



NCG

ACCOUNTABILITY STATEMENT

ACADEMIC YEAR 2023-24

PART 2 OF THE ACCOUNTABILITY AGREEMENT 2023-24

Version control : Approved 9 May 2023



LEWISHAM
COLLEGE



SOUTHWARK
COLLEGE





NCG Accountability Statement

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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 the corporate level through our mission and vision:

Mission: Enabling social mobility and economic prepare 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, reach). Our focus in each of those themes is on continuous improvement towards excellence, and each 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 Taught Degree Awarding Powers, NCG is also uniquely placed to address the current national and regional skills gap at level 4 and 5, indeed we are already trailblazing in co-development of Higher Technical Qualifications with our partners.

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 and these are underpinned by a set of strategic KPIs overseen by the 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 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 2023/24 of the NCG Strategy.

Each NCG College has its own strategic plan which aligns to local skills need and the NCG Strategy. There is also a statement of local curriculum intent. The curriculum intent is reviewed, to ensure it remains relevance and its efficacy (self-assessment). Our local curriculum intent is tested routinely with 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 Communities NCG serves

Context and Place

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 and the LEP 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, particularly since the closure of nearby Stourbridge College.
- Lewisham College sits at the heart of the vibrant SE London Borough with sites in Deptford and 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 combined authority North of Tyne, as well offering 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. 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.

Statutory Requirement

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 College Board and the wider stakeholder group to review their College's provision in relation to local skills needs. To develop the Accountability Statement for NCG, the following process was followed by all 7 colleges.

- Each college produced a draft Accountability Statement based on its own research and consultation relevant to its local area
- Key to developing the statement is engagement with the Employer Representative Bodies (ERBs) responsible for producing the LSIPs.
- The draft Accountability Statement is approved by College Board and is also taken to a broad range of stakeholders for consultation including employers, other education providers and key stakeholders.
- The statement is modified as a result of the feedback from the consultation process.
- A final version is shared with NCG Executive and checked for alignment to the NCG strategic priorities.
- The final version of the College Accountability Statements are incorporated into this NCG Accountability Statement.
- This NCG Accountability Statement is reflective of the skills needs across NCGs scope of operation and has been developed through a comprehensive consultation process including community representatives, employers, other education providers and a mix of key stakeholders.
- The NCG Accountability Statement is presented to the Corporation for approval.

National Policy Overview

The key policy focus for 2023/24 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
- Develop Higher Skills especially at level 4 and 5.

Contribution to National, Regional and Local Priorities



These aims relate to NCG-wide strategic objectives, specific aims are included for each college in their sections of the plan

Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim/Objective 0.1:</p> <p>Introduction of T-Levels across all NCG FE Colleges. NCG will track and monitor that all colleges have made progress in line with their T-Level action plan to be able to recruit and deliver the planned T-levels. From September 2023, we will deliver 14 T Level Pathways across the first four Wave 1 subjects (Childcare and Education, Construction, Digital, Health and Science).</p>	<p>The aim is to deliver T-Levels across 6 NCG FE Colleges from September 2023. The pathways on offer will be different for each college and dependent on local facilities and skills needs. This will be the start of NCGs delivered of T Levels. There is a specific group-wide T Level delivery plan in place and this is lead by the T Level council to oversee approvals and course development. A standard delivery model will be introduced to provide a consistent, high quality experience across NCG for all its T Level learners. NCG will create a community of practice for each of the T Level streams.</p>
<p>Aim/Objective 0.2:</p> <p>Refresh of curriculum strategies in line with local skills improvement plans ahead of a review by NCG Board. By September 2024 the College strategies will have been updated and be able to demonstrate they meet the local LSIP.</p>	<p>Each NCG college will carry out a refresh of their local curriculum strategy following the publication of their local LSIPs. This will also result in a refresh of local strategic plans for approval by the NCG board. This will enable each college to more clearly demonstrate their linkage National, Regional and Local Priorities ahead of the statutory duty to review the curriculum offer to be carried out by NCG board. This will be complete by June 2024. This meets the national priority as outlined in the Skills for Jobs white paper.</p>
<p>Aim/Objective 0.3:</p> <p>Improvement of Apprenticeship Provision to be at least 'Good' and to align to the local priorities and specialisms.</p>	<p>NCG has been implementing significant improvements to the curriculum and quality associated with apprenticeships since the NCG Ofsted Inspection in January 2022. This has involved a thorough skills, quality, and financial review of all college delivery, and the identification of a number of priority subject standards. The standards identified are deemed to be of most use to the local economy, to align with college expertise, and to highlight the minimum group sizes to be sustainably delivered. By July 2024, NCG is anticipating modest growth in apprenticeship delivery, but with effective quality and cost efficiency. There is a target to ensure that NCG has at least 10% of apprentices drawn from priority participation groups - for examples apprentices with: high need/disability/difficulty and/or care experienced; 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>

Contribution to National, Regional and Local Priorities



These aims relate to NCG-wide strategic objectives, specific aims are included for each college in their sections of the plan

Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim/Objective 0.4:</p> <p>Delivery of Higher level technical and professional skills</p> <p>HE provision will have a priority based timeline for the development of modular HE with priority areas being targeted as first development.</p>	<p>NCG has been a national leader of the development of HE in an FE setting over the last two decades and was the first FE Corporation to gain Taught Degree Awarding Powers in 2016 (following FDAP in 2013). In 2023/24 NCG intends to secure its HE Awarding Powers and will implement our ambitious HE strategy over the coming year, aligning with the national priorities around level 4/5 provision, lifelong learning entitlement and piloting of modular HE. The specific actions are contained within the strategy document. This focus meets the national priority to develop skills at level 4/5 for the existing</p>
<p>Aim/Objective Object if 0.5:</p> <p>Leadership Excellence</p> <p>NCG will deliver a cultural change programme through the Leadership Hub building on the Ambition and Aspire programmes inhouse and introducing a coaching programme to support the existing and new managers. There will be a minimum of 7cohorts in 2023/24</p>	<p>In order to lead on the previous aims as well as be at the forefront of development of responses to local skills improvement NCG must develop the very best leaders and managers. We launched our Leadership Hub in 2021 and during 2022-23 successfully develop this further by put in place the new 'Aspire' programme and bring a revised 'Ambition' programme inhouse. A coaching programme was also introduced to develop a talent pipeline and we are providing Level 5 coaching training to enhance our ability to roll out this programme across the group. All the programmes develop our future talent and bring about cultural change. The main aim is to continue this commitment across NCG to build on this success thought 2023/24. the Exec Principal people and Culture will develop this alongside the NCG People Plan. This will building the knowledge and skills of managers to develop talent across the group and supports our national need to have effective leaders and managers within the sector.</p>



Carlisle College

Context and place



Carlisle College is the only GFE College within a 35-mile radius of Carlisle and provides vocational and technical programmes from pre-entry to level 7 across a broad range of subject sectors, including full time study programmes for young people, part-time and evening classes for adults, as well as apprenticeships and higher education programmes.

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 10 to 15 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 10% most deprived 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 (source – Vector).

Educational achievement (measured as 5 or more GCSEs at 9 to 4 grade 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% (source - Cumbria Observatory).

Cumbria is currently undergoing Local Government reform which will see the current six district councils and Cumbria County Council replaced by two new unitary authorities. This will take place on 1st April when the current shadow authorities will take full responsibility. The College draws students and provides training for both Cumberland and Westmorland and Furness and has therefore worked with both shadow authorities over the last year. Despite the two new Authorities, the LSIP for the region continues to be developed as one plan and the Principal for the College sits on the LSIP steering group.

Carlisle College Purpose

The purpose of Carlisle College is to deliver the mission and strategy of NCG within a framework that is appropriate to the local context. The College's strategy details how the College will develop the NCG strategy and apply it with a sense of place and with a focus on regional and local priorities and needs. The College's strategy has been built around the work of the LEP and subject sector panels alongside other LMI and intelligence gained through effective stakeholder engagement work; in particular the employer engagement activity carried out through the SDF trailblazer. Whilst the current strategy takes us to 2030 it is a live document that is regularly reviewed in light of the changing context. Carlisle College is currently working towards 8 strategic objectives:

- 1. Exceptional teaching and learning**
We will deliver the highest quality education leading to the best outcomes and future progression for our learners.
- 2. Employability and enrichment**
Develop an innovative and aligned curriculum that produces students ready for the workplace who can respond to the jobs of the future.
- 3. Building the region's workforce**
Carlisle College will be responsive to local skills demand delivering apprenticeships and training programmes that meet local skills needs.
- 4. Expanding the Higher Education offer**
Leverage the power of NCG's perpetual Taught Degree Awarding Powers to create niche specialisms which drive higher level skills for the region.
- 5. Learning enhanced by technology**
Implementing our Digital Strategy, learners will access their programmes using technology wherever it adds value; and acquire skills, confidence and know-how to harness it for life and work.
- 6. High performing colleagues**
We will attract and invest in the development of the most talented teaching professionals to provide an exceptional learner experience.
- 7. Leading with partners for our communities**
Carlisle College will be a dynamic nucleus for our city, shaping the skills agenda for our region, bringing social mobility for Cumbrian residents and contributing to civic engagement and societal transformation.
- 8. Investing in our future**
Generating healthy surpluses to reinvest for the best possible learning experience.

Engagement with Key Stakeholders and Providers in Developing the Accountability Plan

Throughout the development of this plan consultation with key local stakeholders has taken place. The draft plan was shared with colleagues at the University and the other three Cumbrian colleges as well as the LEP, the Chamber and employers within some of the key sectors. Following consultation with Cumbria Tourism (lead ERB for visitor economy for the LSIP) the plan was updated to include targets for upskilling the existing workforce as well as training young people and re-training adults to join the sector.

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 LEP, in particular, were supportive of the aim around apprenticeships as this is closely aligned to the recently developed Cumbria Apprenticeship Strategy.

The College Principal sits on the People and Skills group 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 are members of the Chamber of Commerce and senior leaders from both organisations work collaboratively to ensure that provision locally meets the breadth and depth of training requirements of industry.

Senior leaders and managers also work 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.

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. Part of the work currently underway through the Forum is to build on the excellent FE collaboration that took place through the SDF pilot, and map the broad range of training available for employers and individuals across the county alongside comprehensive guidance on funding availability for training.

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 providers locally are able to deliver high quality provision and that any geographical cold spots for training can be effectively addressed. The FE4 have met specifically to consult on each providers' accountability plans during the drafting process.

Contribution to National, Regional and Local Priorities

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim/Objective: Higher level skills</p> <p>To develop the College's HE offer to address skills gaps identified by employers through the LSIP Report 2022 at level 4 and above and to provide accessible opportunities for higher level study for individuals who would not normally consider study at this level. Increase recruitment on programmes at level 4 and above by 10% year on year from September 2023.</p>	<p>The government paper, Skills for Jobs, rightly prioritises the need for a more flexible delivery model for higher level technical skills. Cumbria, and specifically Carlisle, have a lower proportion of adults qualified to level 4 or above than the general population. In particular, we will develop HTQs in construction management and digital. We will also expand our access to HE offer to include science.</p>
<p>Aim/Objective: T-levels</p> <p>To develop T-level routes that support skills development needs identified in the Cumbria LSIP. Specifically within construction (surveying and planning), digital and health and social care. Further routes to be developed in future years.</p>	<p>Local construction companies have identified a need for greater skills in surveying and planning. Gaps in adult nursing and mental health professionals have also been identified. Our T-levels will be focused on addressing these skills gaps.</p>
<p>Aim/Objective: Apprenticeships</p> <p>To streamline the apprenticeship offer and continue to improve the quality of provision. Focus on fewer standards that address local skills needs and can be delivered to a high standard and at scale. Quality of provision to be good by September 2024 with at least 70% of apprentices successfully completing their standards.</p>	<p>Local employers within the construction industry identify a need for trainees with greater practical skills – this will be addressed through the delivery of high-quality apprenticeship programmes in this sector. We will develop our current apprenticeship offer in this sector to include level 3 standards (as they become available) as well as further developing the engineering offer to include welding as these skills are in high demand locally.</p>
<p>Aim/Objective: Basic and functional skills</p> <p>To further develop the existing maths, English, IT and ESOL provision to adequately meet local need. Develop flexible programmes and maximise engagement.</p>	<p>This will address the need for basic and functional skills development within mathematics, English and IT that has been identified by stakeholders, employers and the 2022 LSIP. Additionally, this will help to support the significant growth in the local refugee community in developing the skills they need to join the workforce. We will also deliver targeted maths interventions through the multiply fund.</p>

Contribution to National, Regional and Local Priorities

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim/Objective: Adult training</p> <p>To develop a comprehensive adult training offer aligned to LSIP priorities that encourages employers to upskill current employees as well as retraining adults who have left the work place or who are unemployed and that supports recruitment from a wider pool.</p>	<p>As a result of the decline in working age population and low skill population the Cumbria LSIP has identified a need to consider recruitment from alternative pools such as armed services leavers, ex-offenders and the neuro diverse. We will address this through targeted programmes and SBWAP. Specifically within customer services, hospitality, construction and ESOL.</p>
<p>Aim/Objective: Visitor economy</p> <p>To develop a broad curriculum that responds to the needs identified by visitor economy sector employers, Cumbria Tourism and the Cumbria LSIP. To include adult training and 16-18 programmes to develop chefs, customer services colleagues, marketing, digital and management.</p>	<p>Visitor Economy is a key sector within Cumbria and following Covid and Brexit is seeing significant skills and recruitment issues. Working with Cumbria Tourism and their partners we will develop a full-time tourism course and raise the profile (and recruitment on to) full-time hospitality programmes. We will develop adult training programmes to support first line-management roles, develop customer services, develop digital skills and support small businesses with marketing skills.</p>

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](#)



Kidderminster College

Context and Place



Kidderminster College is situated in the heart of the Wyre Forest in North Worcestershire; the main campus is in the centre of Kidderminster with satellite centres for Construction & Automotive, Animal Management and our Football Academy within easy reach on the outskirts of the town. Agile in response to local, County and wider regional skills priorities, the college provides education and training for students based across Worcestershire, Shropshire and the wider West Midlands Combined Authority area.

The College has a successful track record in working collaboratively with fellow providers, employers and key stakeholders to identify and meet skills challenges and priorities. The curriculum offer was realigned to priorities identified within the Worcestershire LEP Plan for Growth 2020-2040 and the Local Skills Report 2022. This places the college in a strong position to respond to the emerging LSIP. Priorities have been identified within the initial data collation phase, underpinned by Digital, Net Zero and latterly Leadership and Management themes; Construction, Health, Manufacturing/Engineering/AgriTech and Business/Professional Services

Demographics: 16-18 learner numbers will see an increase of 11% by 2024/25, rising to a 20% increase by 2030. Alongside this, Worcestershire faces a challenge in terms of an ageing workforce; one in three workers is aged 50+, with this number rising in key sectors such as Manufacturing Engineering. Consequently, there is a need to upskill and reskill people with an increasing focus on digital skills across all sectors. Skills retention is also an issue, as 56% of graduates from Worcestershire who leave the area to study do not return. Current college cohorts as a % are: 16-18 - 64%, Adult - 22%, Apprenticeship - 12%, HE - 2%.

Deprivation & protected characteristics: 54.1% (51.6% England) of households in the Wyre Forest demonstrate at least one dimension of deprivation, with 5 LSOAs in the college catchment area falling into the most deprived 10% of LSOAs in England. There are greater than average numbers of residents who are disabled under the Equality Act 2010 at 20.1% of the population (17.3% England).

The size of the economy in the Wyre Forest is well below the national median and has a small sized employment base, ranking in the bottom 20% of districts nationally. Business density is low by national standards, with 98.5% classed as Micro or Small enterprises. Wages and productivity are below average. There are high levels of economically inactive population at 10% over the England average and significantly less of the population in employment at 66.5% (75.2% England). DfE data reports 16-18 NEET data at 5.9% for Worcestershire, 0.4% higher than the England average. 2021 data reports that nearly a quarter of 16-24 NEETs were inactive due to being 'long term/temp sick', with the latest national estimates showing that 1 in 5 of those NEET reporting a mental health condition compared to 1 in 12 in 2012. Circa 6% more Wyre Forest residents than the England average travel 10km + to work, alongside significantly less working from home. 26.1% of residents are qualified at Level 4+ compared to the England average of 33.9%.

Kidderminster College Purpose

Kidderminster College's mission is to enable social mobility and economic prosperity through exceptional education. Supported by meaningful collaboration and partnerships which connect learners to valuable opportunities, our purpose is to bring about positive change, growth and impact for individuals, our community and the wider region through the education and training we deliver.

Kidderminster College's Strategy to 2030 has been formed within the framework of NCG's Strategic Pillars and has 7 strategic objectives:

1. Delivering Excellence:

Our aim is to deliver exceptional teaching and learning, benefitting from digital transformation and educational technology to deliver engaging curriculum that equips students for future jobs and opportunities.

2. Curriculum Strategy:

We will collaborate with employers, fellow providers and key stakeholders to meet the skills priorities identified in both the Worcestershire and West Midlands Local Skills Improvement Plans.

3. Our Place as Our Purpose:

We will continue to strengthen our place as the anchor institution for further education within the civic infrastructure of the Wyre Forest, as a key partner in achieving the social and economic ambitions of the district and its people.

4. Healthy & Happy College:

As a great place to learn and a great place to work, we care for the health and wellbeing of our students and colleagues. Health and wellbeing education and enrichment will seek to equip our college community with the tools to manage the personal and collective challenges that a rapidly evolving world brings.

5. Estates & Sustainability Strategy:

We are fully committed to tackling climate change, and with the aim of being sector-leading in sustainability and will ensure that our strategy and curriculum are aligned with the Climate Action Roadmap for FE and the NCG Environmental Strategy.

6. Investment for a College of the Future:

We will continue to invest in College infrastructure and improve financial resilience and sustainability through income growth and diversification, effective and efficient planning, and responsiveness and prioritisation.

7. NCG Guarantee Centre of Excellence:

We will provide innovative and engaging educational experiences that enable our students to utilise a growth mindset to unlock opportunities and to achieve their full potential. Students will develop a wide range of holistic employability skills whilst demonstrating validated progress and achieving positive destination outcomes.

Engagement with Key Stakeholders and Providers in Developing the Accountability Plan

Kidderminster College engages in purposeful dialogue with local and regional stakeholders to inform development of high-quality learner experiences and opportunities. We are proud of our 'anchor institution' status within the Wyre Forest, employing a systems leadership approach that builds supportive coalitions to achieve key community initiatives and meet local and regional skills needs.

As Vice Chair of the Worcestershire LSIP Board, the College Principal works closely with the Chamber of Commerce and other Board members to provide direction, oversight and review of the development of an effective LSIP for Worcestershire. The LSIP will build on existing intelligence from the work of the Worcestershire LEP Skills Advisory Panel and Employment and Skills Board. This ensures that the College has access to data intelligence outputs from employer engagement surveys and events that supports curriculum planning and future forecasting of skills needs, alongside dialogue and discussion with employers and fellow providers across the region. This platform has enabled meaningful consultation on the draft accountability objectives with these key stakeholders, leading to endorsement of our statement and commitment to expansion of collaborative working relationships.

We work closely with both Worcestershire Local Authority and Worcestershire LEP, supporting their 'Our Plan for Growth 2022-2027' strategy which focuses on unlocking further expansion in common skill sector priorities. Working proactively with the Worcestershire Careers Hub on provision of IAG is a key facet of our local authority partnership and allows us to continue to champion apprenticeships and work experience offers across the County with the aim of bringing education and business closer together to deliver future skills.

Accountability Statements and emerging LSIP curriculum priorities are discussed and agreed via the Herefordshire & Worcestershire Principals Consortium, a long-standing collaborative meeting of Principals/CEOs. This working group engages key stakeholders on regional issues and agrees approaches and accountabilities on curriculum developments and plans. The College is also part of Colleges Worcestershire, a consortium that drives collaborative projects such as our recent successful SDF project on Health and Digital.

Our partnership with the West Midlands Combined Authority supports our curriculum strategy to focus on wider West Midlands skills priorities, demonstrating synergy with those in Worcestershire. As the College catchment area incorporates areas of the Black Country, our provision must be responsive in offering training opportunities for residents of Stourbridge and the surrounds, where no other FE provider is available. We are also a member of Colleges West Midlands, a formal strategic partnership of 18 colleges, who work together to support skills development across our region, responding as a single voice to new initiatives and government reforms.

We also work closely with the Department for Work and Pensions (DWP) when developing curriculum plans. The DWP are responsible for understanding and dealing with the causes of poverty, encouraging people to work and making work pay, and encouraging disabled people and those with ill health to work and be independent. This partnership is critical due to high levels of economic inactivity within the Wyre Forest, alongside an ageing workforce across Worcestershire.

Contribution to National, Regional and Local Priorities

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim/Objective: Work via LSIP Board to set up regional employer advisory boards for LSIP priority sectors with colleagues from Colleges Worcestershire, Worcestershire LEP and H&W Chamber of Commerce.</p>	<p>Provides the mechanism to ensure that regional providers are responding to employer needs, whilst operating in a collaborative partnership to develop specialisms, share specialist resources, understand travel to learn patterns and reduce duplication of provision.</p>
<p>Aim/Objective: Successfully deliver Worcestershire LEP match funded project by opening new Sustainable Construction & Automotive Skills Centre by January 2024.</p> <p>Develop and launch Level 1 to Level 4 HTQ Construction offer to meet skills needs identified via Worcestershire and WM LSIPs by September 2023.</p> <p>Deliver an increase of 10% in new entrants and adults engaging with construction related training during 2023/24 academic year. Engage with a minimum of 200 employers to support curriculum design and development and provide work placements and apprenticeships for learners.</p>	<p>Construction, Transport Operations and Engineering are all identified as priority skills sectors in the WLEP Skills Report 2022. The report identifies that 700 additional construction workers will be required in Worcestershire by 2027, including in skilled trades, construction technical and professional roles and green technology and sustainable construction. Construction and engineering are also identified as an emerging priority for both Worcestershire and West Midlands LSIPs. Also responds to ageing workforce challenge.</p> <p>Higher Technical Qualifications (Construction) cited as a skills priority in Skills for Jobs White Paper (2021).</p>
<p>Aim/Objective: Successfully deliver SDF & T Level Capital works programmes to provide industry standard learning environments and address skills priorities in Health and Digital outlined within the Worcestershire LSIP by Sept 2023.</p> <p>Deliver an increase of 5% in new entrants and adults engaging with health and digital related training during 2023/24 academic year. Engage with 50 employers to support curriculum design and development and to provide work placements for learners.</p>	<p>Health and Digital both identified as priority skills sectors in WLEP Skills Report and emerging as priorities in LSIP, as well as being WMCA priority skills areas.</p> <p>With delivery of SDF (Health and Digital) and T Level (Digital) capital works programmes, the college will increase outputs in long aim health and digital programmes, as well as respond to established and emerging workforce demand through increases in SWAPs and embedded and discrete digital upskilling for both the health and digital economy.</p>

Contribution to National, Regional and Local Priorities

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim/Objective: Respond to priority sector skills gaps identified in the WLEP Skills Report and the emerging Worcestershire and West Midlands LSIP data through development of a well-defined AEB Strategy and associated growth of AEB provision, embedding the themes of digital, net-zero and leadership and management as golden threads throughout curriculum.</p> <p>Engage with stakeholders to produce a comprehensive AEB strategy and provision pathway model, to meet targeted outputs of 60 Sector Based Work Academy students and 45 bootcamp students in addition to meeting local and regional need for delivery of micro-credential and modular training and 133 upskill interventions in numeracy through Multiply.</p>	<p>Worcestershire faces a challenge in terms of an ageing workforce; one in three workers is aged 50+ with this number rising in key sectors such as Manufacturing Engineering. In addition, there are high levels of economically inactive population in the Wyre Forest at 10% over the England average. Skills retention is also an issue, as 56% of graduates from Worcestershire who leave the area to study do not return.</p> <p>Flexible provision will seek to re-engage the economically inactive, to retrain adults to fill vacancies in key skills areas such as Health, Digital, L&M, Construction and Engineering and to provide development and progression opportunities for 19+ employees.</p> <p>Support for employers to effectively develop their people and to develop workforce planning capabilities will be prioritised to gain better insight and data on sector specific skills needs for the future.</p>
<p>Aim/Objective: Work collaboratively with the CEC to ensure that schools and their pupils are aware of skills need and regional opportunities in the employment market. In response to the introduction of Provider Access Legislation, all year 8, 9, 10 and 11 in schools across the Wyre Forest have access to meaningful impartial careers advice and guidance. embedding key themes from the LSIP and WLEP Skills Report 2022, including leadership and management and digital skills.</p>	<p>The 16-19 population is due to increase by 20% in the Wyre Forest by 2030. Provider Access Legislation requires pupils in years 8 to 11 to have at least two meaningful encounters per year with providers of technical education and apprenticeships.</p> <p>The Kidderminster College curriculum offer is aligned to the top ten demand sectors identified in the WLEP Skills Report 2022, with IAG encounters specifically targeting careers awareness in high demand sectors.</p>

Links to Supporting Documentation

[WLEP-Plan-for-Growth-2020-2040-FULL-VERSION.pdf](#)

[WLEP-A4-Landscape-Local-Skills-Report-update-2022-FINAL-Version.pdf](#)

[WLEP-Worcestershire-Economy-2021-A4-report-WEB.pdf](#)

[regional-skills-plan.pdf \(wmca.org.uk\)](#)

Lewisham College

Context and Place



Lewisham College is a large further education college in South East London that serves our local communities whilst also reflecting broader regional and national needs. Our community is characterised by extremely high levels of local deprivation (Lewisham Borough is ranked 35th of 317 local authorities in the 2019 IMD) and a diverse range of disadvantaged groups, including those seeking to settle in the UK having sought asylum. Lewisham is the 15th most ethnically diverse local authority in England; 40% are from a black, Asian and minority ethnic background. Lewisham is proud to be a place of safety and inclusion for people of migrant and refugee backgrounds and is a 'Borough of Sanctuary'.

Lewisham College's inclusive foundation curriculum and employer-led vocational programmes are aligned with the Government's Skills for Jobs white paper (January 2021) and the Mayor's Skills for Londoner's Strategy which focuses on three primary objectives:

- Empower all Londoners to access the education and skills to participate in society and progress in education and work
- Meet the needs of London's economy and employers, now and in the future
- Deliver a strategic city-wide technical skills and adult education offer

Our curriculum is focused on the skills priorities set out in the Central London Forward Skills Strategy London Forward and local workforce development challenges: construction, health and care, digital, financial and business services, cultural and creative industries. In Lewisham, this is most acute in hospitality, healthcare and construction & green skills and this has an effect on operational effectiveness, business strength and overall GDP growth.

London accounts for 16% of the construction firms in Great Britain and 14% of construction specific employment. Life sciences is a significant growing component of the London economy. The biggest financial and related professional services cluster in the UK is centred in and around Canary Wharf, the City of London and the City fringe. Between 2010 and 2017, the output in the cultural and creative sector in London grew by 73.3% and this was the fastest among UK regions; employment grew by almost 40% in London, second only to the North East. The transition to a greener economy will have an impact across a wide range of jobs and sectors and the number of jobs in the green priority sectors are expected to grow to 505,000 by 2030 in London.

A large part of the College's curriculum is for adult learners who aspire to develop their skills to improve their social and employment opportunities, to enable them to develop the skills they need for employment with pay and conditions that are aligned to the expectations of the London Living Wage and Good Jobs for all initiatives. Our Study Programmes and inclusive curriculum for learners aged 14- 18 and those with high needs are designed with the ambition that every learner can fulfil their potential.

Lewisham College Purpose

Lewisham College's purpose is to deliver the mission and strategy of NCG appropriately tailored to our local context. We are firmly embedded in our local community with excellent partnerships to improve the economic, social health and wellbeing of the communities we serve. Together we use our shared knowledge, expertise and resources to benefit learners and solve key issues affecting our communities. Our strategy 'Towards 2030' has 9 objectives underpinned by the framework of NCG's Strategic Pillars:

1. **Exceptional teaching and learning enabling positive outcomes**

We will provide an exceptional teaching, learning and assessment experience for our learners and apprentices with a particular focus on developing their transferrable, enterprise and employability skills and preparing them for the world of work now and in the future.

2. **Excellent learner progression and further training and employment**

We aim to provide destination-led courses to our learners which are determined by their starting points and future aspirations, in line with the industry needs to support the economy as well as the social mobility agenda.

3. **Innovative and responsive curriculum**

We will continue to develop an innovative, responsive and specialist curriculum, through strong partnerships with employers and community groups, which contributes to the local, regional and national needs and the economy.

4. **Sustainable and industry standard learning environments**

We will establish sustainable campuses and facilities, and learning environments aligned to the curriculum strategy. We will reduce carbon footprint by investing in greener energy, improving our waste and recycling processes and reducing water consumption.

5. **Develop forward thinking and responsive workforce**

We will build on our culture and ethos to support great teamwork and collaboration where everyone strives for excellence, creates new ideas, find solutions to problems and are supported to achieve their maximum potential.

6. **Enriching digital learning experience**

We will develop staff and learners to meet the digital skills requirements of the future so we can harness the full potential of emerging technologies.

7. **Financially resilient college**

We will continue to revise our curriculum strategy to promote growth, exceed recruitment targets and develop specialisms which will further support our financial sustainability.

8. **A Community-led college**

We will collaborate and engage with partners, employers and a wider range of community groups and civic communities to achieve shared goals, solve shared problems, capitalise on opportunities and benefit all.

9. **Sustainability and climate change**

We will educate our learners and communities about climate change and the UK's net zero strategy, and train learners for the green skills jobs now and in the future.

Engagement with Key Stakeholders and Providers in Developing the Accountability Plan

Strong partnerships, employer engagement and collaboration is a cornerstone of the College strategy which enables us to achieve our vision of developing talent for the region. Our accountability plan has been informed by the priority sectors and cross cutting themes identified by the Mayor of London and by Business LDN, set out in the London Local Skills Improvement Plan consultation. Leaders at all levels of the College have worked extensively with key stakeholders and partners to consult on our delivery plans and ensure that our curriculum is inclusive, locally relevant and employer-led. We are actively engaged in the BusinessLDN LSIP stakeholder engagement events in Creative, Digital, Hospitality, Construction, Health and Care and Green Skills.

Our curriculum development is informed by extensive market insight and we have consulted with local and regional employers to understand local labour market needs which helps us to improve the relevance of our curriculum. These include key employers in **Construction** (Forterra PLC, Brickwork, Lee Marley Brickwork, Swift, Mulalley & Co, Lendlease, Bellgroup, Crown Plaza, Forterra, Leicester Rose); **Hospitality** (Intercontinental Hotels Group, Greggs, DND Restaurant Group, JKS Restaurant Group, Bubble Food, Harrison's Food), **Health and Social** (NHS Lewisham & Greenwich Trust) and **Digital** (CISCO).

Senior leaders are key members of the Lewisham Borough Post-16 Strategy Group and the Participation and Engagement Strategy Group where we have consulted on our accountability statement and collaborated on curriculum development with an aim to reduce the number of 16 year olds that study outside of the borough. An example is the development of T-Level programmes with Christ the King Sixth Form College and joint collaboration with Lewisham and Greenwich NHS Trust, constructions and engineering employers to access T level work placements . Senior leaders are represented in all four work-strands of the Lewisham Strategic Partnership and the Vice Principal is contributing to the development of a Community Strategy for Lewisham. The important themes of this strategy have informed the cross-cutting themes of our curriculum design and learner support: opportunities and investment, climate emergency; race and equality and cost of living.

We have a strong and productive partnership with Goldsmiths, University of London and are a delivery partner for their Inspire Lewisham creative programme which is designed to help Lewisham residents develop skills and find employment in the creative industries. Rose Bruford Performing Arts College is also influential in the development of our creative curriculum priorities, in particularly for backstage technical theatre skills gaps. Millwall Community Trust is also a significant partner where we have collaborated on creative media, digital marketing and journalism programmes as well as a football academy.

Through our Department for Work and Pensions network, we have been guided to focus specifically on developing skills and opportunities for vulnerable groups that are currently furthest away from the labour market. We have consulted with key partners Thames Water, Greggs and Transport for London and are expanding our sector based work academy programmes to support skills gaps. We are developing future SWAPs in partnership with DWP with large housing associations including Lewisham Homes, Clarion and Peabody, targeting areas needing support and those underrepresented.

Contribution to National, Regional and Local Priorities

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim/Objective 1.</p> <p>Inclusive and accessible curriculum</p> <p>We will make our curriculum even more inclusive and accessible, that enables Lewisham post 16 learners to stay within their borough and supports the most vulnerable and low wage Lewisham residents into learning and work.</p> <p>We will promote excellent progression from foundation levels to level 2 / employment [Ref: Skills Roadmap for London]</p>	<ol style="list-style-type: none"> 1. Strengthen strategic relationships with Lewisham schools and engage over 300 year 10/11 pupils in vocational tasters by June 2024 to support transition to college. 2. Double the internal progression of ESOL and Supported Learning (high needs) learners into vocational education from 31 to 60 in September 2023 through timely high quality IAG, vocational tasters and supported transition. 3. Increase the progression of learners into higher education through tailored HE preparation and secure 80+ university acceptances by August 2024. 4. Increase the progression of adult learners into sustainable employment from 17.2% to 22% by July 2024 5. Build on the success of the Supported Learning Internships to develop learner’s work and independent skills that increase opportunities to progress into sustainable and inclusive employment for 60% of the cohort by July 2024. 6. Implement NCG Guarantee transferable skills curriculum and sector focused careers activities with tailored and impartial IAG for 800 Study Programme learners by May 2024. 7. Fully implement the Multiply adult numeracy skills for life programme in five community outreach settings by March 2024, with flexible and highly personalised curriculum models to engage hardest to reach Lewisham residents.
<p>Aim/Objective 2</p> <p>Innovative and responsive curriculum</p> <p>We will expand study programmes, apprenticeships, pre-employment training and short courses at level 2/3 for adults in Health and Care, Construction, Digital, Creative and Media to meet local workforce skills gaps.</p>	<ol style="list-style-type: none"> 1. Introduce and recruit 30 T level students across Digital Support, Early Years Educator, Supporting Healthcare and Plumbing and Heating Engineering in Sept 2023. 2. Build on employer engagement and collaboration with key employers, local authority and NHS to establish 60 T-Level work placements in plumbing and heating engineering, IT technicians, early years education and health care by January 2024. 3. Develop and implement a Football Academy in partnership with Millwall Football Club for 50 young people to start in September 2023. 4. Expand study programmes in creative arts with +40 learners by Sept 2023 and with broadcasting company/media work experience opportunities at Millwall Football Club to develop photography, audio-visual and broadcasting equipment operation. 5. Expand SWAPS and curriculum collaboration with five key employers in hospitality, security, construction and customer service by July 2024. 6. Recruit an additional 20 construction apprenticeships by January 2024. 7. Expand essential digital skills and employability training across adult entry level curriculum for 700 learners by July 2024.

Contribution to National, Regional and Local Priorities

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim/Objective 5.4:</p> <p>Sustainability and climate change</p> <p>We will engage in the transition to becoming a net zero-carbon city by developing a green curriculum that prepares learners for green jobs.</p>	<ol style="list-style-type: none"> 1. Build on the curriculum development supported through the SDF projects for green skills and introduce new construction qualifications for Level 2 retrofit, Level 3 conversion courses for air source heat pumps and photovoltaic solar panels by January 2024. 2. Developing and deliver green curriculum modules to raise awareness of climate change and net-zero across 400 learners in Construction, Digital, Hospitality, Business, Hair & Beauty, Health and Care by July 2024. 3. Promote awareness of jobs and careers within the green skills economy to 800 learners through the careers, advice and guidance tutorials by June 2024. 4. Engage learners with our environmental strategy to make progress towards meeting our targets of a 50% reduction in CO2 emissions by improving greenspace and biodiversity; energy usage, waste reduction and water usage.

Links to Supporting Documentation

Mayor of London Local Skills Report, [London Local Skills Report | Local London](#), published February 2022
Mayor of London, Skills Roadmap for London, [Skills Roadmap for London](#), published January 2022
Skills Bootcamps, [Mayor of London's Skills Bootcamps - London Business Hub](#), published
Local Industrial Strategy Evidence Base, [Local Industrial Strategy Evidence Base](#), published February 2020
London Education: 16-19 Education and Training 2019, [London Education Report: 16-19 Education & Training](#), published 2019
Skills for Londoners Strategy 2018, [Skills for Londoners Strategy](#), published June 2018
Central London Forward Skills Strategy 2019, [CLFJ6952-Skills-strategy-190723-WEB.pdf \(centrallondonforward.gov.uk\)](#)
Central London Forward, Inclusive & Sustainable CLF Growth Strategy 2022-24, [Strategy-Report-CLF.pdf \(centrallondonforward.gov.uk\)](#)
London Councils, Level Up London, [Level up London - Fixing the skills and employment system for young Londoners | London Councils](#),
 Published February 2020
Lewisham Education Strategy, [Lewisham Council - Education Strategy](#), Published October 2022
Our SEND Partnership Strategy 2020 -2023, [Lewisham Council - Our SEND Partnership Strategy 2020-23](#)



Newcastle College

Context and Place



Newcastle College is an anchor institution operating in NE England delivering programmes in all funding streams throughout our City and across the area covered by NELEP, NTCA LSIP and NE LSIP. The City ward, surrounding the College, is one of the most deprived districts in England, ranked 23 out of 317 based on the national Index of Multiple Deprivation (IMD, 2019). This is represented in the College's student population with circa two-thirds of students (>6,000) in the most deprived deciles (bottom 40% for deprivation). The College are collaborating with other anchor institutions to build an inclusive economy to serve the City's residents, particularly those with fewest choices and least control.

Our particular regional economic challenges include high youth and adult unemployment, pockets of high deprivation and a slow post-covid-19 recovery. The Region's longer term economic challenge is skills supply and shortage. NTCA have an over-representation of residents with low or no qualifications, and fewer have high level qualifications (>degree level). 19% of those of working age have qualifications below L2; many adults lack basic literacy and numeracy skills. The NE has lower average earnings (median earnings at 90% of England rate). Skills development needs to focus on residents employed in low paid, low skilled jobs, as well as provide higher-level technical skills to meet shortages in our growth and recovery sectors, as identified by our ERBs.

NEECC, leading the LSIP in NTCA, have identified emerging key economic and high-skills demand sectors to be Green Energy / Net Zero; Construction (New Methods); Health & Social Care; Culture, Creative & Tourism; Employability; Professional Services, alongside cross-cutting Transferable Skills (Digital and Business Skills). NEAA Ltd, leading the NE LSIP, have also identified emerging priority sectors, several of which overlap. The differing priorities include Advanced Manufacturing; Life Science; Transport & Logistics. Our employer-led curriculum supports our community, developing talent for the regional economy and beyond. The majority of our delivery serves learners, employers and communities within our core area of the NTCA, Gateshead and South Tyneside. Specialist and emerging technical delivery, particularly in Green Energy and Transport, serves a broader community across the geography of both regional LSIPs.

Across the NE, there are 47,600 people employed in Digital, although those requiring Digital Skills is likely to be much higher (82% of the region's job vacancies cite this need). Growth in Digital and Professional Skills for Business, are vital to growth of other priority sectors and are served through our comprehensive entry level to undergraduate offer. Green Energy underpins the UK's 2050 Net Zero commitment and that of our City's 2030 ambitions. Our specialist Green Energy Academy is developing advanced engineering and maintenance technicians to meet these needs, and those of the growing motor vehicle electrification industry. The generative theme of the ageing society significantly impacts the NE; Healthcare has the highest vacancy rate in the region (5,291 monthly average) and 1 in 10 care-related vacancies unfilled. Our Healthcare curriculum, the region's largest in post-16 education, is addressing this demand. Culture, Creative and Tourism industries underpin the City's £400m per annum economy; our Arts curriculum is aligned to the City's Culture Compact and we successfully train the talent pipeline to fill the estimated 2,800 Hospitality Services vacancies in the City.

Newcastle College Purpose

As the region's largest college, recruiting across NTCA and the broader NELEP, we play a pivotal role in meeting the skills needs in the key emerging economic sectors identified by our ERBs. Our Strategy to 2030 commits us to a clear vision to 'develop the talent for our region'; our 8 Strategic Objectives articulate with the national and local skills priorities of the Skills for Jobs White Paper and emerging LSIPs.

- 1. *Exceptional teaching and learning, enhanced through technology*** – Alongside industry, we will develop outstanding teachers to equip our students with the skills needed to fill the demand for jobs in local, regional and national growth sectors. Our accessible routeways will develop expert teachers in priority and emerging specialisms, e.g. in Digital, Green Energy, Health, Engineering and new methods of Construction. This will include a focus on sustainability and a path for industry professionals via the 'Teach in FE' campaign
- 2. *A regional Apprenticeship Hub*** – Providing employers with a new talent pipeline and the opportunity to grow and develop their workforce is critical for regional prosperity. Our apprenticeship offer supports economic growth in the face of skills shortages and a changing workplace by addressing the key areas of growth in the region, specifically construction, digital and professional services.
- 3. *A North-East University Centre*** – Programmes at the University Centre are co-created with employers to meet demands for work-ready graduates equipped with the skills to succeed in technical level jobs in priority sectors, e.g. digital; advanced manufacturing; health; logistics. By targeting our efforts here and in 'Stay and Succeed' initiatives, including for underrepresented groups, we will be central to the ambition of the North East Mayoral Authority and LSIPs in developing a talented workforce to support the economy.
- 4. *The North-East's best learning facilities*** –our students must be taught in industry standard facilities to transition effectively into the region's workforce. We will work with ERBs and industry advisory boards to understand workforce demands, co-create the curriculum and to invest in skills to support the economy. To do so, requires two-way support and collaboration for investment in capital resources to modernise our estate, support our Net Zero 2030 ambitions, and create the talent to operate in a Green, more Digitised, Economy.
- 5. *An aligned and inclusive curriculum*** - Our curriculum, endorsed by industry advisory boards, develops the skills that students need for their next steps. Our expanding technical FE, HE and apprenticeship offer articulates with national policy initiatives, e.g. T levels, HTQs, and matches sectors of regional growth identified by our ERBs. By doing so, we meet the demand for skills that employers need to boost productivity. Our Adult offer supports the cross-cutting demands for transferable, employability and professional skills.
- 6. *Leading with partners, for our communities*** – As an Anchor Institution, we deliver a place-based solution to skills. We optimise our relationships to tackle the economic challenges of high unemployment, low skills and support for residents with fewest choices. We secure better outcomes and support progression into work, e.g. via collaborative Multiply and Employability programmes, and SBWAs.
- 7. *Investing in our Future*** – We deliver high-quality, value for money education and seek to optimise demand-led funding opportunities. Our surplus, alongside funding grants, support investment in facilities to deliver the skilled workforce for the local economy. c£8m investment has been secured for Green Energy / Engineering, Digital, and Construction over the next 3 years, with more to come.
- 8. *Promoting our Health and Wellbeing*** – We have achieved the NTCA Good Work Pledge Advanced Standard, establishing the College as a promoter of workplace wellbeing and a good place to work. Through the activities of our Wellbeing Boards, we are building a physically-active and healthy workplace culture, supporting our colleagues to build personal resilience, and lead healthier and more productive lives, both at home and at work. This supports the training of talent for, and drives the productivity of, the City and region.

Engagement with Key Stakeholders and Providers in Developing the Accountability Plan

We have drawn our priority strategic objectives for 2023/24 from the priority sectors and key challenges identified by the ERBs in their emerging findings (March 2023).

Our consultation and engagement has been with valued stakeholders of the College representing one of the following categories, from which we have received feedback and /or endorsement for the extent to which our provision and identified priorities align to the LSIPs and are responsive to employer needs and those of the local economy:

- **Civic** (including local, regional or national government bodies and designated ERBs)
- **Employers** (including local, regional, national employers, and sector representative bodies)
- **Community:** (including community representative groups, local authority projects)
- **Education / Training Providers:** (including Colleges, Universities, Independent Training providers, Schools, etc.)

In developing our Accountability Statement we have consulted with Civic stakeholders, including the North East Automotive Alliance (NEAA) Ltd., the North East of England Chamber of Commerce (NEECC), the North of Tyne Combined Authority (NTCA), the North East Local Enterprise Partnership (NELEP), Newcastle City Council (NCC), Gateshead Council.

We have engaged with key Employers in our local area and across the wider devolved authority, covering sectors including Digital (e.g. Waterstons Ltd, Sunderland Software City, Enigma Interactive, and Serios Group), Engineering / Green Energy (e.g. Civil Engineering Contractors Association (CECA), WD Close), Health and Social Care (e.g. Newcastle upon Tyne Hospitals, Skills for Social Care, St Cuthberts Care), and Culture and the Arts (e.g. Newcastle Arts Centre, Live 3 Media)

Our Community Partners have reviewed and provided feedback on our Accountability Statement, including Newcastle United Foundation, Newcastle Eagles Community Foundation, and Newcastle Falcons Rugby Foundation.

We have strong enduring relationships with Further and Higher Education providers in the region and consulted with the following key Education stakeholders in developing our Accountability Statement: Newcastle University, Northumbria University, Education Partnerships North East (EPNE), Gateshead College, Tyne Coast College.

Contribution to National, Regional and Local Priorities

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><u>Aim/Objective 1:</u></p> <p>By September 2023, we will have reshaped our curriculum so that it is employer-led and reflective of emerging national education reform. Our technical education offer will be aligned to, and focussed on growth in, sectors of regional importance, providing the skills needed to fill the demand for higher technical roles.</p>	<p>Review our curriculum offer, learning ladders and progression routes to:</p> <ul style="list-style-type: none"> - ensure articulation with emerging national education priorities (e.g. T Levels, HTQs, etc.) and priority regional growth sectors identified by ERBs - Focus on the skills and progression pathways endorsed by our industry advisory boards - Embed employer-led delivery and/or assessment, where appropriate - Explore opportunities to integrate sustainability and progression towards Net Zero <p>This strategic aim supports the progression of work-ready students into technical-level jobs in sectors of regional importance with a focus on delivering:</p> <ul style="list-style-type: none"> • a progression pipeline of 450+ work-ready level 3 students in Advanced Manufacturing, Digital, Health, Social Care and Life Sciences • a progression pipeline of 600+ work-ready students qualified in Creative, Hospitality and Tourism sectors • 165 new T Level students (Health, Science, Digital, Construction) • 200 more students qualified at higher technical level (L4+)
<p><u>Aim/Objective 2:</u></p> <p>Provide higher education with a ‘Stay and Succeed’ focus to widen access in 2023/24 to those residents of North East of England who can progress to higher education but do not.</p>	<p>We aim to extend the reach of higher education learning opportunities to underrepresented groups of the Newcastle City region and beyond, by...</p> <ul style="list-style-type: none"> - Developing and delivering Higher technical provision that bridges barriers to employment through its co-design, co-creation and co-delivery with the region’s business and industry (Regional Industry Advisory Boards). - Ensuring that all NCG HE programmes incorporate added-value “work ready guarantee” <p>This strategic aim supports the ambitions of our ERBs to invest in skills to support the regional economy, providing local people with the skills needed in high-value jobs. In doing so, we will increase participation of under-represented groups in College HE programmes throughout 2023/24 achieving published access and participation targets ncl-access-and-participation-plan-2020-2025.pdf (ncl-coll.ac.uk) . This will contribute to the region’s ambition to increase in the proportion of working age adults with level 4+ qualifications, as well as the proportion of L3 students progressing to higher technical study</p>
<p><u>Aim/Objective 3:</u></p> <p>We will grow our apprenticeship start numbers in areas of high skills demand by 5% by September 2024.</p>	<p>We will target our apprenticeship recruitment efforts in areas of local, regional and national skills priorities. This will result in the introduction of new standards, where appropriate, and growth in the pipeline of qualified professionals in defined areas of high skills demand:</p> <ul style="list-style-type: none"> • Construction: 100 new starts • Engineering and Green Energy: 30 new starts • Digital: 45 new starts • Business / Professional: 40 new starts

Contribution to National, Regional and Local Priorities

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><u>Aim/Objective 4:</u></p> <p>Through collaboration with our strategic education partners, we will increase education opportunities available for the residents of the City of Newcastle and beyond, specifically for those seeking employment, requiring development of numeracy and/or literacy / English Language skills, or looking to retrain in identified sectors of regional importance</p>	<p>We will work collaboratively with existing strategic partners to extend the reach of learning opportunities to a broader range of underrepresented groups of the City of Newcastle and beyond, across the wider devolved authority, by...</p> <ul style="list-style-type: none"> - Developing an introductory-level (L1 and L2) community-based employability and digital skills offer to increase engagement of those seeking employment - 450 new starts - Delivering a successful Multiply programme as part of the UKSPF, resulting in 618 more adults having improved their basic numeracy skills (Entry level to L2) - Designing a short-course adult education offer focussed on upskill and reskill in sectors of regional importance and emerging technologies, commencing with the following sectors and minimum growth targets: <ul style="list-style-type: none"> - Green Energy (40 newly qualified adults in Wind Turbine and/or Hydrogen Tech) - Digital (10 newly-qualified coders from cohort 1 Certificate in Coding) - Construction (60 newly qualified adults in Solar PV, Heat Pumps and/or EV charge point installation) - Health & Social Care (150 new enrolments from SWAP) - Creative, Hospitality & Tourism (150 new enrolments from upskill / bootcamp courses) - Delivering a Supported Internships programme to support progression of SEND learners into sustained positive destinations (a minimum of 10 new enrolments)
<p><u>Aim/Objective 5:</u></p> <p>To support our curriculum re-alignment, during 2023/24 we will secure funding and invest in industry-standard facilities to respond to emerging changes to the workplace and to deliver the skilled workforce for the local economy.</p>	<p>Working alongside industry, through our advisory boards, we will make effective use of funding opportunities including shared input into capital bids, T level investment funds, OfS funds and sponsorship to establish and/or update our industry-standard resources in the following areas:</p> <ul style="list-style-type: none"> • Engineering (including Transport) and Green Energy • Digital • Health and Social Care • Construction <p>This investment will be an expected minimum of £4M by the end of 2023/24 supporting the delivery of 450 students into the technical-level workforce (L4+) in these sectors</p>
<p><u>Aim/Objective 6:</u></p> <p>To ensure we can train the workforce of tomorrow, we will establish clear and accessible teaching routeways for industry professionals, with a focus on priority subjects linked to identified sectors of regional importance.</p>	<p>Aligning to the national policy to 'Support Outstanding Teaching' (Skills for Jobs white paper) and engaging national recruitment funding via the 'Teach in FE' campaign, we will:</p> <ul style="list-style-type: none"> - define and market a clear identity for the College's Education department - train 9 new industry professionals as teachers, through the uptake of ITE Bursaries, in Maths, Engineering and Digital to fill workforce gaps in priority sectors - Launch a digital skills scan and associated support resources for all College employees, to enable the embedding of digital skills essentials in all future course delivery

Links to Supporting Documentation

[LSIP - North East England Chamber of Commerce \(neechamber.co.uk\)](http://neechamber.co.uk)

[Home - North East Local Skills Improvement Plan \(NELSIP\)](#)

[Opportunity for All - Strategic Skills Plan - NTCA \(northoftyne-ca.gov.uk\)](http://northoftyne-ca.gov.uk)

[Homepage - North East Evidence Hub \(northeastlep.co.uk\)](http://northeastlep.co.uk)

[The Plan - North East Local Enterprise Partnership \(northeastlep.co.uk\)](http://northeastlep.co.uk)

[Review of post-16 qualifications at level 3 in England - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[220728-NTCA-UKSPF-IP-Summary-Document-Final.pdf \(northoftyne-ca.gov.uk\)](http://northoftyne-ca.gov.uk)

<https://www.teach-in-further-education.campaign.gov.uk/>



Newcastle Sixth Form College

Context and Place



Newcastle Sixth Form College is the largest provider of A Levels in Newcastle and the only dedicated Sixth Form College in the city. It was set up in 2013 and has subsequently grown to 1370 students with 97% enrolled on full A Level programmes, and the remainder on a Level 2 Access course made up of 4 GCSEs. All students are aged between 16 and 18 years old on enrolment, with nearly all progressing directly from Year 11. All teaching and learning takes place at the college's purpose built single site.

Students join NSFC from over 100 different schools, travelling from as far as Berwick upon Tweed to attend. Students come from a range of local authorities including Newcastle, Gateshead, North Tyneside, South Tyneside and Northumberland. The largest group come from Newcastle upon Tyne, where the college is based. The Newcastle Local Authority is one of the most deprived districts in England as reported by the 2019 Index of Multiple Deprivation (IMD), ranked 23 out of 317 based on the proportion of neighbourhoods in the most deprived 10 percent nationally.

Average achievement at GCSE is significantly below average (local school progress 8 score -0.27). This is reflected in the low percentage of young people in the region progressing to university (40% v 61% in London). 12% of students at NSFC are in receipt of free college meals, almost double the SFCA A Level average (+5% on Sixth Form College Association average). 24% were eligible for pupil premium in year 11 and 36% of students were in receipt of the college bursary. 61% of students come from postcodes where participation to Higher Education is below average. The region also has the lowest rates of apprenticeship starts nationally.

The college is disproportionately female (65.9%), a split that is greater than national (+7%). The proportion of students from black and minority ethnic backgrounds was 20% compared with 4.6% in the North East population and 24% of Newcastle school children. 25% of students had a declared learning difficulty and / or disability (+7% on SFCA A Level average).

The college's 2030 strategy is aligned to the priorities of the North East LEP which identifies four areas of strategic importance - Advanced Manufacturing, Health and Life Sciences, Energy and Digital, alongside four service sectors to support growth – Education, Financial, Professional and Business Services, Transport and Logistics, Construction. The North East LEP reports that 1/3 of the jobs in the region are currently professional and associate professional roles. Moreover these are the 'better jobs' that the LEP are actively targeting for growth. In providing a curriculum that is preparing students for positive progression, NSFC is creating the pipeline to fill many of these roles in the region.

Newcastle Sixth Form College Purpose

Newcastle Sixth Form College's purpose is to enable social mobility and economic prosperity through exceptional education with a curriculum that is academic, inclusive, aspirational, and adds value. Our vision is to ensure the young people who study at the college acquire the knowledge, skills and behaviours that enable them to progress successfully to the next level of education or training. NSFC's Strategy to 2030 has been structured in line with NCG's Strategic Pillars and has 5 strategic objectives:

1. Exceptional teaching, learner experience and outcomes

Our aim is to provide outstanding teaching and learner experience that leads to exceptional outcomes. Our ambitious curriculum will be skilfully delivered with a culture of high expectations embedded throughout. This will support students, including those from widening participation backgrounds, to progress to university or alternative ambitious destinations.

2. Innovative, relevant courses and qualifications

Our curriculum is carefully planned to develop the whole learner, embedding the NCG guarantee and ensuring students are ready to thrive at university and beyond. This includes a comprehensive A Level offer that has clear pathways to enable positive progression, a small access programme which provides opportunities to progress to A level to those with potential but who did not have them at Key Stage 4.

3. Ambitious and responsible educators and leaders

We will build a professional development programme that supports colleagues to develop as exceptional A Level teachers throughout their career. This will include a comprehensive programme and coaching for early careers teachers, and bespoke support for unqualified graduates to help develop the next generation of excellent A Level teachers and support staff.

4. Financial sustainability and powering reinvestment

The compelling educational offer will ensure that the college continues to grow sustainably, with more students choosing to study here. We will manage finances effectively to provide good value for money, powering reinvestment in facilities and resources.

5. Impactful external engagement and civic commitment

We will build strong relationships with local and national universities, and employers that ensure that staff and students have a clear understanding of the opportunities in the economy. We will develop feeder partnerships with local schools that are mutually beneficial, and will be recognised experts in academic post 16 education linking to other sixth forms nationally.

Engagement with Key Stakeholders and Providers in Developing the Accountability Plan

This plan has been developed with the Newcastle Sixth Form College Local Board which includes representatives from local businesses, universities, and the secondary school sector.

In developing this plan the college has drawn upon its existing relationships with other stakeholders locally and nationally. Through the Northern Sixth Form Colleges group and also the Sixth Form College Association links the plan was reviewed informally by peers, and formally by Colin Peaks, Principal, Wilberforce Sixth Form College, Hull. This led to a refinement of the college purpose, and helped to ensure the plan was well aligned to best practice in the wider region in meeting the skills agenda with a Sixth Form College setting.

Given the key role of Newcastle Sixth Form College in preparing students to progress to university, the accountability plan was also reviewed by the two closest universities, with the largest groups of students progressing from the college progress. Professor Graham Wynn, Pro Vice Chancellor, Northumbria University provided feedback on the accountability plan. This endorsed the drive of the college to promote social mobility and matching regional skills needs.

To ensure the college is aligned to the needs of the local economy the plan has also been reviewed by Ian Shipley, Partner at Oliver Wyman in Newcastle upon Tyne, and also Kim Smith, Regional Lead for Technical Education and Enterprise at North East Local Enterprise Partnership. This resulted in a strengthening of the links to apprenticeships to meet technical skills gaps.

To ensure the college is successfully building upon the skills being developed in primary and secondary education, and complements school post 16 offers the plan has also been reviewed by Alan Hardie, Chief Executive of the Northumberland Church of England Academy Trust. This reinforced the importance of staff development and the role of the college as an anchor institution within the city. In order to ensure a coherent local offer the accountability plan has also been reviewed by David Alexander, Chief Executive, Gateshead College. This provided reassurance that the plan was well matched to other provider offers.

Contribution to National, Regional and Local Priorities

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim/Objective: Innovative, relevant courses and qualifications</p> <p>By August 2024, the curriculum will be further developed to support positive progression from under represented groups, specifically those from Polar 1 and 2 areas and students in receipt of Free College Meals in the North East, including in STEM subjects.</p>	<ol style="list-style-type: none"> 1) All subject areas will have regular career readiness and LMI awareness within the curriculum. Intensive IAG across the curriculum will result in strong 'widening participation' group progression to university with students from Polar 1 and 2 areas 10% more likely to progress to university based on starting points, including in STEM subjects. 2) NSFC will work collaboratively with the Newcastle College University Centre to promote alternative progression pathways, particularly around areas of regional shortage including healthcare. 2 in college events a year, as well as additional training for subject teachers will lead to 6% increase in students progressing to healthcare routes. 3) The college will develop pre enrolment IAG to promote progression onto STEM subjects. More regular engagement with STEM applicants will lead to increased conversion rates, and a 3% increase in overall numbers. Post enrolment IAG will lead to a significant increase (>25%) in the number of students completing a Level 3 Core Maths qualification alongside their A Levels.
<p>Aim/Objective: Ambitious and responsible educators and leaders</p> <p>By August 2024, ambitious new professional development programmes will be implemented to develop the next generation of excellent A Level teachers and support staff.</p>	<ol style="list-style-type: none"> 1) Full implementation of the Early Careers Framework will ensure that newly qualified teachers are developed and retained across their first two years of teaching. The programme will incorporate specific training on the use of LMI within A Level curriculum. At least 10% of teaching staff will be supported through this programme. 2) A new coaching model for experienced staff will ensure that professional development is adequately subject specific including links to CEIAG, especially in STEM subjects. 3) Best practice from within NSFC around excellent teaching and learning, and the development of teachers, will be shared within NCG through Communities of Practice, and externally by hosting at least 3 sixth form provider visits annually, presenting at local and national conferences, and through the Sixth Form College Association Quality and Curriculum panel. 4) Expertise from NSFC teacher development will be used to help develop a NCG ITE apprenticeship that provides a route into teaching and wider college support roles.

Contribution to National, Regional and Local Priorities

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim/Objective: Impactful external engagement and civic commitment</p> <p>By August 2024, external engagement will have expanded and deepened with stronger links to 2 local universities, 4 key employers and feeder schools.</p>	<ol style="list-style-type: none"> 1) The college enrichment programme will have been improved to include more civic opportunities including with collaborative projects involving students working with 4 key local organisations (community groups, schools, charities and arts bodies). 2) College Board membership to be expanded to include representation from the healthcare sector to strengthen alignment. 3) NSFC to contribute to key local and national steering groups including the Northumbria University strategic forum, North East LEP College Hub, Newcastle Safeguarding Children’s Partnership, Sixth Form College Association Curriculum and Quality group, and Association of College’s Academic steering group, and through NCG with the LSIP. 4) New college faculty model to be used to establish deeper relationships with 4 key employers to include greater curriculum and personal development input.

Links to Supporting Documentation

[The North East Strategic Economic Plan](#) – North East LEP

[Universities and Social Mobility](#) – Sutton Trust

[Council & Committees](#) – Sixth Form College Association

Southwark College

Context and Place



Southwark is an inner London borough situated on the South Bank of the River Thames. Over 120 languages are spoken and 11% of households have no members who speak English as a first language. Southwark is growing much faster than the national average. Just over 314,200 people live in Southwark with a much younger population than the London or national average. While Southwark's population is comparatively young, this is not driven by a large number of children and young people. Southwark's population is projected to continue to increase, growing by almost 20% by 2030. The number of under 18s in the Borough are projected to increase by 7,600. This is modest growth compared to the growth in working age adults, which is projected to increase by 38,200. The population of people aged 65 and over will increase by 13,700 by 2030. There is a high population churn with many residents being newly arrived in the UK. Southwark's poverty rate is 31%, which is above the London average of 27%. The unemployment ratio is 6.5%, which is the fourth highest rate in London. 19% of workers in Southwark are low paid, which is lower than the London average of 22%. Other key factors include that the GCSE attainment for Southwark's disadvantaged pupils is better than in most London boroughs.

As a National College Group, NCG has invested in the Market Insight function to support senior leadership colleagues and curriculum leads across all our colleges, providing insight and intelligence to shape and inform curriculum strategies. Market Insight keeps colleagues apprised of relevant national and regional policy developments, key trends and sector research to identify developments that impact on skills needs and provision. NCG has also invested in EMSI Analytics providing colleagues with access to up-to-date labour market and market share data to drive our understanding of our core areas and ensure our provision identifies and meets the needs of our communities.

Open dialogue, as well as representation at key committees such as Southwark Skills Strategy Board and SCI Life Science, ensures that priorities are understood and are effectively translated into an offer that meets the local need. National education reform, such as T Levels, have shaped the College. T Levels will be offered in wave one subjects of Health and Digital Skills to align to the Skills for London Road Map. Our AEB offer is built around Sector-based Work Academy, and Digital Essentials programmes aimed at retraining, upskilling and reskilling adult learners. Our comprehensive ESOL provision is highly effective in serving the needs of the large immigrant population and communities closest to the College.

Our commitment to our educational partnership schools, feeds into the recruitment planning to meet their requirements and fill gaps in local provision. We have robust partnership agreements with feeder schools and colleges as well as local community organisations, such as housing associations, libraries, health organisations, business improvement hubs, local residents' associations and charities to ensure our engagement has breadth and reaches the local residents who need the services of further education.

Southwark College Purpose

As the one of the London College in NCG, Southwark College plays a pivotal role in delivering NCG's mission 'to enable social mobility and economic prosperity through exceptional education'. The Southwark College Strategy to 2030 has been formed within the framework of NCG's Strategic Pillars and articulates with the national and local priorities laid down by the Skills for Jobs White Paper and London's Skills Roadmap. Southwark College has defined a clear vision 'To develop the skills and talents of our students to success in modern enterprise and make a positive contribution to the prosperity of our region', which enables NCG to become the UK's leading College Group. Within the regional context, the College has framed eight strategic objectives to 2030:

1. Financial viability and growth

To continue to be financially viable and to invest for growth and sustainability, delivering outstanding curriculum and learning experiences.

2. Employability and skills

To ensure that learners have employability and work ready skills.

3. Partnerships

To be at the forefront of the local community by successfully moving into the fourth industrial revolution through the Digital strategy group and Southwark Skills Partnership along with discussion with Adult Education Service for the revision of the adult skills offer.

4. Strategic partnership

To support Southwark Borough in the strategy "local jobs for local people". Continue to build on the Southwark Strategic Partnership through four strategy meetings attended so far

5. Develop a talented and workforce

To attract and retain talented staff in one of the most competitive employment markets in the country.

6. Outstanding learner experience

To provide an outstanding learner experience. Improved adults' and 16-18 attendance levels recovery in-year to English and maths are signs of high-quality learning experience.

7. Equality and Diversity.

Good careers advice which targets the most disadvantaged learners and ensures progress reviews track their aspirations and support them to achieve good progression and destinations.

8. Environmentally champions

Be the change for climate emergency. The SDF introduces clean green energy. We operate in a high performing building with planned investment to increase building performance and a commitment to the Green Action Plan monitored by NCG.

Engagement with Key Stakeholders and Providers in Developing the Accountability Plan

This plan has been developed in consultation with a broad range of stakeholders. The Principal is a member of Southwark Skills Partnership, which is chaired by the Cabinet Member for Jobs, Business and Town Centres, Cllr Martin Seaton. The strategy group aims to inform the skills and training offered to Southwark residents. This strategic partnership has directly influenced the aims and objectives as set out in the accountability statement. The Principal has met with Cabinet members to discuss the strategic ambitions of the College. The Principal also has regular meetings with Southwark Council's Head of Economy, Danny Edwards to brief him on the direction of the curriculum offer and how it meets the local needs. The links with Southwark Works, a local charity, continue to build complementary course offers to residents. Senior leaders and managers also work 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. College Board member, Deputy Leader and Cabinet member for Children, Young People, Education and Refugees, Cllr Jasmine Ali understands the challenges the College faces to increase physical learning space capacity to meet the need of ESOL adult learners and discussions include a College 'hub and spokes' model to best serve the local borough. This has been extended to an early discussion with the Director of Education, Nina Doel.

The College Principal is a member of the Southwark Association of Secondary Headteachers (SASH) and has shared with the Chair the local offer of 16-18 years old and the technical skills gap training the college offers to the local provision.

Guy's and St Thomas' NHS Foundation Trust, Widening and Participation Manager, Jo Young and the Principal have an agreed work plan, which sets out the variety of ways the College is serving the needs of this anchor institution, and are working on key deliverables such as SWAP (direct routes to employment for unemployed adults) and T Level developments.

Local creative employers are working in collaboration with the College to co-create the skills hub industry skills standards to meet the needs of local SMEs.

Southwark College is part of the Central London Forward Further Education Colleges Network and have built relationships with employers Microgeneration Certification Scheme MCS-certified London-based installation businesses, as well as the MCS-certified manufacturers of microgeneration products based in the South-East. Through this partnership we have secured Skills Development funding to transform our faculties to equip Southwark College with the transition to low carbon and renewable heat and energy technologies, bridging the gap between industry competency expectations and local FE offer.

Business LND is the appointed Employer Responsive Board (ERB) to generate the London Skills Improvement Plan. NCG hold membership for both London colleges: Lewisham and Southwark. We have been able to access round table discussions on skills demands in our locality.

Contribution to National, Regional and Local Priorities

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><u>Aim/Objective 1:</u> Skills for Londoners (2018) set out the priorities for basic skills, including ESOL in London. In response to this in 2023-24 Southwark College will launch the ESOL enhanced study programme to improve transition of young people into adult students.</p>	<p>Southwark College's commitment is to progress more ESOL learners both 16–18-year-old and adults to achieve higher level ESOL qualifications, at Level 1 and Level 2. This will enable these learners to progress to various Level 1 and Level 2 courses other than ESOL within the College and/or secure access to higher paid more skilled work opportunities.</p> <ol style="list-style-type: none"> 1. Including the reintroduction of the ESOL Level 2 qualification improving progression for ESOL 2. Target of 20 ESOL 16-18 learners to progress to Level 2 ESOL in September 2023 3. 50% of Adult ESOL to progress from Level 1 to Level 2 in September 2024

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><u>Aim/Objective 2:</u> Skills for Londoners (2018) set out the priorities for basic skills, including ESOL in London. In response to this in 2023-24 Southwark College will launch the ESOL enhanced study programme to improve transition of young people into adult students.</p>	<p>Southwark College's commitment is to progress more ESOL learners both 16–18-year-old and adults to achieve higher level ESOL qualifications, at Level 1 and Level 2. This will enable these learners to progress to various Level 1 and Level 2 courses other than ESOL within the College and/or secure access to higher paid more skilled work opportunities.</p> <ol style="list-style-type: none"> 1. Including the reintroduction of the ESOL Level 2 qualification improving progression for ESOL 2. Target of 20 ESOL 16-18 learners to progress to Level 2 ESOL in September 2023 3. 50% of Adult ESOL to progress from Level 1 to Level 2 in September 2024

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><u>Aim/Objective 3:</u> Mayor of London Local Skills Report (February 2022) sets out that health and social work was second to construction in highest numbers of vacancies in London. In response to this Southwark College will launch the Health Science Faculty with a reshaped curriculum to meet the needs of local employer Guy's and St Thomas' NHS Foundation Trust.</p>	<p>Review our curriculum offer and progression routes to:</p> <ul style="list-style-type: none"> - Ensure articulation with emerging national education priorities (e.g. T Levels) and priority regional growth sectors identified by ERBs - Embed employer-led delivery and/or assessment, where appropriate <p>This strategic aim supports the progression of work-ready students into technical-level jobs in sectors of regional importance with a focus on:</p> <ol style="list-style-type: none"> 1. Launching our T Level in Health to 16-18 with a target of 12 learners 2. Delivering 50 adult learners through the Guy's and St Thomas' NHS Foundation Trust SWAP by July 2024. 3. 25 adult students through English and maths Guy's and St Thomas' NHS Foundation Trust basic

Contribution to National, Regional and Local Priorities

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><u>Aim/Objective 4:</u></p> <p>Mayor of London Local Skills Report (February 2022) that there were key sectors of the economy proving hard-to-fill due to skill-related issues. The Mayor’s Academies Programme identified Creative industries as one of these industries. In response to this Southwark College will launch the Creative Skills Hub which delivery skills in sound, video and digital communication including social media.</p>	<p>This strategic aim supports the progression of work-ready students into technical-level jobs in sectors of regional importance with a focus on:</p> <ol style="list-style-type: none"> 1. <u>Developing an</u> employer endorsed curriculum plan for music production by September 2023-24 2. <u>Launching the</u> Creative Skills hub and professional standards in 2023-24 3. 50% of learners enrolled on a Level 1 or Level 2 study program to have completed the Creative Hubs Skills course by June 2024.

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><u>Aim/Objective 5:</u></p> <p>The Mayor’s Academies Programme identifies green skills as one of these industries. Southwark College is part of the Green Skills Hub from the London South Bank University (LSBU) Hub who work to identify local employers who have green skills training needs.</p> <p>In response to this Southwark College will launch the Green Skills hub specialising in solar PV installation and maintenance and heat pump installation courses.</p>	<p>This strategic aim supports the progression of work-ready students into technical-level jobs in sectors of regional importance with a focus on delivering:</p> <ol style="list-style-type: none"> 1. In 2023/4, Southwark College review <u>16-18 year olds</u> applied science provision and integrate green skills curriculum at all levels. 2. In 2023/24, Southwark College will train 30 adults in solar PV installation, maintenance courses and a heat pump installation course.

Links to supporting documents:

https://www.london.gov.uk/sites/default/files/sfl_strategy_final_june_20186.pdf

[Skills Roadmap for London](#)

<https://data.london.gov.uk/dataset/london-local-skills-report-and-annexes-february-2022>



West Lancashire College

Context and Place



West Lancashire College is based in Skelmersdale, West Lancashire and delivers both learner responsive and work based learning programmes to younger learners, adults and apprentices.

West Lancashire is a non-metropolitan district with Borough status in Lancashire and has a population of c. 110,685. Skelmersdale is the largest town in the Borough with a population of 38,800. West Lancashire is a rural area with a largely aging population and relatively low population growth. The area has 10% fewer economically active residents than is the case nationally and has higher levels of unemployment. The proportion of the population qualified at or above Level 4 is also 10% lower than the national average. The vast majority of learners enrolling at the College live in the town of Skelmersdale which has markedly higher levels of deprivation than the rest of the Borough, with 14 of its 23 Lower Super Output Areas (LSOAS) (61%) falling within the worst 20% deprived neighbourhoods nationally. Particular challenges in the immediate area include the relatively high proportion of residents with both physical and mental health related issues, higher levels of worklessness and lower levels of educational achievement when compared with the national average.

In July 2021, Lancashire was selected by the DfE as one of eight Trailblazers, the objective of which was to reshape the local technical skills system to better support the needs of the local labour market and the wider economy. The Lancashire Skills and Employment Strategic Framework sets out the following LEP pillars of growth: Health, Energy & Low Carbon, Tourism, Culture and Place, Digital, Advanced Manufacturing, Food and Agriculture.

Our 2030 strategy seeks to support our context and our place through the provision of a high quality, inclusive curriculum offer comprising primarily vocational qualifications offered from entry level to level 3 in a broad range of subject areas which have a strong focus on meeting local and regional skills needs, including those identified above.

Our strategic plan confirms an ambition to be recognised as a specialist provider in the areas of Health and STEM related subjects in particular and, in the future, the College will continue to seek opportunities for growth in these and other areas which benefit our students and communities, creating more job opportunities and inspiring an increasing number of our learners to progress further and achieve their potential. Our work with employers and partners will be central to this aspiration, ensuring that our partnerships provide opportunities for our learners to gain the knowledge, skills and behaviours that will support them to realise their ambitions.

In addition to face to face learning delivered on campus in Skelmersdale, the College also leads on the delivery of NCG's distance learning portfolio, an initiative originally launched during the Covid pandemic and which now comprises a wide range of qualifications which are delivered across a national footprint.

West Lancashire College Purpose

West Lancashire College's purpose seeks to support the delivery of NCG's mission and strategy in a way that meets the needs of our local context. In support of this, we have defined a clear college purpose which is to enable social mobility and economic prosperity through the provision of an outstanding learner experience, supported by meaningful collaboration and partnerships which connect learners to exceptional opportunities. Our vision is to position West Lancashire College at the heart of our local community, being recognised for the work we do in supporting social mobility through a skills and careers focused curriculum that connects individuals to opportunities and enables people to fulfil their potential throughout their lives.

West Lancashire College's Strategy to 2030 has been formed within the framework of NCG's Strategic Pillars, and articulates with the national and local priorities stated within the Skills for Jobs White Paper. Within this context, the College has established the following 5 strategic objectives:

1. Exceptional Learning

To provide an **exceptional learning experience**, with a focus on excellence in teaching learning and training, which raises aspirations, removes achievement gaps and leads to outstanding outcomes for learners and apprentices.

2. Innovative and responsive curriculum

To provide an **innovative and responsive industry led curriculum** which meets the needs of employers and addresses local, regional and national skills shortages.

3. Skilled and high performing workforce

To recruit, develop and retain a **highly engaged, appropriately skilled and high performing workforce**.

4. Inspiring learning Environment

To provide learners **with an inspiring learning environment** which enables innovation in teaching and learning and prepares them effectively for their next steps.

5. Partnership and collaboration

To enhance opportunities for learners and **to support a thriving local community through partnership work and collaboration**

Engagement with Key Stakeholders and Providers in Developing the Accountability Plan

Stakeholder engagement is key to the successful implementation of the College's strategy and leaders at all levels of the organisation have engaged with a range of external stakeholders to ensure that our curriculum meets future skills needs.

Key stakeholders include our local employers and, in developing and agreeing the draft Accountability Plan, 41 local employers were approached in relation to their current and future skills shortages, the large majority of whom confirmed that their organisation currently has skills shortages which they anticipate continue to be the case in the longer term. Shortage areas include Engineering, Digital, Health, Early Years, Hairdressing, Carpentry and Joinery, Plumbing and Renewable Energy, all of which are part of the College's vocational offer. In addition, employers report a shortage of skills and knowledge in relation to employability skills for example problem solving and communication skills, literacy and numeracy, time management and marketing/social media. It is intended that the development of these wider skills continue to be addressed through tutorial and curriculum enhancement activities moving forwards.

In addition to our work with employers, the College works closely with West Lancashire Borough Council and approached them as part of the consultation on the accountability statement priorities. An example of some recent collaboration on a Levelling Up bid to support the development of new Leisure and Wellbeing Hubs in both Skelmersdale and Ormskirk. These facilities will present opportunities for both our learners and for the local community, particularly in relation to supporting the health and wellbeing challenges faced in the area.

The College also works closely with the Lancashire LEP and was successful in securing capital investment as part of the Growth Deal 3 Fund which supported the College's strategy in relation to raising the aspirations of young people in the area, in particular in relation to careers in STEM. Likewise, West Lancashire College works closely with a range of community partners, all of whom share our purpose in relation to enabling social mobility and economic prosperity through exceptional education. This work focuses primarily on adults with a view to raising aspirations and stimulating progression into College.

Education providers were approach for comment as part of the consultation on the priorities in the accountability statement. West Lancashire College has strong collaborative relationships with all Colleges within the Lancashire area which are strengthened as a result of our membership of The Lancashire Colleges Group [TLC]. TLC have recently worked together on a successful SDF bid, again in collaboration with the Lancashire LEP and local Chambers, focused around Green Energy and linked to employer needs. In addition, the College has well established relationships with local high schools and with local HEIs which benefit learners in a number of ways including transition to and from post 16 education.

Contribution to National, Regional and Local Priorities

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim/Objective</p> <p>Secure growth in the recruitment of younger learners onto high quality vocational and A Level programmes with a particular focus on Health and STEM related subjects</p>	<ul style="list-style-type: none"> • We will increase applications and subsequently enrolments onto vocational and A level provision by 5%, c35 learners, with a particular focus on Health and STEM related subjects achieving forecasted enrolment and income targets. • We will continue to build on the quality of provision in all our subject areas, achieving outcomes in the top 20% of Colleges nationally • We will build on the work that has been facilitated through the SDF projects in relation to green and sustainable energies, particularly given that skills relating to Energy and the Environment are highlighted to increase substantially in future years [Lancashire LSIP] achieving participation in line with stated outcome targets • We will secure extensive and meaningful employer engagement in all aspects of curriculum design and delivery, supporting learners to progress to relevant positive destinations in line with KPI targets
<p>Aim/Objective</p> <p>Secure growth in high quality Apprenticeship provision with a focus on meeting local/regional skills shortages through the provision of a range of high quality Apprenticeship standards</p>	<ul style="list-style-type: none"> • We will grow the number of apprenticeship starts by 10% [20 Learners], focusing on the sectors identified for growth within the Lancashire LSIP, whilst also improving overall achievement rates by a similar proportion. Growth will focus on the Construction Trades, Electrical and Engineering sectors and will be aligned with the specific skills identified within the Lancashire LSIP.
<p>Aim/Objective</p> <p>Secure growth in high quality distance learning provision</p>	<ul style="list-style-type: none"> • We will continue to build capacity to grow the NCG distance learning offer to grow by a further 20%, generating an income of c. £2.5 m • The distance learning offer will continue to have a particular focus on Healthcare given the national, regional and local skills shortages in this sector as defined in the Lancashire LSIP

Contribution to National, Regional and Local Priorities

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
Aim/Objective Secure growth in high quality adult and community learning provision	<ul style="list-style-type: none">• We will continue with plans to revitalise and extend the Colleges Adult and Community Learning offer, working closely with local partners to ensure that provision is available throughout the district which re-engages individuals in learning and raises aspirations, ensuring that the College is at the heart of our local infrastructure.• As a consequence of the above we will increase income derived from directly delivered adult and community learning provision by 20%
Aim/Objective	
Aim/Objective	

Links to Supporting Documentation

[LSIP_Report_31_March_2022_Website_Publication.pdf \(lancashirelsip.co.uk\)](https://www.lancashirelsip.co.uk/LSIP_Report_31_March_2022_Website_Publication.pdf)

[LancashireSkillsFramework_2021-compressed.pdf \(lancashirelep.co.uk\)](https://www.lancashirelep.co.uk/LancashireSkillsFramework_2021-compressed.pdf)

[West Lancashire district - Lancashire County Council](https://www.westlancashire.gov.uk/)

[Labour Market Profile - Nomis - Official Census and Labour Market Statistics \(nomisweb.co.uk\)](https://www.nomisweb.co.uk/)

[skelmersdale.pdf \(lancashire.gov.uk\)](https://www.lancashire.gov.uk/skelmersdale.pdf)

[50179057 \(ofsted.gov.uk\)](https://www.ofsted.gov.uk/50179057)

Corporation Statement



On behalf of the NCG corporation, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 9 May 2023.

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 from the following link:

Vice Chair of Governors

John Widdoson

Dated:

Chief Executive and Accounting Officer

Abajo