



# NCG ACCOUNTABILITY STATEMENT NEWCASTLE COLLEGE



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# NCG MISSION AND PURPOSE

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

## MISSION

ENABLING SOCIAL MOBILITY AND ECONOMIC PROSPERITY THROUGH EXCEPTIONAL EDUCATION.

## VISION

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

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

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

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

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



**Liz Bromley**  
Chief Executive Officer, NCG



**Jon Ridley**  
Principal, Newcastle College

# NCG STRATEGIC AIMS AND OBJECTIVES

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

## THE KEY THEMES ARE:

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

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

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

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

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

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

# THE COMMUNITY NCG SERVES

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

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

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

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

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

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

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

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

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



# PROCESS FOLLOWED BY NCG TO MEET STATUTORY REQUIREMENTS

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

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

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

# NATIONAL POLICY OVERVIEW

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

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

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



# NCG CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

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

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

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

The focus on national skills priorities will include:

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





# NCG ACCOUNTABILITY STATEMENT OVERARCHING AIMS AND OBJECTIVES

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

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

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

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

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

# NEWCASTLE COLLEGE ACCOUNTABILITY STATEMENT





# NEWCASTLE COLLEGE

## COLLEGE PURPOSE

As the region's largest college, recruiting across NEMCA, we play a pivotal role in meeting the skills needs in our region's key emerging economic sectors.

Our Strategy to 2030 commits us to a clear vision to 'develop the talent for our region'. Our eight Strategic Objectives articulate the national and local skills priorities set out in our LSIPs and our duties laid out in the Skills and Post-16 Education Act:

### 1 – EXCEPTIONAL TEACHING AND LEARNING, ENHANCED THROUGH TECHNOLOGY

In collaboration with 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. We will continue to focus our efforts around a sustainable path for industry professionals via the 'Teach in FE' campaign and will expand our engagement with employers, aiming to develop a pilot 'industry expert tutor and mentorship model' in priority sectors of Health, Green Energy and/or Digital.

### 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. We will focus our apprenticeship offer in regional priority sectors and those with skills shortages, including Construction, Digital and Professional Services. We will explore the development and implementation of a flexible apprenticeship scheme to address the needs of the Green Energy sector.

### 3 – A NORTH EAST UNIVERSITY CENTRE

Through co-creation with employers and regional stakeholders, we will develop programmes to provide the technical and specialist digital skills required by our region. Our efforts will focus on articulation and progression routes from Level 3 technical study to Higher Technical Qualifications, working across priority sectors, including Digital, Advanced Manufacturing, Health and Social Care, Culture, Creative, and Hospitality and Tourism.

### 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 collaborate with other education providers and with industry to respond to emerging workplace trends, to develop the facilities to underpin technical skills for regional growth, and to transform our digital estate, thereby building the digital literacy and proficiency of our talented students and graduates.

### 5 – AN ALIGNED AND INCLUSIVE CURRICULUM

Our curriculum, endorsed by industry and integrating employer-led experiences, 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 and HTQs) and matches sectors of regional growth identified by our LSIPs. By doing so, we meet the demand for skills that employers need to boost productivity. Our Adult offer focuses on social inclusion and removing barriers to access good regional jobs.

### 6 – LEADING WITH PARTNERS, FOR OUR COMMUNITIES

As an Anchor Institution, we deliver a place-based solution to skills. We collaborate with strategic education partners to tackle the region's social challenges, and we work closely with our communities to support access to education for all. Our programmes develop well-rounded students (digitally-literate, numerate, literate and confident communicators and team-workers) alongside providing the sector-specific training required to support upskilling and reskilling and to secure better outcomes and support progression into work.

### 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, supports investment in facilities to deliver a skilled workforce for the local economy. Multi-million-pound investment has been secured from the DfE, OfS and from NCG reserves, with more to come. This investment is prioritising our capital plans in sectors of regional importance, including Green Energy / Engineering, Digital, Health and Social Care, Culture, Creative, Hospitality and Tourism, and Construction.

### 8 – PROMOTING OUR HEALTH AND WELLBEING

We have recently launched the NCG People Plan with a clear focus on three strategic priorities of Recruitment, Retention and Development; while through our People and Development Board, we are progressing our workplace culture.

Our College Wellbeing Board, behind our successful NTCA Good Work Pledge Advanced Standard award, supports colleagues to be more physically active and lead healthier and more productive lives. Our first-class student support services ensure that our students progress well, have support to overcome any challenges that they face, and move on to positive destinations. This supports the training of talent for, and drives the productivity of, the City and region.

# NEWCASTLE COLLEGE CONTEXT AND PLACE

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Newcastle College is an Anchor Institution operating in North East England, delivering programmes in all funding streams throughout our City and across the area covered by NTCA LSIP and NELSIP (the entire proposed North East Mayoral Combined Authority – NEMCA). The Newcastle Upon Tyne City ward, surrounding the College, is one of the most deprived districts in England, ranked 23 (most deprived) out of 317 based on the national Index of Multiple Deprivation (IMD, 2019). The region in which we are based has some very significant social challenges. It has a life expectancy below the UK average for men and women, high levels of economic inactivity and the highest rate of child poverty in the country (38%) (North East Child Poverty Commission, 2023). The College is collaborating with other Anchor Institutions to build an inclusive economy to serve the City's residents, particularly those with the fewest choices and the 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. It continues to lag behind the rest of the country regarding the proportion of better jobs, with 42.6% of overall jobs in the North East being Managerial, Professional or Technical versus a national average of 51.9%. Levels of advanced and higher educational attainment in the North East are relatively low. The region has the lowest level of graduate employment, equivalent to 143,000 fewer graduate jobs than the UK average, worth c.£1/3bn of lost regional income a year (IFS, 2020). There is an over-representation of residents with low or no qualifications, the proportion of Level 3 qualified adults is the lowest in the country, and the rate of progression from Level 2 to Level 3 by age 19 is 10% below the national average (DfE, 2021).

GCSE English and maths attainment is in line with national levels at age 16, but 30% of each annual cohort are still without a Level 2 qualification in English and maths by age 19, meaning that many adults lack basic literacy and numeracy skills. It is vital, therefore, that skills development focuses on residents employed in low paid, low skilled jobs, as well as on developing 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 the key priority sectors to be Construction; Green Energy / Industrial Decarbonisation and Net Zero; Health and Social Care; Culture, Creative, Hospitality and Tourism; and Business and Professional Services, alongside three cross-cutting themes (Digital Skills, Professional Development / Business Skills and Employability). NEAA Limited, leading the NELSIP, have also identified priority sectors, several of which overlap. The differing priorities include Advanced Manufacturing, Health Science, and Transport and 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.

Around 8,000 people are employed in the specialist digital sector in the region, thereby employment is still a relatively low -1.5% of the workforce, versus the national average of 4.4% and found adjacent to areas of higher density (Newcastle and North Tyneside) (NELSIP 2023). Growth in Digital and Professional Skills for Business are vital to the 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; it is estimated that there will be a demand for 6,000 regional jobs in this sector in the next five years (NCTA LSIP 2023). Our specialist Green Energy Academy is developing advanced engineering and maintenance technicians, fabricators and welders to meet these needs, and those of the growing motor vehicle electrification industry. Health is the largest employer within our LSIPs, with 60,000+ employed across a range of Health and Social Care providers and the five NHS Trusts, whilst also having the largest number of active job vacancies (c.2,000 per month in the NTCA area) (Indeed, May 2023).

Our Health and Social Care curriculum, the region's largest in post-16 education, is addressing this demand. Culture, Creative and Tourism industries underpin our region's inward investment proposition; Creative Industries grew by 68% between 2011-2020, the fastest of any UK region. Our Arts curriculum is aligned to the City's Culture Compact; our Music students experience the industry through collaboration with development agency Generator; and we successfully train the talent pipeline to support 87% of hospitality businesses who said they are very likely to face recruitment challenges (NEECC Quarterly Economic Survey, Q4 2022).

# NEWCASTLE COLLEGE ACTIONS TO ENGAGE WITH KEY STAKEHOLDERS AND PROVIDERS

We have drawn our priority strategic objectives for 2024/25 from the priority sectors, key changes and actions identified by the ERBs in our LSIPs.

Our consultation and engagement with valued stakeholders of the College from the following categories ensures that we continue to deliver an aligned and inclusive curriculum that delivers local skills needs:

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

At a senior level, we work closely with our key stakeholder groups and other Education providers, holding strategic conversations that bring us together on collaborative projects such as SDF, LSIF and UKSPF. These conversations have involved (e.g.) NEMCA, NEECC, our Local Authorities and Council Leaders, Newcastle and Northumbria Universities, EPNE and Tyne Coast College. Work of this nature helps to avoid duplication of effort in the skills system and ensures that we are well placed to deliver the local skills needs captured within the LSIPs.

At a more focused delivery and sequencing level, employers and key stakeholders endorse our curriculum learning ladders and progression pathways. This endorsement is recorded in our Curriculum Intent and Learning Ladders documents – examples include Barclays, Nissan, Gateshead Hospital Trust, Responsive Engineering, Endiprev, the Department of Work and Pensions (DWP), Nexus, Newcastle International Airport, Beamish Museum, Your Homes Newcastle and Lumo.

Our Course Roadmap documents capture specific examples of where our key stakeholders are engaged in delivering and/or assessing the knowledge, skills and behaviours that our students develop aligned to local needs.

Our College Skills Board have had input into, and consultation on, our Accountability Statement commitments and are reassured that the actions that we are taking directly impact and/or contribute to the skills needs identified in our LSIP.



# NEWCASTLE COLLEGE STRATEGIC AIMS AND TARGETS

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><b>Aim/Objective 1:</b></p> <p>In line with our Year 1 Accountability Statement commitments, we will continue to develop an employer-led curriculum, aligned to national education reform and ensuring a prioritisation of the technical skills needed for LSIP priority sectors.</p>	<p><b>Impact:</b></p> <p>Develop and deliver an aligned and inclusive curriculum with clear progression routes that:</p> <ul style="list-style-type: none"> <li>• Builds on our strong educational partnerships and school liaison to provide clear progression</li> <li>• Ensures articulation with national education priorities, reforms (e.g. T-Levels, HTQs, etc.) and regional priority sectors identified by ERBs</li> <li>• Focuses on curriculum content to ensure that students are work-ready at the end of their programmes by: <ul style="list-style-type: none"> <li>- Prioritising patient-focused communication skills in practical sessions and a focus on holistic and realistic working environment training to develop interpersonal and telephone communication skills (Health and Social Care)</li> <li>- Embedding communication skills development and understanding the principles of project management to support the transition into Business and Professional Services jobs</li> <li>- Integrating employer-led experiences into our programmes to raise awareness, aspirations and a focus on team-working skills, professional behaviours and expectations in workplace settings.</li> </ul> </li> </ul> <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"> <li>• A progression pipeline of 400+ work-ready Level 3 students in Advanced Manufacturing, Renewable and Subsea Engineering, Building Services, Electrotechnical, Digital, Health and Social Care, and Life Sciences</li> <li>• A progression pipeline of 600+ work-ready students qualified in Creative, Hospitality and Tourism sectors</li> <li>• 145 new T-Level students (Health and Social Care, Science, Digital, Construction, Business Management and Mechanical Engineering)</li> <li>• 200 more students qualified at higher technical level (Level 4 and above).</li> </ul>



## NEWCASTLE COLLEGE – COLLEGE STRATEGIC AIMS AND TARGETS

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><b>Aim/Objective 2:</b></p> <p>Through co-creation and consultation with employers and regional stakeholders, the currency of our higher education programme content and assessment will develop the technical skills and specialist digital skills required by our region.</p>	<p><b>Impact:</b></p> <p>We will focus our higher education curriculum review around the priority sectors of Business and Professional Services, Culture, Creative, Hospitality and Tourism, and Digital.</p> <p>Specifically, we will:</p> <ul style="list-style-type: none"> <li>▪ Review and refresh our Civil Engineering Higher National programme to support graduates to transition into public sector planning, surveying and site management jobs</li> <li>▪ Develop curriculum content in our Creative and Arts programmes that enhance entrepreneurship and employability, so that graduates are confident to set up their own business or ready to add value to an employer</li> <li>▪ Design four- and five-year programmes of study that articulate routes from further to higher education (e.g. T-Level to HTQ)</li> <li>▪ Promote cross-faculty learning experiences that develop the critical thinking, problem solving and work-ready skills of our graduates.</li> </ul> <p>These actions will contribute to the region's ambition to increase the proportion of working-age adults with Level 4+ qualifications, as well as the proportion of Level 3 students progressing to higher technical study in priority sectors. Creative, Culture, Tourism and Hospitality – a sector identified as having immediate vacancies – will benefit from 350 creatives graduating from Level 5+.</p>
<p><b>Aim/Objective 3:</b></p> <p>We will support employers to identify (and access) their workforce technical skills requirements by enhancing the routes of progression through to apprenticeships in the Green Energy sector.</p>	<p><b>Impact:</b></p> <p>Review our 'apprenticeship business engagement toolkit' to enable employers to better understand the joint expectations of apprenticeship programmes and associated apprenticeship funding models. This will support increased uptake of apprentices in the Green Energy sector.</p> <p>Engage employers in the endorsement of a curriculum which supports learners from various entry points to progress onto apprenticeships in the Green Energy (Offshore Wind and Renewables) sector with aligned exit points to support their recruitment cycle.</p> <p>This will support the delivery of the key technical skills needed for regional growth, with 20 new starts on Green Energy apprenticeship pilot programmes by January 2025.</p>

## NEWCASTLE COLLEGE – COLLEGE STRATEGIC AIMS AND TARGETS

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><b>Aim/Objective 4:</b></p> <p>Through effective use of funding bids and devolved authority AEB funding, we will create a focused suite of short-course programmes to upskill, reskill and retrain in priority sectors. Our offer will also focus on social inclusion to support the most disadvantaged residents of our region to develop the skills needed to remove barriers to access good jobs.</p>	<p><b><u>Impact:</u></b></p> <p>We will work collaboratively with existing strategic education 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"> <li>▪ Developing an Entry Level (i.e. below Level 2) community-based offer of digital literacy/digital refresher courses to increase the engagement of those seeking employment <ul style="list-style-type: none"> <li>- 900 residents will engage as part of the UKSPF Employability programme</li> </ul> </li> <li>▪ Delivering a successful Multiply programme as part of the UKSPF, resulting in 600 more adults having improved their basic numeracy skills (Entry Level to Level 2)</li> <li>▪ Designing a short-course Adult education offer focused on upskilling, reskilling and retraining learners in priority sectors, commencing with the following sectors and minimum growth targets: <ul style="list-style-type: none"> <li>- Higher level, specialist skills in Green Energy, Wind and Renewables – 20 adults trained on a Skills Bootcamp in Welding</li> <li>- Additional content/units for Business Professionals to upskill in financial services (including accounting, profit and loss, and cashflow) – 50 adults trained across Level 2 and Level 3 Accountancy</li> <li>- Creative Bootcamps for Technical Stage specialists – 32 residents to be trained.</li> </ul> </li> <li>▪ Explore the development of fast-track pathways for mature workers to retrain in the following priority sectors: <ul style="list-style-type: none"> <li>- A new Level 3 course in Health and Social Care – 50 adults</li> <li>- Digital Networking and Software Engineering – eight in each discipline.</li> </ul> </li> </ul>

## NEWCASTLE COLLEGE – COLLEGE STRATEGIC AIMS AND TARGETS

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><b>Aim/Objective 5:</b></p> <p>During 2024/25, to support our curriculum re-alignment and review, we will collaborate with other providers and with industry to secure the capital investment needed to respond to emerging workplace trends and to develop the facilities to deliver the technical skills required for regional growth.</p>	<p><b><u>Impact:</u></b></p> <p>Working in collaboration with partner providers and with industry, through our advisory boards, we will make effective use of funding opportunities to secure capital investment. This investment will come from DfE funds/bids, OfS funds/ bids and/or industry sponsorship/donations to establish and/or update our industry-standard resources in priority sectors.</p> <p>We will have a particular focus on:</p> <ul style="list-style-type: none"> <li>• Our digital transformation plans to support the integration of basic skills into technical programmes, including in Construction – studied by 270 study programme students</li> <li>• Providing access to specialist sector-specific software and programmes to enhance skills and learning experiences for 600 study programme students in Health and Social Care</li> <li>• Building digital literacy across all priority sectors to build a progression pipeline of 300+ work-ready students with Level 3+ technical skills.</li> </ul>

## NEWCASTLE COLLEGE – COLLEGE STRATEGIC AIMS AND TARGETS

College Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><b>Aim/Objective 6:</b></p> <p>To ensure that we retain the capacity and expertise in the teaching profession to train the workforce of tomorrow, we will expand our collaboration with industry through the exploration and development of an 'industry expert tutor and mentor scheme'.</p> <p>We will aim to develop pilot schemes in two identified LSIP priority areas.</p>	<p><b>Impact:</b></p> <p>In an extension to the Government's 'Teach in FE' campaign, we will build on our Year 1 Accountability Statement successes to:</p> <ul style="list-style-type: none"> <li>▪ Expand our collaboration with employers in the Health and Green Energy sectors to develop a vehicle by which to bring 'live' industry expertise to students</li> <li>▪ Embed opportunities for industry co-teaching into our technical education programmes in the Digital and Health and Social Care sectors</li> <li>▪ Develop a pilot scheme focused on five shared industry tutors</li> <li>▪ Develop an industry mentor programme in a minimum of two priority sectors to support the transition of recently qualified students into employment</li> <li>▪ Undertake a review of our College Strategy to prioritise the development of expertise in the application of AI and understanding of sustainable futures in our teaching workforce. This will underpin the preparation of our students for jobs of the future.</li> </ul>





# NEWCASTLE COLLEGE LINKS TO SUPPORTING DOCUMENTATION

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

[North East Chamber of Commerce \(NECC\)](#)

[North of Tyne Combined Authority \(NTCA\)](#)

[North East Evidence Hub](#)

[Guide to Post-16 Qualifications at Level 3 and Below in England](#)

[Share Your Skills – Teach in Further Education Campaign](#)



# NEWCASTLE COLLEGE LOCAL NEEDS DUTY STATEMENT

Newcastle College meets its local needs duty. We continue to deliver on our vision of 'developing talent for the region' and are focused on, and committed to, delivering the skills needed by our region in the identified NTCA priority sectors of Construction, Green Energy, Health and Social Care, Digital, Business and Professional Services, and Culture, Creative, Hospitality and Tourism.

Our areas of significant expertise and anticipated growth to meet demand are in Green Energy (served by our specialist Energy Academy and serving the Floating Wind industries located in the NEMCA Green Skills Investment Zone); Health and Social Care (working collaboratively with the NHS Trusts and private providers through sector-based Work Academy programmes); Digital (with an offer underpinned by Digital Essentials for residents and expert technical skills at higher levels); and Culture, Creative, Hospitality and Tourism (where we are engaged in Bootcamps and investing LSIF funding to ensure access to the upskill and reskill training needed in the City and wider region).

Whilst we have thriving programmes in Construction and Engineering, we recognise that we are only part of the skills system here and we work collaboratively with other providers to ensure that efforts are not duplicated.

For instance, we have chosen to support EPNE and Tyne Coast College, through SDF and LSIF efforts, to focus on modern methods of construction and advanced manufacturing/electrification (for net zero), whilst we have pursued specialisms in Green Energy and Floating Wind. Similarly, Transport and Logistics, which features in the NELSIP, is not an area in which we play a significant role. Where we have had an opportunity to support the skills needs here, through Bootcamp and AEB provision, we have done so in collaboration with partners and in support of the immediate talent pipeline required by this sector.

We remain committed to collaborative work with other education providers in this way as we move forward. We will also look at how we can better meet the LSIP's actionable priorities by using our degree awarding powers to review our Business and Professional Services and Built Environment courses to support the transition of skills and workers into the public sector planning, surveying and site management jobs required by our LSIP. We will further develop our Creative and Arts programmes to enhance entrepreneurship and employability skills, so that our graduates are confident to set up their own business, contribute to our region's economy and/or be ready to add immediate value to an employer.



# NCG LOCAL NEEDS DUTY

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

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

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

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

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

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

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

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

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

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





# NCG CORPORATION / GOVERNING BODY STATEMENT

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

The plan will be published on the College's website within three months of the start of the new academic year and can be accessed on the NCG website: [www.ncgrp.co.uk](http://www.ncgrp.co.uk)

## Chair of Governors

**John Widdowson**

*John Widdowson*

## Chief Executive and Accounting Officer

**Liz Bromley**

*Liz Bromley*



