

ACCOUNTABILITY STATEMENT 2026-27

SOUTHWARK 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.

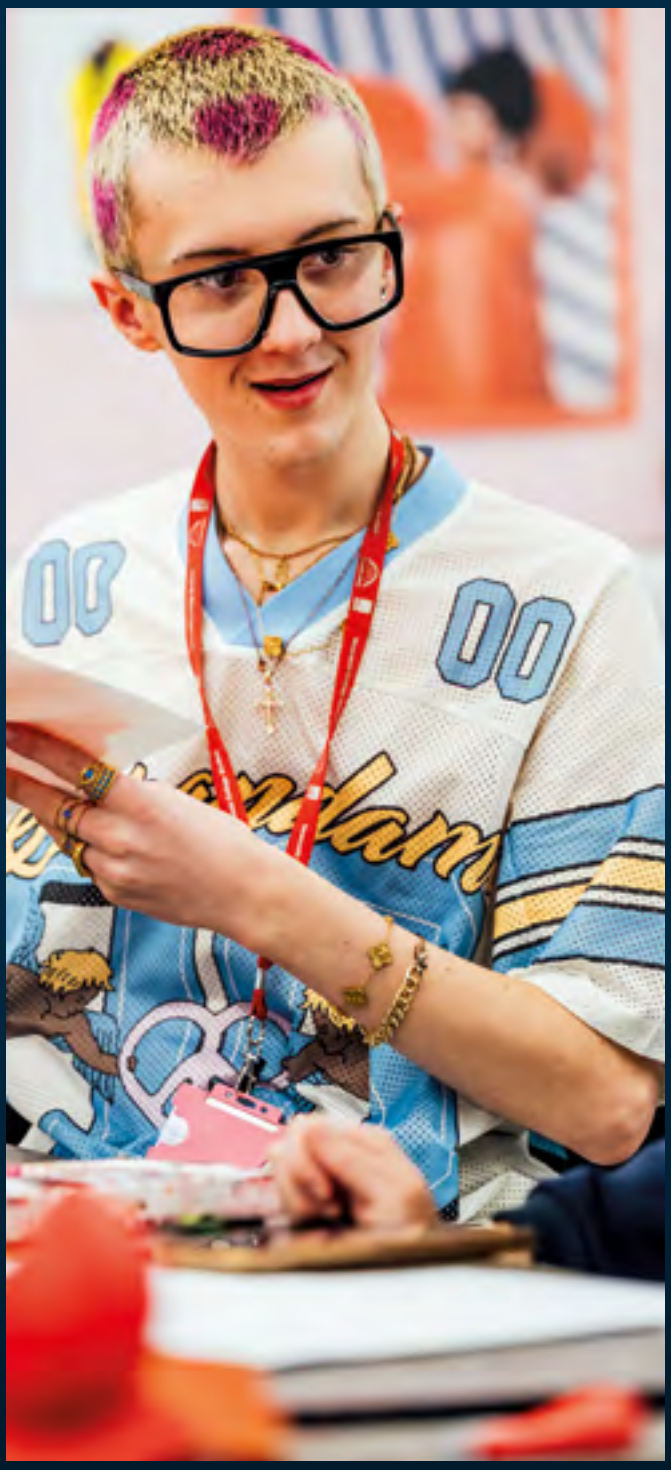
Newcastle College – serves the city of Newcastle upon Tyne and the broader North East Mayoral Combined Authority. Covering the 7 local councils, due to its scale it offers sector-specialist vocational and technical education across the wider NE region and beyond.

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.

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NCG ACCOUNTABILITY STATEMENT OVERARCHING AIMS AND OBJECTIVES

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

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

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

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

The College statements can be found below:

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

INCLUSIVE MAINSTREAM FUNDING

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

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

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

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

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

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



NCG LOCAL NEEDS DUTY

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

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

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

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

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

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

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

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

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



NCG CORPORATION/ GOVERNING BODY STATEMENT

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

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

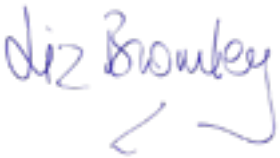
Chair of Governors

John Widdowson



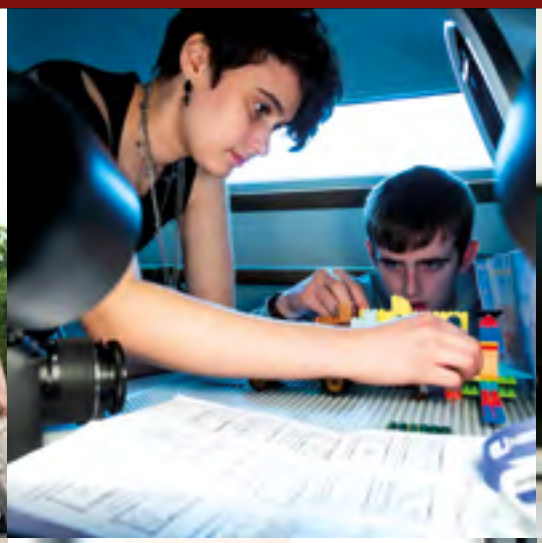
Chief Executive and Accounting Officer

Liz Bromley



SOUTHWARK COLLEGE ACCOUNTABILITY STATEMENT 2026-27













SOUTHWARK COLLEGE
OUR PURPOSE

Southwark College's purpose is to develop the skills, knowledge and confidence of our students so they can succeed in modern enterprise and make a sustained positive contribution to the social and economic prosperity of central London.

This purpose aligns directly with the NCG vision to be the UK's leading college group, recognised for strong local impact, national influence and reach. Through exceptional education and training, Southwark College supports social mobility, responds to labour market needs, and contributes to inclusive economic growth.



SOUTHWARK COLLEGE **CONTEXT AND PLACE**

Southwark College is a further education college in the London Borough of Southwark, serving learners across central London. The Central London Forward Local Skills Improvement Plan (LSIP) points to strong employment growth in digital, low carbon technologies, health, and professional services—areas where employers report persistent skills shortages. The plan reinforces the need to align training more closely with labour market demand. These LSIP priorities directly inform the College's accountability priorities for 2026/27, shaping curriculum focus, employer engagement and investment decisions.

The College provides education and training for approximately 3,100 learners, including around 1,100 young people aged 16–18 on study programmes and 2,000 adult learners. Provision spans Pre Entry Level to Level 3, with around 60% of learners studying at Level 1 or below.

Southwark is a borough characterised by significant socio-economic inequality. While parts of the borough have experienced rapid growth and regeneration, Southwark continues to rank among the most deprived local authorities in England. The English Indices of Deprivation 2025 ranks Southwark Borough as the 43rd most socio-economically disadvantaged local authority in England out of 326. Forty per cent of children live in households below the poverty line after housing costs, and there remains a stark household income gap of £37,000 between households in borough's most and least affluent wards.

Despite improvements in local school outcomes, Southwark College serves a high proportion of learners who have not yet achieved key qualifications. MiDES data for the 2025/26 intake shows that 63% of learners entered the College without achieving GCSE English and/or maths at grade 4, almost double the national average for General Further Education colleges. This learner profile reflects both persistent educational disadvantage within the local area and the essential role the College plays in supporting progression, social mobility and workforce readiness.

The local skills context further reinforces this role. Labour market projections show increasing demand for higher-level skills, while lower skilled roles continue to decline as technology advances and the use of artificial intelligence grows. In Southwark, 14% of residents are not qualified to Level 1 or above, and only 57% hold qualifications at Level 4 or higher—below the London average.



The Central London Forward LSIP identifies the sectors expected to see the highest growth over the next three years as: Financial & Professional Services; Digital and Creative Industries; Science & Health and Care; and Service Industries, Hospitality and Retail. It also highlights cross-cutting priorities in Net Zero, Innovation, Literacy and Numeracy.

Addressing these challenges is central to Southwark College's mission and underpins its accountability priorities.

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

The development of Southwark College's Accountability Statement has been informed by close engagement with key strategic stakeholders and partner providers across central London. London operates under a single Local Skills Improvement Plan (LSIP), supported by four sub-regional plans that reflect local priorities. Southwark College sits within the Central London Forward (CLF) sub-region, with Business LDN designated as the Lead Employer Representative Body.

The Central London Forward LSIP, first published in 2023, has been developed through extensive consultation with employers, training providers and other stakeholders, and identifies five priority sectors that together account for around 70% of jobs in central London: Financial and Professional Services; Digital Information and Communication; Health and Social Care; Hospitality, Retail and Service Industries; and Creative Industries. Southwark College's curriculum offer is aligned to these priorities through its faculty structure, including Digital, Business and Finance; Health, Care and Science; Creative Industries; ESOL, English and Maths; Service Industries; and Employability provision delivered through Sector Based Work Academy Programmes (SWAPs).

During 2025/26, Southwark College has actively participated as an education partner in the Central London Forward review of LSIP priorities, assessing their ongoing relevance for the period 2026–2029. This review has identified two emerging priority areas: Financial and Professional Services (including management consultancy, the built environment and urban planning) and Frontier Innovation (including life sciences, artificial intelligence, bioengineering and climate change).

Strategic partners, including Business LDN and Central London Forward, have confirmed that existing priorities remain valid and have welcomed the College's strong alignment to sub-regional skills needs. In recognition of this contribution, the Principal has been invited to join the Central London Forward Employment and Skills Board, strengthening collaboration with boroughs, providers and employers. These discussions have reinforced Southwark College's role in delivering the current priorities while responding proactively to emerging skills demands in central London.

Southwark College complements other local providers by offering broad FE pathways in digital, business, health, creative industries, ESOL and service industries, closely aligned to the Central London Forward LSIP. This complementary approach supports a coherent local skills system that collectively delivers the LSIP's sector priorities without unnecessary overlap. Neighbouring further education institutions tend to specialise in creative arts, higher education, construction skills, adult learning and niche vocational training, creating a balanced local skills offer in which each provider occupies a distinct niche.



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

Given the high number of local Higher Education Institutions and Apprenticeship Providers, Southwark College does not currently prioritise provision in these markets in order to avoid unnecessary duplication. The College has also worked with local secondary schools to shape its 16–18 study programme offers, ensuring that students who do not achieve five GCSEs at grade 4 can continue in education and build the skills needed to progress.

Southwark College works in close partnership with a wide range of employers, public sector bodies and education providers to deliver skills provision that meets local, regional and national priorities. The College is a named partner within the Southwark Skills Delivery Plan (SSDP), which brings together key stakeholders across the borough to support a greener, fairer and more resilient local economy with a high-quality, accessible skills system for residents.

Chaired by the Cabinet Member for Climate Emergency, Jobs and Business, the SSDP includes representation from major employers and anchor institutions such as Guy's and St Thomas' NHS Foundation Trust, business improvement districts, Jobcentre Plus and DWP, higher education partners including London South Bank University, and other further education providers. Through its participation in the SSDP, Southwark College ensures its curriculum offer is aligned to borough level economic priorities and local labour market need.

Southwark College also works closely with Southwark Works to connect learners with employers across a range of sectors. This partnership supports employer-led recruitment and skills initiatives, including Sector Based Work Academy Programmes (SWAPs) delivered in partnership with organisations such as Guy's and St Thomas' NHS Foundation Trust, the Department for Work and Pensions, security employers in the nighttime economy and manufacturing and services employers such as Hotpoint. These programmes provide learners with clear routes into employment while addressing identified workforce shortages.

The College has a long-standing relationship with Guy's and St Thomas' NHS Foundation Trust across curriculum areas including Health and Care, ESOL, Creative Media and Employability.

This partnership includes curriculum input, guest speakers, learner engagement activities and employer endorsement. Southwark College also holds the Greater London Authority Mayor's Skills Academy Quality Mark in Health and Social Care, recognising the strength and relevance of its provision to London's health and care workforce needs.

Finally, Southwark College is actively involved in curriculum discussions linked to the SC1 London Life Sciences Innovation District. Through its membership of the SSDP, the College is working with Southwark Council and SC1 partners to identify future curriculum opportunities that will enable local residents to access employment within the emerging life sciences, med tech and health innovation clusters planned for central London.

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

Aims and Targets

The aims and targets below set out the College's response to the Central London Forward LSIP cross-cutting and sector priorities for 2026/27.

College Accountability Aims and Objectives	Contribution towards addressing National, Regional and Local Priorities for Learning and Skills
Aim/Objective 1: Tackle digital exclusion and strengthen digital skills for all learners **National Skills Priorities** ▪ Digital **Local** ▪ Digital Skills **Rationale** Digital capability is both a sector-specific need (Information and Communication) and a cross cutting requirement for all industries in Central London. This is identified in the Central London Forward LSIP.	**In 26/27, Southwark College will:** ▪ Review the content of digital skills provision across 16–18 and adult programmes to prioritise cybersecurity and AI. ▪ Expand enrolment on vocational digital programmes for 16–18 learners, including T Levels and Level 2 programmes with occupational pathways to employment or apprenticeships and Level 3 programmes to Higher Education. ▪ Increase participation in essential digital skills development, with at least 60% of 16–18 learners completing the NCG Digital Badge focusing on embedding AI skills. ▪ Adjust adult digital provision to improve accessibility, including increased evening delivery.

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SOUTHWARK COLLEGE – STRATEGIC AIMS AND TARGETS

College Accountability Aims and Objectives	Contribution towards addressing National, Regional and Local Priorities for Learning and Skills
Aim/Objective 2: Increase progression in health, care and science pathways aligned to local employer demand **National Skills Priorities** ▪ Health and Social Care workforce expansion ▪ Life Science Growth ▪ Future Facing Scientific and Digital Capabilities **Local** ▪ Health and Care **Rationale** Health and care and science pathways align extremely strongly with the Central London Forward LSIP because Health and Social Care is one of the five priority sectors identified in the LSIP, and because employers report persistent skills shortages, recruitment difficulties, and future workforce demand in this area.	**In 26/27, Southwark College will:** ▪ Ensure all learners on the Health T-Level complete high quality industry placements with employer partners. ▪ Launch a new T-Level in Science, with a minimum of 10 learners recruited. ▪ Expand adult employability pathways in health and care through employer endorsed programmes, including SWAPs. ▪ Retain the Mayor of London's Skills Academy Quality Mark for Health and Social Care.
Aim/Objective 3: Embed Net Zero Skills and sustainability within priority curriculum areas **National skills priorities** ▪ **Net Zero** **Local** ▪ Central London Forward LSIP identified Net Zero Transition as a cross-cutting priority in all sectors **Rationale** National skills priorities for Net Zero in the UK focus on building a workforce capable of delivering the transition to clean energy, low carbon infrastructure, and decarbonised industries.	**In 26/27, Southwark College will:** ▪ Integrate Net Zero skills and sustainability content within selected Level 3 study programmes, including Applied Science and Business. ▪ Strengthen employer engagement through the Low Carbon Technology Advisory Group to inform curriculum design and delivery. ▪ Develop the employer partnership with Vaillant to support technical learning linked to low carbon technologies and net zero infrastructure. Launch the new space in Autumn Term 2026.

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SOUTHWARK COLLEGE – STRATEGIC AIMS AND TARGETS

College Accountability Aims and Objectives	Contribution towards addressing National, Regional and Local Priorities for Learning and Skills
Aim/Objective 4: Improve attainment, progression and outcomes for learners with low prior achievement in GCSE English and GCSE maths **National skills priorities** ▪ Lifelong learning and adult skills upskilling ▪ Young people at risk of becoming NEET (not in education, employment or training) ▪ English and maths attainment **Local** ▪ In Central London Forward LSIP this is a cross-cutting priority to tackle labour market inequalities **Rationale** The LSIP repeatedly highlights low foundational skills as a barrier to employment and progression for Central London residents.	**In 2026/27, Southwark College will:** ▪ Increase the proportion of 16–18 learners without GCSE Grade 4 English and/or maths who achieve a grade 4 by the end of the course. ▪ Reduce achievement gaps for learners from the most deprived local areas through targeted curriculum, pastoral and employability interventions. ▪ Implement the NCG English and maths delivery model, including the new two-year GCSE programme to allow students more time to resolve gaps in their existing knowledge.
Aim/Objective 5: Strengthen employer engagement to improve employability and progression outcomes **National skills priorities** ▪ Employability and progression into work ▪ Young people at risk of becoming NEET ▪ Lifelong learning and adult skills upskilling **Local** ▪ Central London Forward LSIP cross-cutting priorities: Employer engagement, access to good work, and tackling labour market inequalities (including for young people at risk of becoming NEET) **Rationale** Employer engagement improves the relevance of curriculum, strengthens learners' work readiness, and increases progression to sustained employment and higher-level learning. For Southwark residents, high-quality workplace encounters, live briefs and work experience are particularly important in building confidence, networks and access to growth-sector opportunities.	**In 26/27, Southwark College will:** ▪ Expand employer-endorsed delivery through Sector Based Work Academy Programmes (SWAPs) in Security, Digital and Business Admin, prioritising LSIP growth sectors. ▪ Increase the proportion of learners progressing into sustained employment, apprenticeships or further learning aligned to priority sectors. ▪ Strengthen a small number of strategic 'anchor' partnerships (e.g., NHS partners, DWP and Hotpoint) to create clearer pipelines into high-demand roles. ▪ Improve the quality and consistency of employability education, with 60% of all learners achieving the NCG Guarantee for Employability. ▪ Develop progression partnerships with higher education providers to increase the number of Level 3 learners progressing to university and higher technical routes.

SOUTHWARK COLLEGE **LINKS TO SUPPORTING DOCUMENTS**

Central London Forward LSIP

https://centrallondonforward.gov.uk/strategy/our-strategy/workforce-skills

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Southwark Skills Delivery Plan 2026-2030

https://moderngov.southwark.gov.uk/documents/s132232/Appendix%201%20Southwark%20Skills%20Delivery%20Plan%202026-30.pdf

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Business LDN

https://www.businessldn.co.uk

SOUTHWARK COLLEGE **LOCAL NEEDS DUTY STATEMENT**

Southwark College meets its statutory Local Needs Duty by aligning curriculum planning, capital investment and employer engagement with the priorities set out in the Central London Forward LSIP and the Southwark Skills Delivery Plan (SSDP). The College plays an active role in sub-regional planning and delivery, ensuring provision responds to current and emerging skills needs.

In line with the duty to have regard to local skills priorities, the College maintains a three-year forward view of need. This is informed by labour market intelligence, learner participation and outcomes data, employer feedback, and strategic partnership working through Central London Forward and the SSDP. Priorities are reviewed at least annually and are reflected in curriculum plans, curriculum change proposals and investment decisions.

The College delivers skills provision through a mix of Education and Skills Funding Agency (ESFA) 16–18 funding and the Greater London Authority (GLA) Adult Skills Fund. This blended approach supports responsiveness to labour market demand through full-time study programmes, adult skills provision and employer-led delivery, including Sector Based Work Academy Programmes. Southwark College keeps funding streams and delivery models under review to strengthen alignment to LSIP priorities and maximise impact for learners, employers and the local economy.

The Principal is a member of the Central London Forward Employment and Skills Board, supporting collaboration with employers, local authorities and education partners. This engagement enables the College to test and refine curriculum plans with employers and to target provision towards growth sectors including digital, business and professional services, creative industries, green skills, and health and science.

Looking ahead over the next three years, the College will further strengthen employer engagement and curriculum alignment to local strategic opportunities, including the SC1 London Life Sciences Innovation District. This will support residents to access high-quality training and employment opportunities in life sciences, health innovation and technology-driven sectors, and to progress into employment, further learning and higher-level study.



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