

NCCG

ACCOUNTABILITY STATEMENT 2026-27

CARLISLE COLLEGE

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NCG MISSION AND PURPOSE

NCG's strategic curriculum intent is set out in **Our Strategy Towards 2030**, which is defined at corporate level through our mission and vision:

MISSION

Enabling social mobility and economic prosperity through exceptional education.

VISION

To be the UK's leading college group recognised for our local impact, national influence and reach.

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

We are a family of seven general Further Education colleges with a strong HE offer bound by the same mission, strategic aims and a number of business-critical policy frameworks. However, each of our colleges retains a very unique identity which is based on its heritage, its curriculum and its place

in the community. We work collaboratively through the theme 'One NCG' to ensure that wherever possible, we develop common approaches to the National and Regional Skills Priorities, whilst ensuring that each college has the flexibility to be able to respond to specific local skills needs supported by its local governance model.

That way we ensure that each NCG college remains embedded at the heart of its local civic infrastructure, whilst drawing on all the benefits of being part of a large national group.

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

NCG STRATEGIC AIMS AND OBJECTIVES

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

THE KEY THEMES ARE:

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

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

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

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

OUR CURRICULUM STRATEGY IS SHAPED BY FOUR KEY DRIVERS:

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

[NCG STRATEGY TO 2030](#)

THE COMMUNITY NCG SERVES

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

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

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

Lewisham College – sits at the heart of the vibrant SE London Borough with its campus on Lewisham Way. It is a community-focussed college with a large adult and ESOL provision.

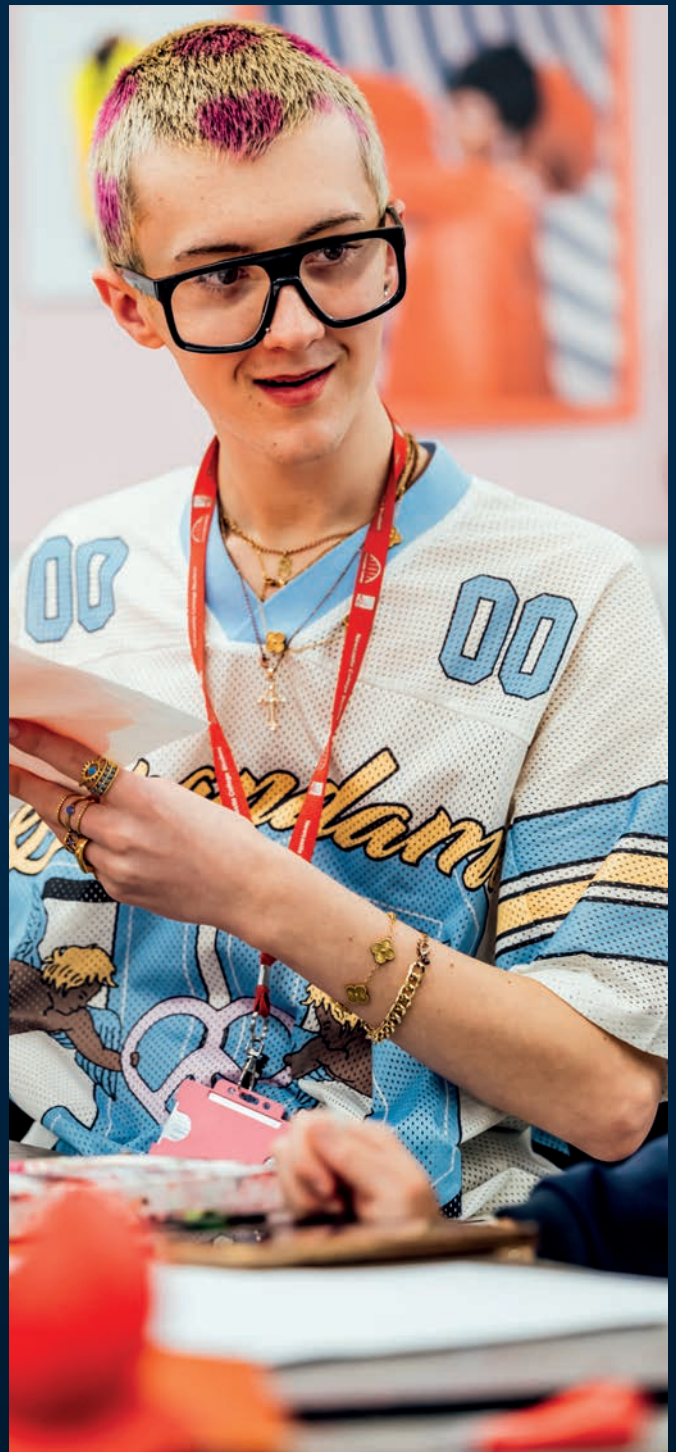
Newcastle College – serves the city of Newcastle upon Tyne and the broader North East Mayoral Combined Authority. Covering the 7 local councils, due to its scale it offers sector-specialist vocational and technical education across the wider NE region and beyond.

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

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

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

Each college is positioned as an anchor institution within their community and also is actively engaged with local stakeholders. This includes the Employer Representative Bodies (ERBs) within the area to inform and then deliver the local LSIPs. The specific demographics and local geographies are set out in each college's local document.



PROCESS FOLLOWED BY NCG TO MEET STATUTORY REQUIREMENTS

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

NCG has successfully introduced and operated a place-based model of governance for a number of years. This is achieved through the College Boards which are focused on local skills and fulfil an Advisory, Advocacy and Assurance role. Place-based governance is a collaborative, stakeholder model of governance in which the NCG Corporation Board, its committees and local college boards, work together within clearly defined parameters to ensure that decision-making is informed by the needs of all our key stakeholder communities. In developing the Accountability Statement for NCG, the following process was followed by all seven colleges:

- Each college produced a draft Accountability Statement based on its own research and consultation relevant to its local area. For 2026/27 this includes a review that the college is satisfying the Local Needs Duty, now and for the next three years.
- Key to developing the statement is direct engagement with larger employers, Employer Representative Bodies (ERBs) and those responsible for producing the LSIPs.
- The draft Accountability Statement is discussed locally under the governance arrangements and is also taken to a broad range of stakeholders for consultation and input including employers, other education providers and civic bodies and community groups.
- The stakeholders are also consulted with on the extent to which the college offer meets the local skills needs and national priorities.
- The college accountability statement is modified as a result of the feedback from the consultation process.
- A statement on the colleges success in meeting the local skills and national priorities is agreed and identifies how this could be further improved.
- A final version is agreed with NCG Executive and checked for alignment to the NCG strategic priorities and satisfying the Local Needs Duty.
- The final version of the College Accountability Statements is incorporated into the NCG Accountability Statement.
- This NCG Accountability Statement is reflective of the skills needs across NCG's scope of operation and has been developed and robustly challenged through a comprehensive consultation process including community representatives, employers, civic bodies and other education providers.
- The NCG Accountability Statement including the statement on how well NCG meets the local skills needs and national priorities, Local Needs Duty, is presented to the NCG Corporation for approval.

NATIONAL POLICY OVERVIEW

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

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

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



NCG CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

The key policy focus for 2026/27 and beyond for NCG will be to continue the implementation of the FE White Paper – ‘Skills for Jobs’, particularly the changes enacted through the Skills and Post-16 Education Act 2022, alongside responding to the qualification and Higher Education reform.

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

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

The focus on national skills priorities will include:

- Ensuring the local curriculum offer meets the local and national skills needs as identified in LSIPs, Local Growth or Industrial Strategies, now and in the future.
- Contributing to and responding to, curriculum and funding reforms.
- Develop Higher Technical Skills.



NCG ACCOUNTABILITY STATEMENT OVERARCHING AIMS AND OBJECTIVES

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

NCG ACCOUNTABILITY STATEMENT OVERARCHING AIMS AND OBJECTIVES

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

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

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

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

The College statements can be found below:

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

INCLUSIVE MAINSTREAM FUNDING

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

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

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

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

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

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



NCG LOCAL NEEDS DUTY

NCG is meeting its local needs duty in its area of operation across the country as well as supporting the national skills priorities. This has been assessed for up to three years from 2026/27.

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

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

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

NCG has set its three high level aims that are aligned to the broader activity of NCG and cut across all our colleges to enable them to meet national priorities. These are supported by more specific, local objectives that are identified, developed and agreed at college level. Together the two sets of objectives provide comprehensive targets for NCG.

To complement the local arrangements, NCG has worked to develop regional and national partnerships to provide input into our curriculum offer and planning. Whereas the employer stakeholders have direct input to the local curriculum offer in the college, the national relationships tend to be with sector based ERB and other education providers to provide broader objectives. This includes implementing curriculum reform and planning with national partners as well as more locally with regional Universities. The employer relationships are with organisations such as Chamber of Commerce and CBI.

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

Where NCG does not offer the full range of education and training required we work with and support other providers to meet the local needs.

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



NCG CORPORATION/ GOVERNING BODY STATEMENT

On behalf of the NCG corporation, it is hereby confirmed that the NCG plan as set out above and in the individual college accountability statements, reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 8 July 2026.

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

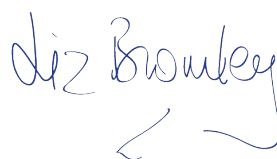
Chair of Governors

John Widdowson



Chief Executive and Accounting Officer

Liz Bromley



CARLISLE COLLEGE ACCOUNTABILITY STATEMENT 2026-27



CARLISLE COLLEGE

OUR PURPOSE

Carlisle College's purpose is to enable social mobility and economic prosperity through exceptional education, acting as an anchor institution for Carlisle and North Cumbria. We collaborate with employers, civic partners, and our communities to provide inclusive, high quality technical and professional education from entry level to Level 5,

apprenticeships and bespoke workforce training. Our Strategy to 2030 commits us to be the region's hub for workforce planning, aligning our curriculum and investment to local and national skills priorities so that learners progress to good work and employers access the skilled people they need..



CARLISLE COLLEGE CONTEXT AND PLACE

Carlisle College is the only GFE College within a 35-mile radius of Carlisle. It provides vocational and technical education programmes from pre-entry to Level 5. This includes programmes for young people, adult courses, apprenticeships, and bespoke training.

The College is located in one of the slowest growing population areas of the UK, and the declining working-age population suggests a looming workforce deficit of over 20,000 people emerging over the next five to 10 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). Meanwhile these wards are where the College has some of the highest market shares of 16-19 funded learners – between 50-70%. As such, Carlisle College has a higher than average percentage of learners in the most deprived band relative to the FE sector and the resident population (Vector).

Educational achievement (measured as 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% (Cumbria Intelligence Observatory).



CARLISLE COLLEGE

ENGAGEMENT WITH KEY STAKEHOLDERS AND PROVIDERS

The development of Carlisle College's Accountability Statement 2026/27 has been informed by extensive and ongoing engagement with key local, regional and sector-based stakeholders to ensure that planned provision aligns with skills needs, economic priorities and learner demand.

Engagement also took place with the Cumbria Local Enterprise Partnership, the Chamber of Commerce (as the local LSIP lead), and employers from key growth sectors to validate proposed priorities.

Consultation with Cumbrian College Principals, key local employers, the LEP and the Chamber of Commerce has resulted in broad endorsement of the strategic direction set out in this plan, including the College's contribution to addressing skills gaps and supporting inclusive economic growth.

The College Principal sits on the Cumbria Economic Growth Board and has used this forum to engage with a wider range of stakeholders on local economic priorities, workforce requirements and regeneration activity, ensuring that the College's plans remain responsive to emerging opportunities and challenges.

Carlisle College is an active member of the Chamber of Commerce, with senior leaders from both organisations working collaboratively to ensure that the College's curriculum offer meets the breadth and depth of employer training requirements, complements provision delivered by other local providers, and supports the delivery of LSIP priorities.

Senior leaders and managers continue to work closely with Jobcentre Plus and Department for Work and Pensions colleagues to co-design programmes that meet the needs of their clients, support progression into sustained employment, and respond to welfare-to-work priorities. This partnership working remains a key element of the College's approach to supporting economic participation.

The College Principal chairs the Cumbria Work Based Learning Provider Forum, providing a further mechanism for consultation with a broad range of independent training providers and FE colleges across the county. This forum supports alignment of apprenticeship and work-based learning provision and promotes shared solutions to common delivery challenges.

The Principal is also a member of the FE4 group, which facilitates collaboration between the four Cumbrian colleges. Alongside this, the FE4 Curriculum Group meets regularly to review intelligence on demand and supply for technical education and skills training. These groups prioritise collaboration rather than competition and support coordinated responses to skills needs, including addressing any geographical or sectoral gaps in provision.



CARLISLE COLLEGE

ADDRESSING NATIONAL, REGIONAL AND LOCAL PRIORITIES

College Accountability Aims and Objectives	Contribution towards addressing National, Regional and Local Priorities for Learning and Skills
Aim 1: Improve English and maths delivery leading to better outcomes for learners. Local Priorities Supported: ▪ Address basic skills gaps ▪ Improve progression pathways ▪ Support deprived communities ▪ Strengthen ESOL access National Priorities Supported: ▪ Essential skills focus (English, maths, ESOL, digital) ▪ Reduce NEET levels ▪ Close attainment gaps ▪ Boost employability skills Rationale Improving English, maths and ESOL is central to local needs in Cumbria, where lower qualifications and pockets of deprivation limit progression and employment prospects. National policy places essential skills at the heart of reducing NEET rates, supporting labour market participation and delivering the skills pipeline required for priority sectors.	Targets Develop the maths and English delivery plan, in line with NCG framework, to ensure that learners develop the skills that they need to make progress. Improve student high grade achievements in maths and English by 5% Further develop the ESOL curriculum with a focus on sector-based skills delivering hospitality skills (15 learners) and care skills (15 learners).

CARLISLE COLLEGE – ADDRESSING NATIONAL, REGIONAL AND LOCAL PRIORITIES

College Accountability Aims and Objectives	Contribution towards addressing National, Regional and Local Priorities for Learning and Skills
Aim 2: Continue to expand T-Level offer Local Priorities Supported: ▪ Develop technical pathways ▪ Meet sector needs (digital, childcare, science) ▪ Strengthen FE–employer links ▪ Improve workforce readiness National Priorities Supported: ▪ Expand high quality pathways (T-Levels, V-Levels) ▪ Boost technical education ▪ Align with priority sectors (digital, health, engineering) Rationale T-Levels directly address Cumbria's need for stronger technical and vocational pathways aligned to growth sectors such as digital, childcare and science, supporting employer demand and local labour market gaps. National reforms emphasise specialised technical routes as part of a simplified high quality post 16 landscape, ensuring young people can access clear pathways into skilled employment.	Targets Offer T-Level pathways in digital, early years, marketing and science and recruit at least 55 learners. Develop 2 further pathways for possible delivery in 2027/28 in Health and Social Care and Design, Surveying and Planning.
Aim 3: Lead on CTEC for Cumbria to maximise collaboration and develop skills needed within the construction industry Local Priorities Supported: ▪ Support construction sector (key local employer) ▪ Strengthen FE collaboration (four colleges) ▪ Address skills shortages ▪ Enhance employer-led training National Priorities Supported: ▪ Construction skills package ▪ Expand Technical Excellence Colleges in priority sectors ▪ Boost productivity and growth ▪ Employer-aligned provision Rationale Construction remains a major economic driver in Cumbria, linked to major infrastructure, energy and defence programmes, with persistent skills shortages that require coordinated FE collaboration. Nationally, government investment in construction skills and Technical Excellence Colleges positions the sector as a priority for productivity, housing and industrial strategy outcomes.	Targets Lead for Cumbria on the Construction TEC. Maximise collaboration between Cumbria's four Colleges ensuring at least 3 inter-college visits and at least 2 joint CPD activities. Engage with at least 2 local housebuilding companies to ensure CTEC is effectively supporting the development of the skills they need in Cumbria. To include teacher industry exchange activity and student site visits.

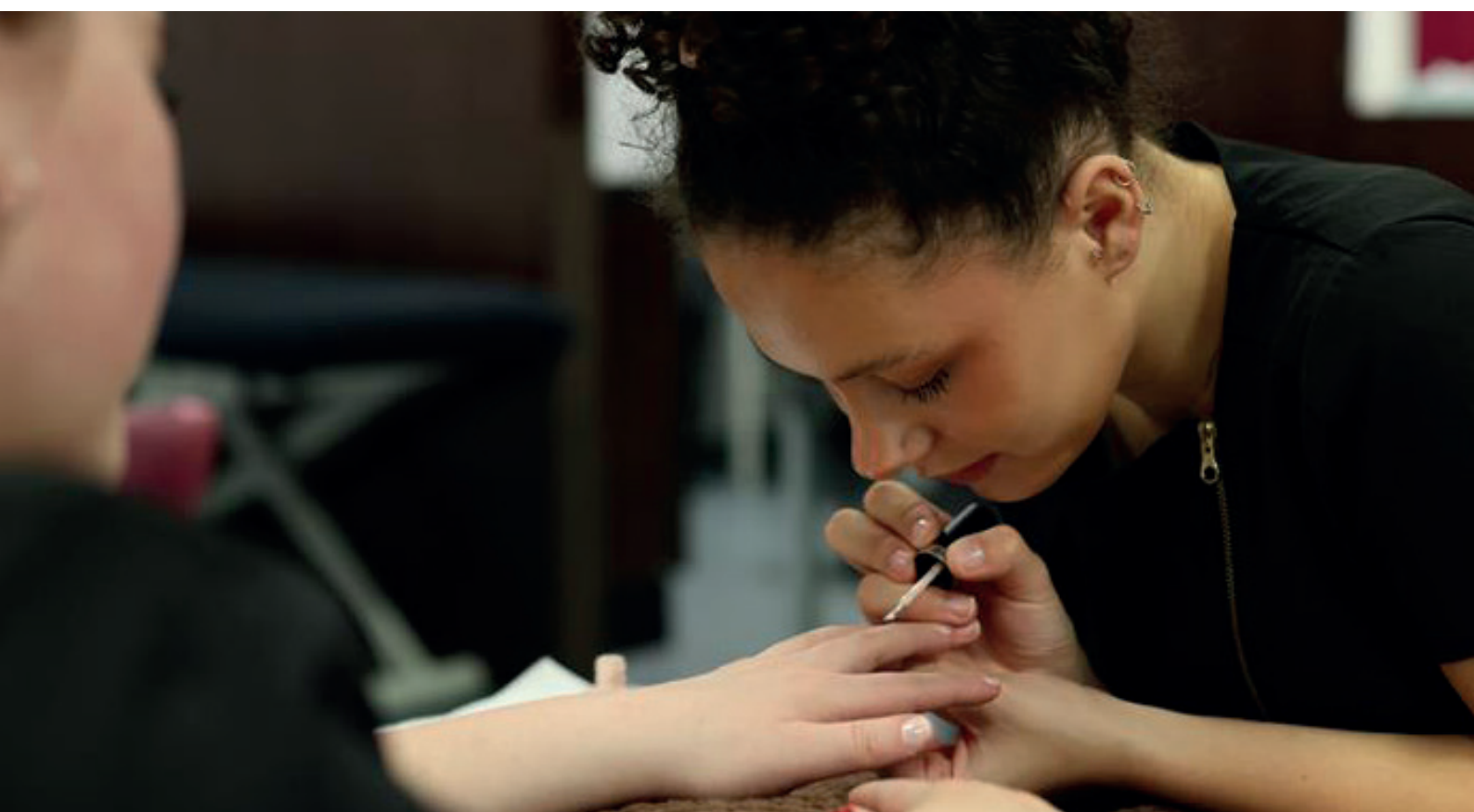
CARLISLE COLLEGE - ADDRESSING NATIONAL, REGIONAL AND LOCAL PRIORITIES

College Accountability Aims and Objectives	Contribution towards addressing National, Regional and Local Priorities for Learning and Skills
Aim 4: Develop green skills to support net zero Local Priorities supported: • Support clean energy cluster • Grow green workforce • Strengthen net zero skills • Respond to employer needs (energy, engineering) National Priorities Supported: • Net zero workforce development • Priority sector skills (clean energy, engineering) • Support industrial strategy (energy transition, EVs) • Expand technical green routes Rationale Cumbria's economic strategy identifies clean energy and environmental technologies as core growth sectors, with a need for advanced technical training such as EV maintenance and heat pump installation. Nationally, the shift to net zero requires a rapid expansion of green technical skills to fill labour shortages and support decarbonisation commitments across the UK economy.	Targets 50 EPYP students to benefit from non-qualification EV training to add value, enhance their skills and supplement their qualifications and in response to national skills priorities. 50 EPYP students to benefit from non-qualification Solar training to add value, enhance their skills and supplement their qualifications and in response to national skills priorities.



CARLISLE COLLEGE - ADDRESSING NATIONAL, REGIONAL AND LOCAL PRIORITIES

College Accountability Aims and Objectives	Contribution towards addressing National, Regional and Local Priorities for Learning and Skills
Aim 5: Employer responsive curriculum Local Priorities Supported: ▪ Address employer skill gaps ▪ Support priority sectors (engineering, logistics, professional services) ▪ Enhance workforce productivity ▪ Strengthen FE-business collaboration National Priorities Supported: ▪ Employer co investment in skills ▪ Responsive training pathways ▪ Sector based work academy models ▪ Support high demand sectors (engineering, logistics) Rationale Cumbria's employers report persistent skills shortages across engineering, logistics and professional services, requiring flexible and employer responsive provision such as welding and LGV to HGV upskilling. National reforms emphasise employer driven models, co investment, and short flexible training aligned to labour market demand, supporting workforce productivity and economic growth.	Targets Deliver at least 10 HGV apprenticeships to address local need. Deliver at least 10 Level 2 welding apprenticeships to address local need. Work with local employers to develop coded welding offer, that addresses local skills needs, for delivery as commercial offer from September with at least 10 employees engaging in training. Deliver professional services upskilling training to at least 20 local employees.



CARLISLE COLLEGE

LINKS TO SUPPORTING DOCUMENTS

[Cumbria LSIP 2022](#)

[Cumbria Skills Hub](#)

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

[Introduction of T-Levels](#)

[NCG Strategy to 2030](#)

[Going for Growth](#)

[Post-16 Training and Skills White Paper](#)

[Connect to Work – GOV.UK](#)

National employability programme supporting people with health related and complex barriers into sustained employment.

CARLISLE COLLEGE LOCAL NEEDS DUTY STATEMENT

Carlisle College meets its local needs duty through sustained engagement with employers, local authorities, skills partners and communities, ensuring that provision remains responsive to current and emerging economic and social needs across Carlisle and the wider Cumbria region.

In line with the duty to have regard to local skills priorities, the College has adopted a three year forward view of need, informed by labour market intelligence, employer feedback and strategic partnership working. This approach reflects anticipated economic change as well as major policy developments, particularly Cumbria's progression towards devolution.

The College works closely with a wide range of stakeholders to review and develop its curriculum on an ongoing basis. The Carlisle College Skills Summit, now established as an annual event, has been held again this year and brought together stakeholders from across all curriculum areas. Employers, civic partners and representative bodies directly

inform curriculum planning, advise on priority skills needs and help shape the strategic direction of the College's offer. Feedback from successive Summits has informed curriculum development decisions and will continue to influence provision over the next three years.

The College recognises that Cumbria is entering a period of significant change as devolution arrangements develop and responsibility for adult skills funding is expected to transfer to local control. Carlisle College is actively engaging in these discussions to ensure that future funding and commissioning arrangements better reflect local need, support flexibility in delivery and promote inclusive participation.

The College Principal is working closely with the local authority, particularly the Strategic Advisor – Skills | Education & Inclusion, to help shape emerging approaches to devolved adult skills funding. This includes providing insight into delivery challenges within the current funding system and identifying opportunities that devolution may create to improve responsiveness over the next three years.



