



KIDDERMINSTER  
COLLEGE



# NCG ACCOUNTABILITY STATEMENT KIDDERMINSTER COLLEGE



# CONTENTS

<b>SECTION 01:</b> .....	<b>2</b>
NCG MISSION AND PURPOSE	
<b>SECTION 02:</b> .....	<b>3</b>
NCG STRATEGIC AIMS AND OBJECTIVES	
<b>SECTION 03:</b> .....	<b>4</b>
THE COMMUNITY NCG SERVES	
<b>SECTION 04:</b> .....	<b>5</b>
PROCESS FOLLOWED BY NCG TO MEET STATUTORY REQUIREMENTS	
<b>SECTION 05:</b> .....	<b>6</b>
NATIONAL POLICY OVERVIEW	
<b>SECTION 06:</b> .....	<b>7</b>
NCG CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES	
<b>SECTION 07:</b> .....	<b>8</b>
NCG ACCOUNTABILITY STATEMENT OVERARCHING AIMS AND OBJECTIVES	
<b>KIDDERMINSTER COLLEGE ACCOUNTABILITY STATEMENT</b> .....	<b>11</b>
<b>SECTION 08:</b> .....	<b>22</b>
NCG LOCAL NEEDS DUTY	
<b>SECTION 09:</b> .....	<b>23</b>
NCG CORPORATION / GOVERNING BODY STATEMENT	

# 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



**Cat Lewis**  
Principal, Kidderminster 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

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>



# KIDDERMINSTER COLLEGE ACCOUNTABILITY STATEMENT



# KIDDERMINSTER COLLEGE

## COLLEGE PURPOSE

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

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

### **1 – DELIVERING EXCELLENCE**

Bringing exceptional teaching and learning to the region, using digital transformation and education technology to equip students with the skills required for future jobs and opportunities.

### **2 – CURRICULUM STRATEGY**

Collaborating with employers and key stakeholders to meet the skills priorities identified in regional Local Skills Improvement Plans.

### **3 – OUR PLACE AS OUR PURPOSE**

Strengthening our place as the anchor institution for further education within the civic infrastructure of the Wyre Forst and Worcestershire.

### **4 – HEALTHY AND HAPPY COLLEGE**

Supporting the health and wellbeing of our students and colleagues, equipping our college community with the tools to manage challenges that a rapidly evolving world brings.

### **5 – ESTATES AND SUSTAINABILITY STRATEGY**

Leading in sustainability and aligning our strategy and curriculum with the Climate Action Roadmap for FE.

### **6 – INVESTMENT FOR A COLLEGE OF THE FUTURE**

Investing in infrastructure and delivering financial sustainability through income growth and diversification and effective planning.

### **7 – NCG GUARANTEE CENTRE OF EXCELLENCE**

Providing innovative and engaging experiences that enable our students to unlock opportunities and to achieve their full potential.

# KIDDERMINSTER COLLEGE CONTEXT AND PLACE

The College is a vibrant and diverse institution, located in the heart of the Wyre Forest. Serving a wide, semi-rural catchment area across the wider region of Worcestershire and into the Black Country and West Midlands, the College is expanding its footprint through opening a brand-new Construction and Automotive Green Technology Centre in town, reinforcing a growing specialism in this curriculum area within the region.

A successful track record in working collaboratively with fellow providers, employers and key stakeholders has enabled the College to adapt and meet skills challenges and priorities identified within the Worcestershire LEP Plan for Growth 2020-2040 and the Local Skills Report 2022, and is now further refined in line with the regional skills priorities identified within the Local Skills Improvement Plan. Underpinned by **Digital, Net Zero** and **Leadership and Management** themes, we continue to focus on developing our offer in **Construction, Health** and **Business and Professional Services**, with other regional providers specialising in **Manufacturing Engineering** and **AgriTech**.

This economic and demographic environment is challenging across the Wyre Forest, with the economy operating at well below the national median and the employment base ranking in the lowest 20% of districts nationally. The Wyre Forest employment rate has increased from 67.2% in September 2022 to 80.8% in September 2023, a rate that is higher than the West Midlands rate of 74.8%. This data goes some way in illustrating the challenge around the Adult Education Budget, with little employer funding available to invest in workforce development. Around 1,700 people aged 16 and over were unemployed in the Wyre Forest last year, at a rate of 3.3%. 19.2% of the population (11,600 people) were economically inactive in the year ending September 2023.

Productivity in Worcestershire is below average with the gap with national GVA per hour worked remaining unchanged in recent years. Productivity is particularly low in Wyre Forest, which is the local authority with the second-lowest GVA per hour worked in England.

Deprivation in Worcestershire areas is generally below average, with only 24% of small areas in Worcestershire in the lowest four IMD Deciles, compared to 40% nationally. However, there are pockets of deprivation in urban areas, with some areas of the county in the worst 10% nationally, including parts of the immediate Kidderminster College catchment, the Wyre Forest.



At a district level, Wyre Forest and Worcester have the highest proportions of children living in poverty in Worcestershire, with both absolute and relative poverty levels above national averages. The percentage of pupils in Worcestershire schools with an Education, Health and Care Plan (EHCP) is relatively in line at 3.9% with both the national average and the average among statistical neighbours at 4%. However, proportions have increased from 2.9% in 2016, which is in line with increasing national trends alongside an increase in the complexity of needs.

The Health and Wellbeing Strategy for Worcestershire 2022-2032 has a central overarching priority of supporting good mental health and wellbeing. This needs assessment was developed to bring together evidence and analysis around levels of mental health and wellbeing in Worcestershire and identify evidence-based opportunities to support its development. The new Joint Local Health and Wellbeing Strategy for Worcestershire will run from 2022-2032. Young people consistently wished to have greater access to information about emotional wellbeing and ways to support this.

# KIDDERMINSTER COLLEGE COLLEGE ACTIONS TO ENGAGE WITH KEY STAKEHOLDERS AND PROVIDERS

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

As Vice Chair of the Worcestershire LSIP Board, the College Principal continues to work closely with the **Chamber of Commerce** and other Board members to provide direction, oversight and review of the implementation of the LSIP for Worcestershire. The LSIP builds on existing intelligence from the work of the **Worcestershire LEP Skills Advisory Panel and Employment and Skills Board**. This has ensured that the College has access to data intelligence outputs from employer engagement surveys and events that supports curriculum planning and future forecasting of skills needs, alongside dialogue and discussion with employers and fellow providers across the region. This platform has enabled meaningful consultation on accountability objectives with these key stakeholders, leading us to expand the work that we do on enterprise and innovation as part of the NCG Guarantee, to ensure our learners are fully equipped with the knowledge, skills and behaviours they need to be successful in the future.

The College is **Lead Provider for the Worcestershire Local Skills Improvement Fund**, supporting their own 'Our Plan for Growth 2022-2027' strategy which focuses on unlocking further expansion in common skill sector priorities. Working proactively with the **Worcestershire Careers Hub** on provision of IAG is a key fact of our local authority partnership and allows us to continue to champion apprenticeships and work experience offers across the County with the aim of bringing education and business closer to deliver future skills.

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

Our partnership with the **West Midlands Combined Authority** supports our curriculum strategy to focus on wider West Midlands skills priorities, demonstrating synergy with those in Worcestershire. As the College catchment area incorporates areas of the Black Country, our provision must be responsive in offering training opportunities for residents of Stourbridge and the surrounds, where no other FE provider is available.

We are also a member of **Colleges West Midlands**, a formal strategic partnership of 18 colleges who work together to support skills development across our region, responding as a single voice to new initiatives and government reforms.

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

# KIDDERMINSTER 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 1:</b></p> <p>Ensure the College has access to the specialist skills and expertise required to support our ambitions to deliver a curriculum offer that meets the requirements of the Worcestershire Local Skills Improvement Plan and the WLEP Skills Report.</p>	<p><b>Impact:</b></p> <p>Strengthen Governance and increase strategic partnerships to deliver opportunities for growth, diversification and to respond to skills requirements through recruiting College Board members in the following areas by October 2024:</p> <ul style="list-style-type: none"> <li>• 1 x Construction specialist</li> <li>• 1 x Community/Civic specialist</li> <li>• 1 x Healthcare specialist</li> <li>• 1 x Early/Inclusive Education specialist</li> </ul> <p>Use our unique position as the largest provider of post-16 and Adult Education in the Wyre Forest and surrounding areas to raise the profile of technical and vocational skills education to operationalise the parity of esteem of vocational careers and remove barriers to future progression, thus increasing our market share by 2% by the end of the 2024/25 academic year.</p> <p>Develop industry progression maps for each curriculum SSA, identifying the top technical and behavioural employment skills in each area by the end of the 2024/25 academic year.</p>
<p><b>Aim/Objective 2:</b></p> <p>Development of our curriculum offer in Sustainability and Green Technology in response to priority sector demand (<a href="#">see WLEP Skills Report and Worcestershire LSIP</a>).</p>	<p><b>Impact:</b></p> <p>Utilise opportunities afforded by opening a new Construction and Automotive Centre in September 2024 to embed sustainability as a golden thread through all Construction and Automotive provision, with all study programme learners undertaking sustainability training.</p> <p>Offer a Higher Technical Qualification in Construction Management, starting September 2024, to meet regional demand. Recruitment target of 14.</p> <p>Increase apprenticeship participation across Construction and Automotive apprenticeship standards, including expansion of provision to meet demand in advanced level apprenticeships (Electrical Installation and Site Carpentry). Increase recruitment at advanced level by 10%.</p>

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## KIDDERMINSTER 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>With a view to launching a formal offer in the 2025/26 academic year, pilot a discrete Adult offer through short courses and part-time provision in Construction and Automotive courses in 2024/25, with a focus on widening participation of underrepresented groups (e.g. Women into Construction, BAME and learners with additional support needs).</p> <p>Pilot new sustainable provision through micro-generation certification and electrical vehicle (EV) charging in the 2024/25 academic year, with a view to formalising the offer in 2025/26.</p>
<p><b>Aim/Objective 3:</b></p> <p>Extend work-readiness strategies for young people in response to LSIP employer feedback.</p>	<p><b>Impact:</b></p> <p>Work in partnership with Worcestershire LEP in the development and launch of the new Worcestershire Employer Standards, aligned to the Worcestershire LSIP.</p> <p>Complete a whole college assessment of provision (core and student experience) which supports the NCGG five core principles (Employability, Community, Enterprise, Digital Literacy and Mental Fitness), identifying gaps within the curriculum offer.</p> <p>Complete a mapping exercise to identify current alignment of the apprenticeship standards with the NCGG standards, providing all apprentices with the opportunity to extend their development beyond that of their mandatory KSBs.</p> <p>Ensure all Level 3 leavers have achieved the five NCGG badges to support their future progression into positive destinations by the end of the academic year.</p> <p>90% of employers agree that their apprentice has demonstrated the skills necessary for positive career progression.</p>
<p><b>Aim/Objective 4:</b></p> <p>Support Local Authority priorities to provide 'in County' progression opportunities for learners with SEND.</p>	<p><b>Impact:</b></p> <p>Accessing the world of work can be life transforming for people with learning disabilities and/or autism. It can improve health outcomes, wellbeing and social inclusion. Paid employment also fosters greater levels of independence, allowing people the freedom to live the life they choose based on their talents and abilities.</p>

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## KIDDERMINSTER 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>Just 4.8% of adults with a learning disability in England are in paid employment, compared to 75% of working age adults in the general population (<a href="#">Measures from the Adult Social Care Outcomes Framework – NHS Digital</a>) – the West Midlands is the second lowest region for proportion of adults with a learning disability in paid employment at just 3.2%. The difference between how many disabled people are in work compared to how many non-disabled people are in work is known as the <a href="#">disability employment gap</a>.</p> <p>The vision of Kidderminster College is that young people with special educational needs or disabilities have greater opportunities and choice and are supported to achieve their aspirations to gain paid employment.</p> <p>Implement defined 'life' and 'work' pathways across all Foundation Learning curriculum aligned to Preparation for Adulthood outcomes with clear progression towards employment or alternative meaningful activity after College, leading to:</p> <ul style="list-style-type: none"> <li>▪ Increased annual student numbers (10) progressing to Supported Internships and, from these, to paid employment (70%) upon completion.</li> <li>▪ Increased accessibility to full-time applicants whose sensory needs cannot currently be met through the provision of new capital investment and the availability of sensory spaces. Planned total increase of full-time SEN enrolments stand at 16 in the 2024/25 academic year.</li> </ul> <p>Introduction of a new Adult Education disability offer to address gaps in education services, which seeks to address key issues of digital/technology inclusion, community engagement and health and wellbeing (linking to Universal Support where appropriate and available). Target to offer three groups with at least eight learners per group.</p>
<p><b>Aim/Objective 5:</b></p> <p>Address the lack of a comprehensive inclusive learning offer to engage the growing number of NEET young people in the Wyre Forest and surrounds.</p>	<p><b>Impact:</b></p> <p>Develop and launch provision to help meet the needs of specific groups of young people who may be at greater risk of social exclusion; may be marginalised or isolated; or at risk of achieving poor educational outcomes. Establish a Youth Hub situated within the College that will support NEET and those at risk of becoming NEET through targeted interventions. Launch a new full-time offer from November 2024 (pre-census referral) for those at highest risk of withdrawal following Enrolment in September, supporting at least 50 young people with advice and support to prevent them from becoming NEET.</p>

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## KIDDERMINSTER 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>Deliver mentoring and coaching support towards the development of key common skills and workplace behaviours, supporting a minimum of 100 young people into education, apprenticeships, internships or employment (with training).</p> <p>Hold regular employer events (at least three per year) and upscale our existing 'Market Place' activity, where employers are introduced first hand to the young people that we work with.</p> <p>Implement a 'hub and spoke' model, providing greater opportunities to engage with business through WLEP and an LSIF-funded Leadership and Sustainability Hub at the new Kidderminster College Construction and Automotive Sustainability Centre.</p> <p>Work with our strategic partners, such as West Midlands Safari Park and Kidderminster Harriers Football Club, to take employer engagement events out into the business community, identifying diverse career paths that sit behind the employer's main sector (for example, accountancy, property maintenance and business administration jobs in sport and hospitality companies).</p> <p>Deliver an annual schedule of activities (two per week) that will be planned and marketed in advance with activities such as preparation for interview, mock interviews and employment sessions, as well as hosting and organising recruitment activities and processes for employers, particularly SMEs that do not have the time or capacity to undertake the process, maximising opportunities for Youth Hub participants.</p> <p>Signpost and support young people to access work placements, internships and supported internships to maximise opportunities in securing long-term employment. Hold monthly industry talks across 12 vocations that will take place both within the Youth Hub setting and on employer premises, where young people will be supported to break down barriers by attending employer sites.</p> <p>Expand our current programme of industry insight sessions where we will connect groups of participants with employers from a diverse range of sectors in order to widen the breadth of the career options.</p>

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## KIDDERMINSTER 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 develop key strategic partnerships to support the future delivery of responsive and impactful Adult Education provision.</p>	<p><b>Impact:</b></p> <p>Refine our curriculum offer to target priority sector skills gaps identified in the WLEP Skills Report and Worcestershire and West Midlands LSIP reports through continued development of a well-defined AEB strategy and associated growth of AEB provision, embedding the themes of Digital, Sustainability and Leadership and Management as golden threads throughout the curriculum.</p> <p>Engage with stakeholders to produce a comprehensive AEB strategy and provision pathway model to meet targeted outputs of AEB-funded programmes (such as Skills Bootcamps, sector-based Work Academy programmes and short courses) in addition to meeting local and regional needs for the delivery of micro-credential and modular training, as well as numeracy upskilling.</p> <p>Deliver a minimum of 45 Skills Bootcamp outputs across priority sector areas, including:</p> <ul style="list-style-type: none"> <li>▪ Leadership and Management</li> <li>▪ Sustainability Construction</li> <li>▪ Health and Social Care</li> </ul> <p>Prioritise delivery of flexible provision to re-engage the economically inactive, to train adults to fill vacancies in key skills areas such as Health, Digital, Learning and Management, Construction and Sustainability, and to provide development and progression opportunities for Adult 19+ employees.</p> <p>Delivery of a minimum of 133 upskill interventions in numeracy through the Multiply Project.</p>

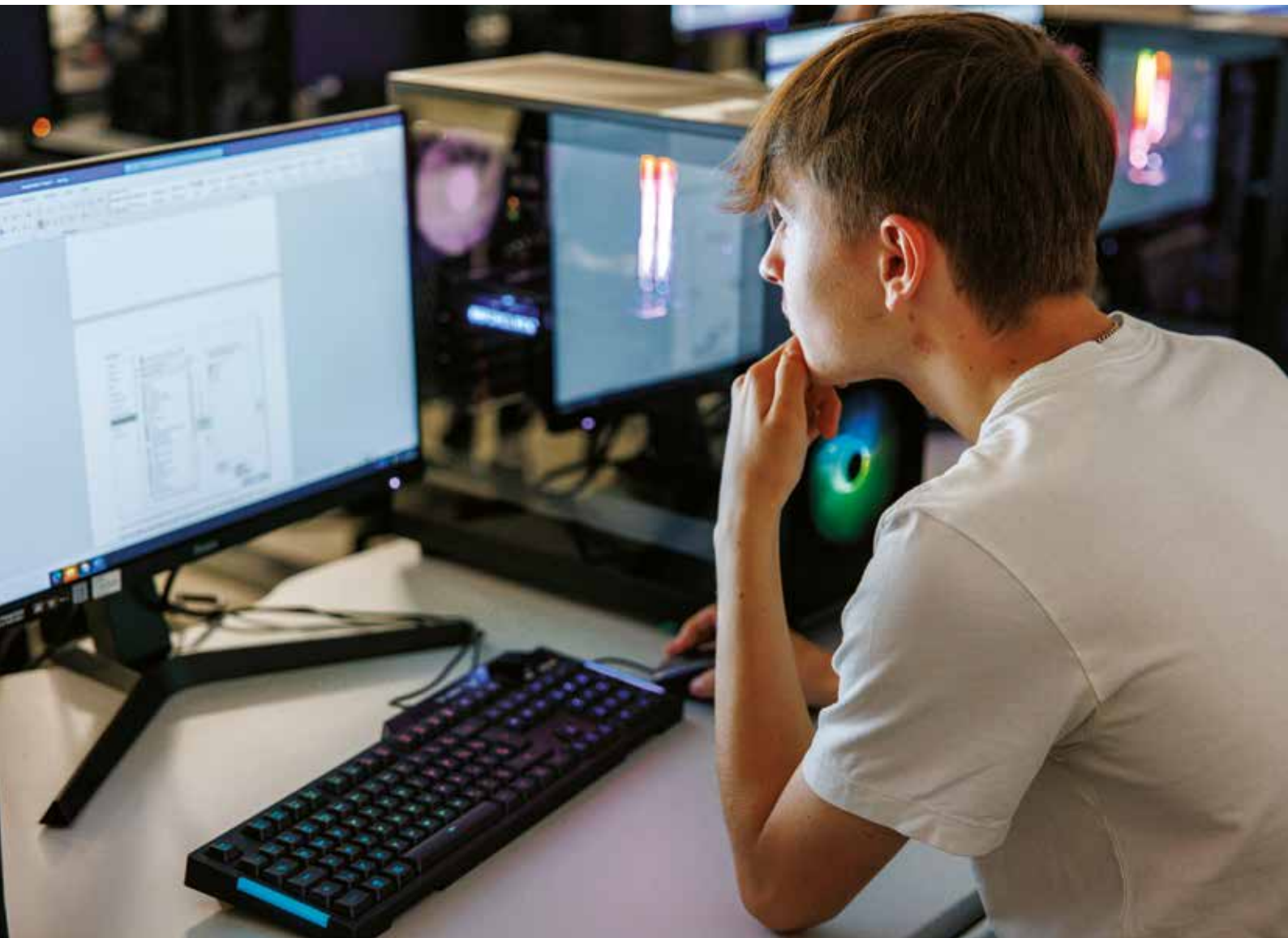
# KIDDERMINSTER COLLEGE LINKS TO SUPPORTING DOCUMENTATION

[WLEP Worcestershire Economy Report 2023](#)

[Worcestershire's Local Skills Improvement Plan](#)

[West Midlands and Warwickshire Local Skills Improvement Plan](#)

[Mental Health Needs Assessment](#)



# KIDDERMINSTER COLLEGE LOCAL NEEDS DUTY STATEMENT

Kidderminster College meets its **Local Needs Duty**.

The College consults on **Accountability Statement** objectives in association with, but not limited to, key stakeholders such as **Worcestershire LEP, Worcester Local Authority** and the **Chamber of Commerce** to gain assurance and feedback on how successfully our curriculum offer and output meets local and national skills priorities.

Our Further Education provider consortium, **Colleges Worcestershire**, is a forum where our respective **Governance and Senior Leadership representatives** come together to share Accountability Statements for the region, discussing and agreeing specific objectives and priorities.

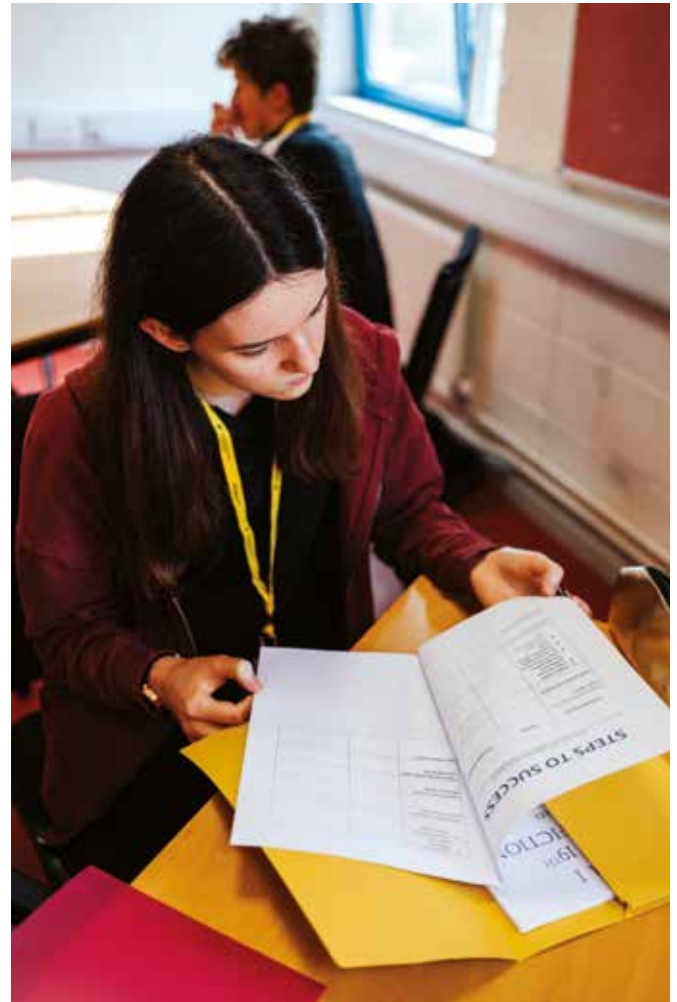
We will continue to build on the collaborative relationship that we have with our regional FE and HE colleagues, which has been strengthened over time through successful delivery of common objectives within SDF and LSIF projects over the last two years. There is more work to do moving forward, and we will commit to further development and agreement of key curriculum specialisms and standards focused on our regional priorities of Construction, Automotive Engineering, Health and Social Care and Professional Services. For example, our new Construction and Automotive Sustainability Centre, opening in September 2024 and funded through both LEP and LSIF capital grants, responds to serious skills gaps across Worcestershire and the West Midlands. This will provide training opportunities for both school leavers and adults, facilities to support increasing levels of employer engagement and will seek to address long standing equality issues.

Further priority sectors that are not specifically identified in the LSIP but have high skills demand and potential for increasing regional GVA include:

- Creative and Performing Arts
- Animal Care and Animal Management
- Service Industries – Hair, Beauty, Sport and Travel and Retail

We are also continuing to respond to wider skills demand identified in both the Worcestershire and West Midlands LSIPs through our curriculum planning.

Both have golden threads of Sustainability, Leadership and Management and Digital skills that we will build into the curriculum offer, alongside associated staff development opportunities. We have successfully delivered Bootcamps in Health and Construction and have developed a Level 4 Higher Technical Qualification in Construction Management for launch in September 2024, to address significant regional skills gaps in site management and surveying. We are also developing discrete provision to meet demand for Green Technology Skills, including electric vehicle, renewable energy and sustainable construction.



# 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*



