

# LEWISHAM COLLEGE



## NCG ACCOUNTABILITY STATEMENT LEWISHAM 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



**Jamie Stevenson**  
Principal, Lewisham 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>



# LEWISHAM COLLEGE ACCOUNTABILITY STATEMENT



# LEWISHAM COLLEGE

## COLLEGE PURPOSE

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Lewisham College's purpose is to “ensure the best life chances” for every student we support by delivering the mission and strategy of NCG appropriately tailored to our local context. We are firmly embedded in our local community with excellent partnerships to improve the economic, social, health and wellbeing opportunities of the communities we serve. Together we use our shared knowledge, expertise and resources to benefit learners and solve key issues affecting our local and business communities.

Lewisham 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 South East London and Lewisham borough in particular.

### 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.

# LEWISHAM COLLEGE CONTEXT AND PLACE

Lewisham College, situated in central South East London, is a prominent further education institution deeply connected to our local communities while also addressing wider regional and national skills requirements. Lewisham Borough has a proud shared history of standing up for equalities, of being pioneering, creative and ambitious and driven by our sense of community. The borough is incredibly diverse, with 40% representing black, Asian and minority ethnic backgrounds, making Lewisham the 15th most ethnically diverse local authority in England. Proudly embracing its role as a 'safe haven' for migrants and refugees, Lewisham is designated as a 'Borough of Sanctuary'.

Aligned with both governmental and national strategies, Lewisham College's inclusive curriculum and employer-driven vocational programmes are geared towards empowering Londoners to access education, skills and training necessary for societal participation and career advancement. Our curriculum is tailored to address the specific skill demands outlined in London's Local Skills Improvement Plan and local workforce development challenges, particularly in areas such as hospitality, healthcare, construction and green industries.

Recognising the evolving landscape of London's economy, our college is dedicated to preparing learners for the dynamic job market, including life sciences, financial services, and the cultural and creative industries.

The London labour market is challenged by a number of intricate issues. On one side, a significant proportion of London's population have higher educational qualifications compared to other regions in the UK or major global cities, with 59% of the working-age population having attained graduate-level employment in higher-paying sectors like Finance, IT and professional services. However, London also contends with profound structural hurdles. Unemployment rates persistently surpass the national average, with disproportionate impacts on Black and minority ethnic groups, youth and individuals with disabilities. In addition, the already elevated rates of in-work poverty in the city are exacerbated by the escalating cost of living. As of December 2022, 21.4% of working-age Londoners are economically inactive. Concurrently, persistent shortages in skills and labour persist across construction, hospitality and social care sectors.

A survey uncovered that three-quarters of companies (77%) are grappling with unfilled positions, with two-thirds (65%) encountering difficulties in filling them. Vacancies reported encompass various roles, with specialised, skilled and managerial positions posing the greatest recruitment

challenges. The most sought-after skills identified in the survey include sector-specific technical expertise, transferable skills like negotiation and basic digital proficiency, the latter of which is anticipated to be increasingly valuable in the future. Firms are encountering recruitment difficulties across all skill levels: nearly half report struggles in hiring highly skilled specialists (49%), followed by technical and skilled support roles (43%), managerial positions (35%), skilled trades (30%) and sales and customer service roles (26%). The predominant recruitment challenge cited is the scarcity of suitable candidates possessing requisite skills, highlighted by 57% of companies. While two-thirds of firms (66%) express confidence in the existing skills and capabilities of their workforce to meet business demands, the remaining one-third (34%) report skills gaps.



# LEWISHAM COLLEGE CONTEXT AND PLACE

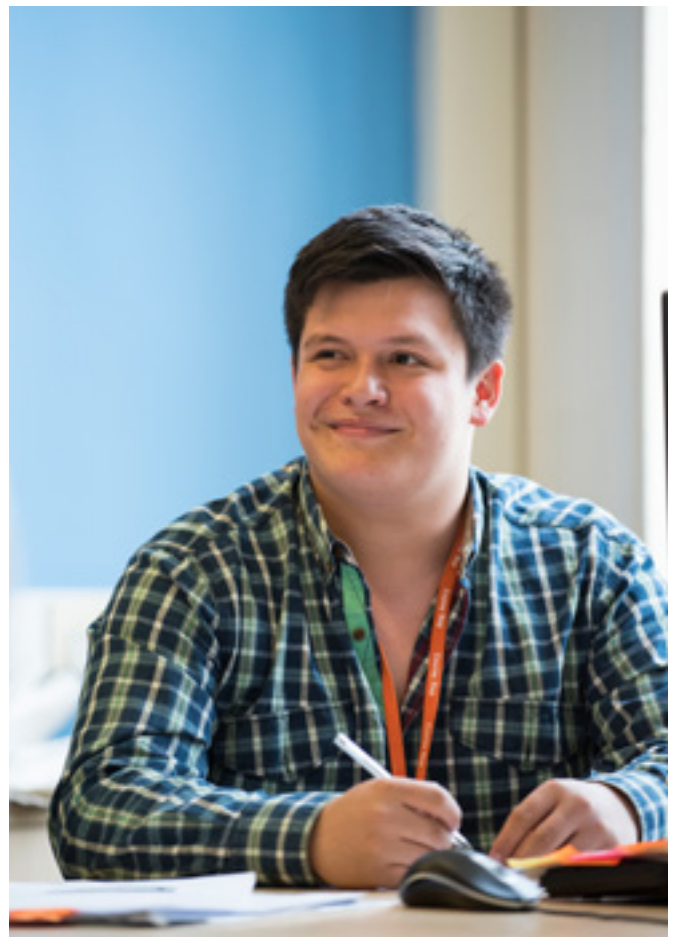
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Over the next two to five years, digital skills are projected to be the most in-demand, with over half of respondents (56%) indicating a need for advanced skills and a third for basic digital proficiencies (33%). Sector-specific technical skills (49%), versatile transferable skills like negotiation and resilience (31%), basic numeracy (29%), literacy (23%) and environmental sustainability skills (23%) are also identified as crucial skill sets. *(Sourced from Business LDN's Local Skill Improvement Plan for London.)*

In the borough of Lewisham, the most significant skills gaps are in hospitality, healthcare, construction and green skills, impacting operational efficiency, business resilience and overall GDP growth. The Mayor of Lewisham's Corporate Strategy 2022-2026 prioritises several key areas for improving the borough's quality of life. This includes initiatives to promote cleaner and greener spaces, revitalising high streets, and supporting business start-ups and local businesses through campaigns like Lewisham's Shop Local Campaign. Efforts will be made to attract jobs and businesses to the area, building on the success of Lewisham Works, creating more space for pop-up shops while also encouraging businesses to adopt the London Living Wage. Housing quality will be improved, with a focus on carbon-neutral retrofitting and a Lewisham Rent Repairs Charter to ensure timely and quality repairs. The strategy also commits to supporting school improvement and increasing opportunities for young people, as well as promoting health and wellbeing, safer communities and Violence Against Women and Girls. As a vital participant in the Lewisham Strategic Partnership, Lewisham College actively collaborates to deliver essential education, skills and training tailored to address local challenges and stimulate economic growth within the community.

A significant portion of our curriculum is geared towards adult learners striving to enhance their social and employment prospects, aligning with initiatives such as the London Living Wage and Good Jobs for All. Our curriculum design places particular emphasis on the LSIP cross-cutting themes of digital skills, green skills, transferable skills and labour market inclusion. Our employer responsive sector-based work academy programmes are designed to fill specific skills gaps whilst targeting individuals who are furthest removed from the labour market and promoting access to jobs and progression to better paid careers.

Our inclusive Study Programmes for learners aged 14-18 and those with special educational needs are designed with the overarching ambition of unlocking every individual's full potential. T-Levels will provide high-quality skills and industry training needed for learners to pursue careers in priority sectors such as digital support, early years education, healthcare, finance, business administration and building services. In essence, Lewisham College serves as a vital educational hub deeply rooted in our community's needs and aspirations, while simultaneously contributing to the broader economic and social fabric of our region.



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

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Robust partnerships, employer engagement and collaboration serve as fundamental pillars of our College strategy, facilitating the realisation of our vision to nurture talent within the sub-region. Informed by priority sectors set out by the Mayor of London and BusinessLDN London Local Skills Improvement Plan, our accountability plan is thoughtfully crafted. Leaders across the College extensively liaise with key stakeholders and partners to develop delivery plans, ensuring our curriculum remains inclusive, locally pertinent and employer driven. Actively involved in BusinessLDN LSIP stakeholder groups spanning Creative, Digital, Hospitality, Construction, Health and Care, and Green Skills, we contribute to shaping sector-specific initiatives.

Our curriculum development is underpinned by comprehensive marketing insights, in consultation with local and regional employers to discern labour market needs which help us to improve the relevance of our curriculum. These include key players in Construction, Hospitality, Health and Social sectors, and Digital Industries. Senior leaders' involvement in the Lewisham Borough Post-16 Strategy Group and the Participation and Engagement Strategy Group demonstrates our commitment to aligning with borough-wide initiatives and fostering local talent retention. Senior leaders are represented in all four work-strands of the Lewisham Strategic Partnership and the Vice Principal is contributing to the development of a Community Strategy for Lewisham. The important themes of this strategy have informed the cross-cutting themes of our curriculum design and learner support: opportunities and investment, climate emergency, race and equality and cost of living.

Collaborations with institutions like Goldsmiths University, University of London, The Albany, National Maritime Museum and Horniman Museum enrich our creative curriculum priorities, while partnerships with Millwall Community Trust support programmes in creative media, broadcasting, journalism and a football academy. Guided by our Department for Work and Pensions network, we prioritise developing skills and opportunities for vulnerable groups furthest from the labour market, collaborating with key partners such as The South East Chamber of Commerce, Thames Water, Greggs, ISS, Lewisham Hospital, Lewisham Council and Transport for London to address skills gaps, succession planning and developing the existing workforce.



# LEWISHAM 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 1: To ensure our T-Level provision is employer-led and endorsed.</b></p> <p>Objective 1.1: To develop industry boards for each key sector, agreeing curriculum, units/modules, sequencing and assessment methods.</p>	<p><b><u>BusinessLDN</u></b></p> <p>Galvanise more employer/educator co-design of provision, especially in areas with fast changing cutting-edge technology.</p> <p>Scale-up employer provider collaboration through more co-design of courses and workforce exchange programmes to ensure training keeps up to speed with changing industry training needs.</p> <p><b><u>Impact</u></b></p> <p>Increased numbers of learners will have undertaken an employer-led and endorsed programme and gained industry skills and behaviours to enable them to progress into employment “work ready”.</p> <ul style="list-style-type: none"> <li>▪ Successfully expanded the T-Level programme in Digital Support with a Networking pathway and recruited 16 new students by September 2024.</li> <li>▪ Introduced T-Level programmes in Early Years Educator, Supporting Adult Nursing, Plumbing and Heating Engineering, Electrotechnical Engineering, Business Management, and Administration and Finance - recruited eight students in each cohort by September 2024.</li> <li>▪ Developed T-Level programmes in Media, Broadcast and Production for introduction by September 2025.</li> <li>▪ Expand study programmes in creative industries (Art and Design, Media and Performing Arts) with +40 learners by September 2024.</li> <li>▪ Broaden cybersecurity operations and coding skills within the Digital curriculum linked to a new eSports Study Programme and short courses for adults.</li> <li>▪ Broaden the health and life sciences curriculum to include a life sciences study programme and recruit 16 learners by September 2024.</li> </ul>

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## LEWISHAM 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 2: To develop our supported learning curriculum to ensure our SEND students have access to jobs and work, whilst improving their Health and Wellbeing.</b></p> <p>Objective 2.1: To create four curriculum strands: preparing for life, vocational, preparing for Supported Internship, volunteering and working and Supported Internship.</p> <p>Objective 2.2: To develop an employer board for SEND, along with an employer training plan to develop an inclusive and diverse workforce action learning set.</p> <p>Objective 2.3: To pilot a Supported Internship in Hospitality, Facilities Services and Business Support.</p>	<p><b><u>National Priority</u></b></p> <p>Evidence in <a href="#">Post-16 education and labour market activities, pathways and outcomes (LEO)</a>, shows that pupils with SEND are less likely to be in sustained employment 15 years after Key Stage 4 than their peers. Getting more people with disabilities, mental or physical health conditions into good jobs remains a key priority for the government and four key programmes have been introduced – NHS Talking Therapies, Individual Placement and Support, Restart and Universal Support – to help those with mental or physical health conditions stay in or find work.</p> <p><b><u>Impact</u></b></p> <p>SEND learners develop skills valued by employers, demonstrate their value in the workplace and confidence in their abilities to perform successfully at work. SEND learners progress into sustained and paid jobs, build confidence and self-esteem, increase good health and wellbeing, gain friendships and a social life. Employers are enabled to diversify their workforce.</p> <ul style="list-style-type: none"> <li>▪ 16 learners successfully complete a supported internship in Hospitality, Facilities Services or Business Support by June 2025.</li> <li>▪ 60% of the cohort gain employment by August 2025 and 40% progress into other positive destinations, which has a positive impact on their finances, health and wellbeing.</li> <li>▪ Four employers are better equipped to diversify their workforce by embracing neurodiversity and disability.</li> </ul>

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## LEWISHAM 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 3: To develop curriculum for transferable skills, prioritising ESOL, English and maths.</b></p> <p>Objective 3.1: To develop employer-endorsed vocational pathways for Construction, Health and Social Care and Facilities Services.</p> <p>Objective 3.2: To develop English and maths programmes which are vocationally contextualised in Construction, Hospitality and Health.</p>	<p><b><u>BusinessLDN</u></b></p> <p>There is a growing employer demand for people with essential transferable skills which can be used in a variety of roles or occupations, such as critical thinking, resilience and problem-solving. As new technologies like Artificial Intelligence (AI) transform the labour market in the coming years, these skills will become even more vital. Transferable skills and Essential Digital Skills (EDS) need to be embedded across programmes, in more modular provision, funded by the AEB budget. Programmes need to move away from traditional qualification-led to a skills-led approach.</p> <p><b><u>Impact</u></b></p> <ul style="list-style-type: none"> <li>▪ Construction SWAP endorsed by employers with guaranteed interviews for 80 adult learners by July 2025.</li> <li>▪ ESOL Teaching Assistance and Health Care programmes endorsed by employers with guaranteed interviews for 120 learners by March/June 2025.</li> <li>▪ Essential Digital Skills (EDS), problem-solving and resilience are embedded into ESOL for Life, Work and Study programmes E3 and L1 programmes completed by 200 learners by June 2025.</li> <li>▪ English skills for Construction and Facilities Services programmes, focused on health and safety language, completed by 30 learners by June 2025.</li> <li>▪ English skills for Hospitality programmes, focused on culinary, housekeeping and customer service, completed by 30 learners by July 2025.</li> <li>▪ English skills for medical terminology developed to prepare students for AMSPAR qualifications, completed by 18 students by July 2025.</li> </ul>

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## LEWISHAM 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 4: To embed the NCG People Plan, identifying actions to take forward the strategic aims of recruit, retain and develop.</b></p> <p>Objective 4.1: To continue to rollout and deliver the “Get Into FE” SWAP.</p> <p>Objective 4.2: To develop and deliver the Higher Apprenticeship – Learning and Skills Teacher, including DET.</p> <p>Objective 4.3: To develop and deliver the Apprenticeship in Learning Support.</p>	<p><b><u>BusinessLDN</u></b></p> <p>Across education, a significant concern is the scarcity of qualified teachers and our ability to attract industry-skilled professionals into teaching. This issue is particularly acute in areas facing skills shortages or in emerging sectors. Given the rapid evolution of industries, colleges also struggle to ensure that their teachers remain abreast of current practices and emerging technologies.</p> <p><b><u>Impact</u></b></p> <p>The college is able to attract, recruit, retain and develop a teaching workforce that maintains a consistent standard of high-quality student experiences. Teaching staff effectively teach relevant and up to date industry-focused skills and knowledge to learners.</p> <ul style="list-style-type: none"> <li>▪ 30 learners successfully complete the Get into FE SWAP by July 2025 and are guaranteed an interview.</li> <li>▪ 60% of the cohort gain employment in teaching, learning support or assessment.</li> <li>▪ Learning and Skills Teacher apprenticeship piloted with six apprentice teachers.</li> <li>▪ Apprenticeship in Learning Support developed and introduced by July 2025.</li> <li>▪ Two vocational teachers in each sector upskill their industry knowledge and skills which informs their teaching practice.</li> </ul>

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# LEWISHAM COLLEGE LINKS TO SUPPORTING DOCUMENTATION

[The London Local Skills Improvement Plan \(May 2023\)](#)

[Levelling Up the United Kingdom](#)

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

[National Skills Fund](#)



# LEWISHAM COLLEGE LOCAL NEEDS DUTY STATEMENT

Lewisham College meets its local needs duty. We continue to deliver on our vision of “ensure the best life chances” and are focused on, and committed to, delivering the skills needed by our local community and region as identified by The Mayor of London and BusinessLDN in the Local Skills Improvement Plan and by The Mayor of Lewisham. The four priority areas of Construction, Creative, Health and Social Care and Hospitality, with cross-cutting themes of digital, green and transferable skills and labour market inclusion, drive our curriculum intention and plans.

An area with considerable expertise and anticipated growth to match demand is Health and Social Care. We are working collaboratively with NHS Trusts and local care homes to develop skills in care, nursing and counselling. Our curriculum includes T-Levels and sector work academy programmes, equipping learners for progression to higher education in subjects such as Midwifery, Nursing and Social Work professions. Construction programmes are tailored to support the growth of a ‘replacement demand’ workforce and upskill the existing workforce to increase the capacity to meet the rising demand in Lewisham and Greater London. Learners are enabled to progress through vocational, technical and academic pathways, including the newly introduced T-Levels in Electrical Engineering and Heating and Plumbing. This ensures learners can continually upskill, reskill and progress throughout their careers. The expansion of our digital curriculum aims to develop the specialist digital and computing skills needed to nurture home-grown talent as well as upskill the workforce and increase the digital capability of both young learners and adults.

By collaborating closely with Lewisham Council, Lewisham Local Authority, Chamber of Commerce, Federation of Small Business, Job Centre Plus/DWP and several prominent employers (including TFL, Thames Water, ISS and Lewisham Homes), we are expanding our sector-based work academy programmes. This aims to address skills gaps and to cultivate opportunities for vulnerable groups that are currently furthest away from the labour market. Lewisham College has also been successful in extending the Mayors Academy Programme in Hospitality to continue to address skills gaps within the industry and support Londoners into work.

We need to further develop our Construction provision to align to the green and sustainability agenda, and our Health and Life Sciences offer for technical back of house roles. Additionally, we are assessing our Early Years and Childcare provision to address the current urgent need for additional early years practitioners and childminders. We need to further develop our supported learning curriculum and create additional Supported Internship placements to enable this cohort to have greater access to employers and job opportunities.



# 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*



