is limited. This ensures that provision remains responsive to learner and employer needs across functional economic areas, rather than administrative boundaries. However, current allocations do not adequately address demand for training.

Kidderminster College is also a member of Colleges West Midlands, a formal strategic partnership that enables colleges to engage collectively with national reform, funding change and policy development. This collaboration supports a coherent regional response to government initiatives, including reforms to technical education, apprenticeships and adult skills.

Reflecting recent government policy shifts, including the transfer of responsibility for apprenticeships and skills to the Department for Work and Pensions (DWP), the College has further strengthened its operational and strategic relationship with DWP and Jobcentre Plus. This partnership is critical in a district characterised by economic inactivity, health related barriers to work and an ageing workforce. The College hosts co-located DWP work coaches and is embedding joint delivery models that will form an integral part of Connect to Work and wider employability programmes. This approach supports alignment between skills provision, employability support and progression into sustained employment.

Taken together, these partnerships ensure that the College's 2026/27 Accountability Statement is informed by robust employer intelligence, collaborative planning and national policy direction, and that the College is well positioned to deliver its Local Needs Duty through coordinated, place-based action.

KIDDERMINSTER COLLEGE **ADDRESSING NATIONAL, REGIONAL AND LOCAL PRIORITIES**

Kidderminster College's priorities for 2026/27 are aligned to national skills priorities, regional strategies and the specific needs of the Wyre Forest, in line with the statutory Local Needs Duty and DfE Accountability Statement guidance.

At a national and regional level, the College focuses on priority sectors and programmes including construction, clean energy, health, digital and creative industries, delivered through T-Levels, apprenticeships, Skills Bootcamps, Higher Technical provision and essential English and maths.

Investment in the Green Technology Centre and the planned growth of T-Levels and higher-level technical pathways support national ambitions around net zero, productivity and progression into higher value skills, while aligning closely with the Worcestershire LSIP, Get Worcestershire Working priorities and West Midlands Combined Authority skills strategies.

At a local level, the College's priorities respond directly to the economic and social profile of Wyre Forest, where earnings and productivity are below national averages and there are persistent challenges linked to economic inactivity, health related barriers and low qualification levels. Growth in construction, automotive, health and care, creative industries and green technologies, alongside expanded adult provision such as sector based ESOL and flexible entry pathways, supports inclusive participation and progression into sustained employment.

Through strong partnership with DWP and Jobcentre Plus, including co-located delivery and participation in Connect to Work, the College is aligning skills provision with employability support to address labour supply challenges and support residents into work. Taken together, these priorities demonstrate a focused and coherent contribution to national objectives, regional growth and local inclusion, without duplication of wider strategic narrative.



KIDDERMINSTER COLLEGE **STRATEGIC AIMS AND TARGETS**

College Accountability Aims and Objectives	Contribution towards addressing National, Regional and Local Priorities for Learning and Skills
Aim 1: Expand Creative and Digital provision through capital investment **National skills priorities supported** ▪ **Creative industries** ▪ **Digital and technologies** **Rationale** Investment in specialist creative and digital facilities supports national growth ambitions for the creative industries and digital economy, enabling progression into higher value technical and professional roles and supporting productivity and innovation.	**Targets** Deliver and bring into use a bespoke Arts space (including dark room and technical theatre workshop) by 31 July 2027. ▪ Increase **Creative and Digital learner numbers by at least 10%** compared with the 2025/26 baseline (from 228 to 255+ **learners**). ▪ Increase positive destinations for creative industries students to **94%** from a 2024/25 baseline of **91%**.
Aim 2: Improve English, maths and ESOL outcomes to support progression **National skills priorities supported** ▪ **Essential English, maths and digital skills** (crosscutting priority underpinning all sectors) ▪ **Health** (via sector based ESOL pathways) ▪ **Construction and professional services** (via contextualised ESOL and employability routes) **Rationale** Strengthening essential skills directly supports national priorities by enabling access to technical programmes, apprenticeships and sustained employment, particularly for adults and economically inactive groups.	**Targets** ▪ Fully embed the **NCG English and maths framework**, including an enhanced focus on oracy, across all provision in 2026/27. ▪ Improve **GCSE English and maths high grade achievement by at least 5% percentage points** compared with 2025/26. ▪ Redesign **ESOL provision to reflect national skills and employment priorities**, enabling **at least 70% of learners** to progress into employment, apprenticeships or further learning within **6 months** of completion.

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KIDDERMINSTER COLLEGE – STRATEGIC AIMS AND TARGETS

College Accountability Aims and Objectives	Contribution towards addressing National, Regional and Local Priorities for Learning and Skills
Aim 3: Progress Skills Bootcamps to higher-level provision aligned to priority sectors **National skills priorities supported** ▪ **Construction** ▪ **Health** ▪ **Digital and technologies** **Rationale** Level 3 Skills Bootcamps are a priority national delivery mechanism, supporting rapid upskilling into sectors with high vacancy demand and addressing structural recruitment challenges.	**Targets** ▪ Deliver **at least 70% of Skills Bootcamp starts at Level 3** in 2026/27. (Wave 6 2025/26 Baseline 40%). ▪ Achieve **80%+ completion rates** across Bootcamp provision (Wave 6 2025/26 Baseline 76%). ▪ Secure 65%+ positive outcomes (employment, apprenticeship or progression) within **3 months** of completion. (Wave 6 2025/26 Baseline 42%).
Aim 4: Grow T Level provision and strengthen employer-led placements **National skills priorities supported** ▪ **Health** ▪ **Digital and technologies** ▪ **Creative industries** ▪ **Professional and business services (via Early Years and progression routes)** **Rationale** T Levels are identified nationally as a high-quality technical route into priority sectors, supporting progression into higher-level study, apprenticeships and skilled employment.	**Targets** ▪ **Successfully recruit to T-Level enrolment target**. ▪ Successfully launch new **T-Levels in Animal Behaviour and Media Production**, recruiting **a minimum of 12 learners** to each pathway. ▪ Secure **100% high-quality industry placements** for T-Level learners through an **Employer Patron network of active employers**.

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KIDDERMINSTER COLLEGE – STRATEGIC AIMS AND TARGETS

College Accountability Aims and Objectives	Contribution towards addressing National, Regional and Local Priorities for Learning and Skills
Aim 5: Expand capacity at the Green Technology Centre to meet Construction and Clean Energy demand **National skills priorities supported** ▪ **Construction** ▪ **Clean energy industries** ▪ **Advanced manufacturing (via automotive and emerging technologies)** **Rationale** Capital expansion at the Green Technology Centre supports national ambitions for net zero, green infrastructure and modern construction methods, while addressing skills shortages in construction, automotive and clean energy technologies.	**Targets** ▪ Submit a **Construction Capital Growth Fund bid** to support the installation of a **mezzanine floor** at the Green Technology Centre in 2026/27, delivering space to expand. ▪ Increase **Construction and Automotive learner numbers by at least 10%** (38) compared with the 2025/26 baseline, through effective timetabling if capital is unavailable. ▪ Enable expansion into **Plumbing and Air Source Heat Pump technologies**, supporting clean energy and net zero skills priorities.



KIDDERMINSTER COLLEGE **LINKS TO SUPPORTING DOCUMENTS**

Worcestershire Local Skills Improvement Plan (LSIP)

Worcestershire's Local Skills Improvement Plan
Employer-led assessment of skills priorities and workforce needs across Worcestershire.

Worcestershire LSIP 2025 Progress Report – June 2025

Get Worcestershire Working – County Skills and Employability Strategy

Get Worcestershire Working Strategy
Local labour market evidence and system wide response to employment, inactivity and progression.

West Midlands Combined Authority – Employment and Skills Strategy (2024–2027)

Employment and Skills Strategy 2024–2027
Regional skills and growth priorities reflecting functional labour markets across the West Midlands.

DWP: Connect to Work Programme

Connect to Work – GOV.UK
National employability programme supporting people with health related and complex barriers into sustained employment.

KIDDERMINSTER COLLEGE **LOCAL NEEDS DUTY STATEMENT**

In line with statutory duty, NCG Corporation, as the accountable body, will undertake a rolling, evidence led review of how well education and training provision across the group meets local, regional and national skills needs over the 2026 to 2029 period.

Within this framework, Kidderminster College will contribute actively and proportionately to the delivery of the Local Needs Duty through place-based analysis, curriculum planning and partnership engagement aligned to the needs of the Wyre Forest and wider functional labour market.

The review will operate on a three-year cycle, with annual refresh points, ensuring that provision remains responsive to labour market change, employer demand and government reform. This approach reflects both the Local Needs Duty and the role of the annual Accountability Statement as the primary mechanism for reporting progress, outcomes and planned actions at college level.

Evidence and intelligence

Kidderminster College will contribute to the Local Needs Duty review through a robust local evidence base, including:

- Local Skills Improvement Plans (LSIPs) and ongoing engagement with the designated Employer Representative Body, Herefordshire & Worcestershire Chamber of Commerce.
- Get Worcestershire Working intelligence and wider labour market analysis.
- employer feedback gathered through curriculum advisory groups, sector partnerships and employer engagement activity.
- learner participation, achievement and destination data.
- Intelligence from local authorities, DWP and employability partners.

This evidence will be reviewed annually to identify emerging skills needs, gaps in provision and opportunities for collaboration, and will inform both local curriculum decisions and group level strategic review.

Collaboration and system working

Kidderminster College will continue to discharge its role within the Local Needs Duty through collaborative system working, including:

- engagement with neighbouring FE providers through established Principal and consortium forums.
- partnership with Worcestershire, and neighbouring local authorities, during and following local government reorganisation and devolution discussions.
- collaboration with employers, sector bodies and employability partners.
- alignment with regional and sub regional priorities where labour markets extend beyond administrative boundaries, particularly across the West Midlands.

Where appropriate, the College will support collective actions agreed at group or regional level to reduce duplication, strengthen progression pathways and improve the resilience and coherence of provision.



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KIDDERMINSTER COLLEGE **LOCAL NEEDS DUTY STATEMENT**

Actions and outcomes

The outcomes of the Local Needs Duty review will inform:

- curriculum growth, reduction or redesign at college level
- capital and infrastructure investment priorities
- funding bids and programme development
- the setting of SMART objectives within each annual Accountability Statement.

Progress against agreed actions will be reviewed annually and reflected transparently in published Accountability Statements.

Governance and assurance

NCG Corporation retains statutory oversight and accountability for the Local Needs Duty, including approval of the review approach, conclusions and associated actions.

The Kidderminster College Board will provide local oversight and assurance, ensuring that:

- the College's contribution to the review is evidence led and place responsive.
- proposed actions are deliverable and aligned to local needs.
- curriculum plans and priorities are consistent with the College's role as an anchor institution within the Wyre Forest and wider Worcestershire region.

Through this structured and collaborative approach, Kidderminster College will play a clear and effective role in supporting NCG Corporation to meet its Local Needs Duty, ensuring that provision continues to respond to local skills needs, supports inclusive economic growth and remains aligned to national and regional priorities over the 2026 to 2029 period.



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