



Accountability Statement and Curriculum Strategy

2024/25





Our Mission

We nlock potential
through learning

Our Vision

**We will be recognised as an
outstanding provider of choice
for education and skills training**

Our Values

Collaborative | Agile | Trusted | Inclusive | Nurturing | Aspirational

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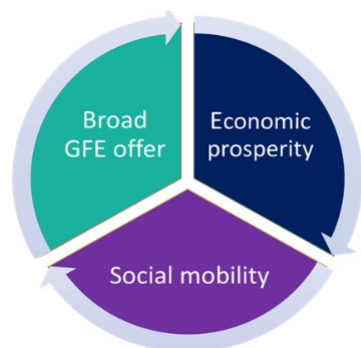
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Purpose

Following a succession of mergers, Nottingham College is the only general further education (GFE) college in the city and therefore has a responsibility to offer a broad yet responsive curriculum that empowers learners of all ages to develop the knowledge and skills demanded by our diverse economy. We have both a social and an economic purpose. In setting out our curriculum strategy and accountability statement, we recognise and respect the complexity and diversity of the many communities we serve



Nottingham itself is ranked 11th for deprivation nationally and like other major cities, we face higher than average unemployment levels, a rising number of NEETs (young people not in education, employment or training) and we see communities with varying degrees of health and wealth inequality.

The college recognises the huge role it plays in supporting the region's transition to a dynamic skills ecosystem, with digital skills front and centre of everything we do and the skills and aptitude of young people and adults is key to this.

Our strategic commitment is to develop our curriculum so it is responsive, agile and aligns to the skills needs of our local area, ensuring all our learners are future ready, as such we have already made significant material developments since completing a review of our curriculum and continue to commit to further investment and activity over the next 12 months, as outlined within our accountability statement.

Our commitment to achieve a stronger alignment between further education provision and local employment needs informs our curriculum planning process, ensuring we take an evidenced-based approach that is collaborative, and focused on improvement by looking back as well as looking forward. We produce a live curriculum lens document annually that provides the direct link between our chosen curricula and evidenced local need, to drive scrutiny and challenge throughout our curriculum planning process.

This process demonstrates how well our curriculum offer aligns to local employment opportunities, our performance and student progression/destination data and other providers within the local area and this is used as source of dialogue between local stakeholders and strategic partners to drive our planning process. Stakeholders for this process include:

- Students of all ages; through our learner voice activities
- Employees of the college
- Education institutions for all age groups and abilities
- Local and national employers of all sizes and all sectors, both private and publicly funded
- Local authorities and other government bodies
- Jobcentre Plus
- Employer representative partners such as CBI/FSB/Chambers of Commerce
- Other Governing bodies in the area
- Network of links with local community groups and specialist support agencies

This has resulted in an amendment to our curriculum through the withdrawal, revision and introduction of courses. Examples include the introduction of a scaffolding module across our construction provision, changes to software in fashion design to reflect industry practice (InDesign), enhancements to electric testing skill development within engineering (employers felt learners lacked confidence in this area) and changes to A-Level Geography due to feedback from Severn Trent Water, the Environment Agency and other local employers.

It has also resulted in a D2N2 steering group and community of practice to develop collaborative models and agree solutions to meet local need, delivering Strategic Development Fund projects in partnership with local colleges active in the D2N2 area. We will build on this work in 2024/25 through delivering our Local Skills Improvement Fund project to develop the model in new faculty areas to meet the needs identified by the LSIP.

Over the course of the 2024/25 academic year, we will build on this through continuing to embed the college as a key strategic and operational partner in driving up local prosperity. We will work collaboratively in a model of locally sourced, partnership-based solutions to identify and address need, working with schools, colleges, universities and independent training providers across our locality. The priorities for the next academic year have been outlined and provided within our Accountability Statement below.

To deliver ongoing alignment with labour market needs and to fulfil our promise to offer our learners a Future Ready curriculum, we have identified key actions to improve and further embed the college as a key local partner in driving up productivity. We will:

- Implement a robust system of curriculum planning founded on the methods employed to create this report, to include ongoing review of new and emerging technologies across our growth markets, seeking investment where necessary to modernise our offer.
- Work with the D2N2 Colleges' Group to regularly discuss curriculum development and alignment across our locality. This will include opportunities for sharing capital, equipment and people resources, as appropriate, and particularly to meet need for specialist provision, whilst recognising that a place-based response is integral to delivering on our social and economic purpose.
- Collaborate and liaise with local education and training providers where we plan to introduce or cease provision, to ensure skills needs remain addressed at appropriate levels (to include increased engagement with Independent Training Providers).
- Review curriculum intent and schemes of work to ensure our offer is aligned to contemporary digital and low carbon market requirements (acknowledging these as cross-cutting themes that underpin all areas of our economy). Recognising the barrier of capital investment requirements, we will actively seek funding to purchase the necessary equipment and training materials to transform our offer.
- Strengthen our 19+ adult offer in areas mapped to local economic significance and skills need and deliver additional Higher Education learners by 2025, with an increased number of students enrolled onto HTQs as part of our HE Strategy
- Work with strategic partners to offer skills bootcamps where they address a gap in the local skills offer and facilitate progression into employment and apprenticeships.
- Invest in state-of-the-art, industry-standard resources for the construction curriculum through a new build at our Basford campus and the creation of new facilities at our Ruddington campus for apprentices
- Respond to local growth in demand for Special Education Needs provision through our new build gateway facility at Basford campus
- Continue to improve pathways to social mobility through our successful partnerships with Nottingham Forest Community Trust, Stone Soup Academy, a dedicated 14-16 GCSE offer and launch new programmes in partnership with Notts County Football Club
- In response to the LSIP actionable priority, we will pilot and implement a new formalised assessment method for essential skills, working with other providers, employers and stakeholders to agree a shared approach.
- Pilot and implement a robust system for tracking destination data into priority sectors and development of work-ready skills to inform future planning.
- In recognition of the need to grow our apprenticeship provision across our priority sectors, we have set a 2024/25 enrolment target of 1,000 new starts. We have set an organisational goal (over the three years of this Duty to Review report) to improve quality of provision in this area so that it is consistently above national average.
- Expand our partnership activity at HE to ensure we provide a robust and employer-responsive curriculum offer which articulates with and promotes progression from level 3
- Better meet the needs of the health sector through our contribution to the Universities for Nottingham collaboration which engages directly with senior NHS representatives
- Explore strategic opportunities to substantially develop our partnership with East Midlands Airport, including employability routes to airside jobs, a study programme offer for 16-18 year olds and the potential development of a logistics response for employers
- Refocus our full-time GCSE English and maths provision to ensure it is embedded within the vocational curriculum and delivers the best possible results for those who did not achieve at least a grade 4 at school
- Respond to emergent technologies and the local net zero agenda through the launch of a new Green Skills Centre and the creation of a responsive automotive hydrogen training offer, developed in partnership with employers



1

Enhance pride in our college and strengthen our reputation as a trusted and collaborative partner



2

Develop our curriculum so it is responsive, agile and aligns to the skills needs of our region, ensuring all our learners are future ready



3

Ensure all our learners enjoy outstanding teaching



4

Ensure all our learners are in good hands with highly effective and supportive learner facing services



5

Invest in and reward our people, develop their skills and recognise their success

OUR STRATEGIC PRIORITIES

[View our Strategic Plan](#)



6

Embed a culture which is positive, inclusive, supportive and productive



7

Relentlessly pursue our ambitious target of achieving net zero carbon emissions by 2030



8

Harness the power of digital technology in everything we do



9

Transform our estate, setting ambitions high for the resources and facilities we provide to our communities



10

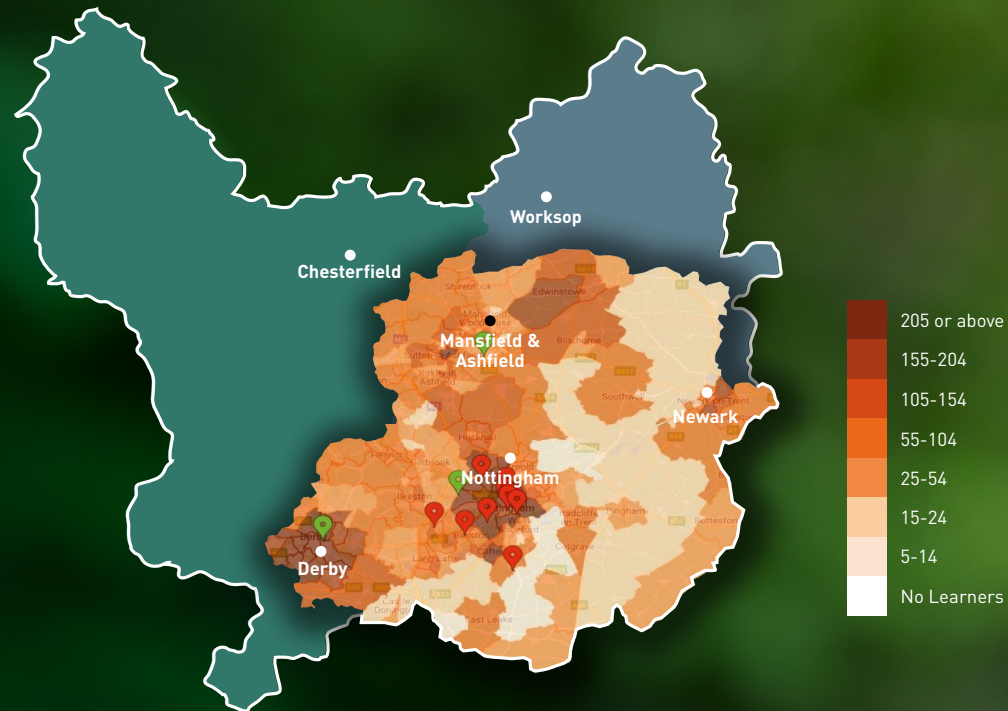
Secure a stable financial future

Context and place

The Communities We Serve

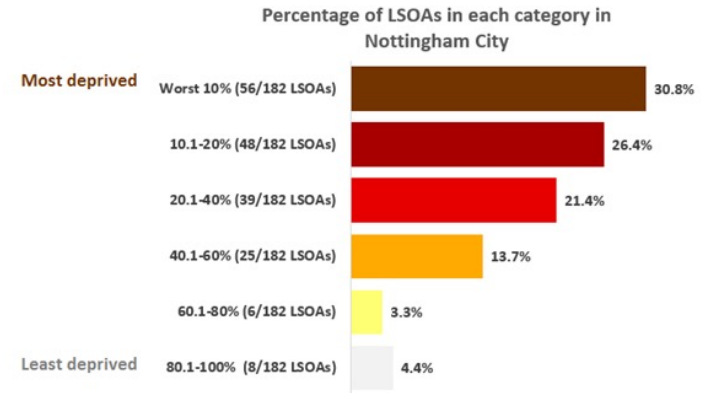
The communities we serve are the City of Nottingham and surrounding County areas within the Local Skills Improvement Plan (LSIP) and upcoming Mayoral Combined County Authority (MCCA) area of D2N2 (Derbyshire, Derby, Nottinghamshire and Nottingham).

Within D2N2, our locality is defined by looking primarily at the travel to learn patterns of learners: 53% of our learners are from within the City of Nottingham, with a further 31% from South of Nottinghamshire and 9.5% from the North. 6% of learners travel from across South, West and East Derbyshire and the college also serves a small number of learners from the wider East Midlands region (Leicestershire, Lincolnshire and Northamptonshire) and national locations through online and work-based learning. Nottingham is an area of high deprivation as evidenced through a wide range of measures including school and post-16 achievement data, Gross Value Added, The Index of Multiple Deprivation (IMD), office for National Statistics (ONS), labour market intelligence and local health data.



Context and Place

Our college serves some of the most disadvantaged communities in the county. Nottingham ranks 11th in the Indices of Deprivation and 6th in the Income Deprivation Affecting Children Index (IDACI). The city has: 29.5% of children living in low-income families, 15.7% of school age children with disabilities (against a national average of 11.9%) and 33% of its population living with mental health conditions. Nottingham has one of the lowest employment rates of all UK cities, with just 59% of all 16-64 year olds currently employed.



The table below demonstrates that within our disadvantaged communities, the college enrolls a significantly higher proportion of Band 1 (most deprived) students than the local average. This demonstrates the crucial local role we play in transforming life chances and providing a second chance for highly disadvantaged young people and adults across our locality:



Approach to Developing the Annual Accountability Statement

To understand local need, we actively engage our strategic and key partners across the region and the county including the East Midlands Combined County Authority, the LSIP Steering Group headed by the Federation for Small Businesses, Nottingham City and Nottinghamshire County Councils, the D2N2 Colleges Group, the Local Skills Taskforce, Chief Executives Forum, Nottingham Growth Board, One Nottingham, Nottingham's Employment and Skills Taskforce, The Futures Group, The Careers and Enterprise Company and Nottingham BID. Our Principal is the Nottinghamshire colleges' representative on the D2N2 Reference Group for Adult Skills Devolution, positioning the college to drive the development of a cohesive offer against identified local priorities.

This strategic level engagement is supported through direct consultation with employers through our sector aligned Industry Advisory Boards, attendance at local forums and through ongoing training needs analysis via our dedicated employer engagement team to understand the knowledge, skills and behaviours required to drive up productivity and meet skills gaps. To ensure a responsive offer, we actively co-design curricula with employers, allowing for locally bespoke delivery mapped to current and emerging need. Ofsted identified that "Leaders engage widely with other education institutions, local government and local employers to understand local and regional skills priorities and needs. This proactive approach means that the college has a reputation for being a responsive and trusted partner within the local and regional skills offer." (Ofsted, 2023)

We have and will continue to work with key local partners who have a presence across our defined local area to review and refine our collective offer. Engagement will focus on the main General Further Education Colleges of Vision West Notts College, Derby College, Newark College, relative to where our learners travel from. In addition, we will consult with Nottingham Trent University and the University of Nottingham to design seamless progression routes into higher technical and academic study with Independent Training Providers through subcontracting where provision adds value to our offer.

This work will include engaging these partners to identify geographic areas of economic clustering to carry out a root and branch analysis of the skills offer across the various institutions and how we can collectively meet the needs of our sub-region. We will continue to act as a key contributor to educational partnerships and initiatives across the region, sharing best practice, resources and skills, and actively support local and regional groups, such as the Association of Colleges (AoC) and LEP Colleges Group Forum.



Local, Regional and National Skills Priorities

Sector Subject Area	Local / Regional Priority	National Priority	Employment
Construction, Planning and the Built Environment	✓	✓	75,000 total jobs in D2N2 within construction by 2035, of which 35,867 are within the areas we directly serve (Unit for Future Skills). The sector's GVA is £2.9bn, or 8% of the sub- region's total.
Health, Public Services and Care	✓	✓	132,000 health and social care jobs in D2N2 in 2022, projected to rise to 155,000 by 2035 (Unit for Future Skills)
Engineering and Manufacturing Technologies	✓	✓	120,000 total engineering jobs across D2N2 by 2035 with a further 907 additional jobs required by 2030 (Unit for Future Skills). The Midlands has 42.4% of England's automotive manufacturing workforce
Science and Mathematics	✓	✓	Integral to multiple employment areas. Nottingham has a significant sciences cluster centred around Boots, MediCity and BioCity, with over 200 medical technology firms across the sub-region
Information and Communication Technology	✓	✓	The Unit for Future Skills identifies that the sector will have 28,000 jobs by 2035 (£1.8bn of local GVA)
Arts, Media and Publishing	✓ <small>Nottingham Creative Quarter</small>		25,000 jobs in the sector by 2035. The D2N2 sub-region has 10,570 jobs in Art and Design, which is 8% above national average
Leisure, Travel and Tourism / Retail	✓ <small>The visitor economy is a D2N2 priority sector</small>		71,000 jobs across the sub-region in accommodation and food by 2035 9,478 sport related jobs in D2N2 (12% above national average). 22,000 in food and drink; and 163,000 in retail and wholesale trade by 2035
Business, Administration and Law	✓ <small>Professional Services is key to the city's economy</small>		Significant growth in jobs related to business and other services by 2035 (314,000 from a 2015 base of 283,000) and professional services (100,000 from 67,000). 87% of total FTE employment and around 80% of total GVA in Nottingham is accounted for by the service sector
Cross-Cutting Themes	Local / Regional Priority	National Priority	Employment
Preparation for Life and Work	✓	✓	Essential and transferable skills are key to local economic growth plans. Our devolved regional authority is committed to creating an inclusive economy, with seamless pathways into sustainable employment
Low Carbon Technologies	✓	✓	Local economic plans project £9bn of green growth added to our GVA by 2030 to reduce our productivity gap, relating to 50,600 jobs in the Low Carbon Goods and Services sector by 2050. Currently, 37% of our businesses derive turnover from supplying pro-environmental goods or services
Digital Skills	✓	✓	As our sectors become increasingly digitised, with AI and automated technologies driving productivity, digital literacy will become increasingly essential in securing meaningful employment across all of our key industries

Local, Regional and National Skills Priorities

Sector Subject Area	Study Programme	Adult (including SWAPs, FCfJ and Bootcamps)	Apprenticeships	Higher Education (including Higher Apprenticeships)	Development Aims
Construction, Planning and the Built Environment	✓	✓	✓	✓	<ol style="list-style-type: none"> 1. In response to LSIP priority, embed net zero awareness and technical skills into all programmes 2. Create a new adult and commercial green skills offer
Health, Public Services and Care	✓	✓	✓	✓	<ol style="list-style-type: none"> 1. Develop a broader adult and HE offer
Engineering and Manufacturing Technologies	✓	✓	✓	✓	<ol style="list-style-type: none"> 1. Further adapt offer to current and emerging automation, AI and green technologies 2. Develop strategies to grow our adult and HE offer 3. Work with local partners to align our offer with the East Midlands Investment Zone
Science and Mathematics	✓	✓		✓	<ol style="list-style-type: none"> 1. Grow HE offer around level 4 and 5, mapped to pathways into level 6+ at local HEIs
Information and Communication Technology	✓	✓	✓	✓	<ol style="list-style-type: none"> 1. In response to LSIP priority, embed digital competencies into all programmes 2. Broaden and grow adult and HE offers
Arts, Media and Publishing	✓	✓		✓	<ol style="list-style-type: none"> 1. Embed digital and sustainability (e.g. materials and waste management) into all programmes
Leisure, Travel and Tourism / Retail	✓	✓		✓	<ol style="list-style-type: none"> 1. Develop sport provision with local partners, particularly apprenticeships as a progression route for Study Programme and adult students
Business, Administration and Law	✓	✓	✓	✓	<ol style="list-style-type: none"> 1. Grow financial services offer across a range of priority programmes
Preparation for Life and Work	✓	✓			<ol style="list-style-type: none"> 1. Grow our SEND offer to meet local need 2. Develop our 'Passport to Employability' offer
Low Carbon and Digital Skills Cross-Cutting Themes	Assistant Principals and Curriculum leads embed sustainability and digital into core programmes (challenged through our Curriculum Planning process)				<ol style="list-style-type: none"> 1. Work with local partners to develop skills pathways aligned to the East Midlands Investment Zone and Fusion Skills Project 2. Build integrated and bespoke offers in retrofit, hydrogen and sustainable heating systems

Annual Objectives 2024/25

Strategic Priority	Actions	Alignment with Local and National Skills Priorities
<p>Develop our curriculum so it is responsive, agile and aligns to the skills needs of our region, ensuring all our learners are future ready</p>	<p>Action 1 Address identified local skills needs through introducing T Levels in areas mapped to economic growth and high job creation:</p> <ul style="list-style-type: none"> • Maintenance, Installation and Repair for Engineering and Manufacturing Technologies (minimum of 10 starts) • Engineering, Manufacturing, Processing and control (minimum of 10 starts) • Design and Development for Engineering and Manufacturing (minimum of 10 starts) • Science (minimum of 10 starts) • Maintenance, Installation and Repair of Vehicles (minimum of 10 starts) • Digital Support (minimum of 20 starts) 	<p>LSIP:</p> <ul style="list-style-type: none"> • Manufacturing is a significant sector in the region, with advanced engineering and automotive industries being important drivers of employment • Derbyshire and Nottinghamshire have a significantly higher concentration of advanced engineering and manufacturing jobs than the national average • The Healthcare sector is facing skills shortages, particularly in areas such as nursing and social care • Bridge the skills gap in digital technologies and adapt to the fourth industrial revolution • Harmonise digital skills across existing programmes, map existing digital skills offerings, and address gaps in provision • Develop an employer-driven competency framework for essential and transferable skills • Build an infrastructure to capture and record live progress towards essential skills and competencies across vocational disciplines <p>National Priorities:</p> <ul style="list-style-type: none"> • Manufacturing • Engineering • Digital and Technology • Health and Social Care • Science and Mathematics <p>LSIP: Deliver employer-provider partnered provision:</p> <p>Establish strategic relationships and partnerships between employers and training providers to ensure relevant course content and work placements.</p>
	<p>Action 2 Grow our HE offer to create more opportunities for flexible learning mapped to local economic need:</p> <p>Introduce new Higher Technical Qualification provision in:</p> <ul style="list-style-type: none"> • Healthcare Professions' Support (minimum of 10 students) • Electrical and Electronic Engineering (minimum of 10 students) • Manufacturing (minimum of 10 students) 	
	<p>Action 3 Ensure that employer-driven employability, soft and transferable skills are delivered to students through the college's Priority Programmes:</p> <ul style="list-style-type: none"> • A minimum of 2,000 students to complete the college's Future Ready essential skills programme at level 3 	
	<p>Action 4 Deliver a curriculum powered by industry:</p> <ul style="list-style-type: none"> • A minimum of 80% of technical/vocational course areas have direct input from employers into curriculum design. Evidenced through TLA reviews and sampling and auditing activities [e.g. scheme of work audits] 	

<p>Ensure all our learners enjoy outstanding teaching</p>	<p>Action 5 Deliver high quality teaching, learning and assessment:</p> <ul style="list-style-type: none"> • 80% of vocational/technical teachers to undertake a minimum of 3 days' industry related experience in the 2023/24 academic year (with clear reference to reformed qualifications) • A minimum of 80% of technical/vocational course areas have direct input from employers into curriculum design. Evidenced through schemes of work and Industry Advisory Boards • A 5% improvement on Vocational/technical qualifications outcomes at level 3. • a minimum of 5% improvement on overall achievement for Apprenticeships • A minimum of 3% improvement on HTQ outcomes in skills need priority areas. • A year-on-year improvement on achievement and growth in numbers for T Levels in priority skills areas. 	<p>National Priority:</p> <ul style="list-style-type: none"> • Skills for Jobs / The Skills Act (2022): deliver market-responsive skills through high-quality providers / outstanding teaching <p>LSIP and local skills plans:</p> <ul style="list-style-type: none"> • The need for quality local provision to address identified skills gaps and drive-up productivity
<p>Harness the power of digital technology in everything we do</p>	<p>Action 6 Embed digital skills at the heart of our skills offer:</p> <ul style="list-style-type: none"> • Increase engagement by 20% in Nottingham College's 'I AM Digital' skills programme for 16-18 vocational students 	<p>LSIP:</p> <ul style="list-style-type: none"> • Integrate a digital component into relevant post-16 vocational programmes <p>National Priority:</p> <ul style="list-style-type: none"> • Digital and Technology
<p>Invest in and reward our people, develop their skills and recognise their success</p>	<p>Action 7 Revise and relaunch the people strategy</p>	
<p>Ensure all our learners are in good hands, with highly effective and supportive learner facing services</p>	<p>Action 8 Implement a system that aligns with and measures the eight Gatsby benchmarks to ensure our vocational and technical students are future ready</p>	
<p>Enhance pride in our college and strengthen our reputation as a trusted and collaborative partner</p>	<p>Action 9 Establish ourselves as a trusted partner through delivering a market-aligned curriculum that equips students with the knowledge, skills and behaviours required to secure meaningful employment and drive up local prosperity:</p> <ul style="list-style-type: none"> • A minimum of 5000 learners of all ages completing a destination survey. Of those surveyed, a minimum of 70% will confirm a positive destination (defined as progression to a higher level of education or employment) 	<p>Skills Act (2022): support young people and adults to develop the skills they need to get a good job and ensure a clearer focus on the delivery of outcomes</p> <p>National Priorities:</p> <ul style="list-style-type: none"> • Construction • Manufacturing • Engineering • Digital and Technology • Health and Social Care • Science and Mathematics

<p>Transform our estate, setting ambitions high for the resources and facilities we provide to our communities</p>	<p>Action 10 Create a new Green Skills Centre, to act as a local beacon of sustainability provision and net-zero awareness. Build a new net zero training offer and develop approaches to embed sustainability into core priority programmes.</p>	<p>LSIP</p> <ul style="list-style-type: none"> Establish local Green Productivity Hubs to develop climate literacy, engage employers, and provide sector-specific green skill provision Identify and address skills shortages in energy efficiency and low carbon transition across key sectors <p>National Priorities:</p> <ul style="list-style-type: none"> UK Government 2050 net-zero emissions target Green skills
<p>Relentlessly pursue our ambitious target of achieving net zero carbon emissions by 2030</p>	<p>Action 11 Capital transformation:</p> <ul style="list-style-type: none"> Commence capital decarbonisation projects on our Adams and Highfields campuses Reduce consumption of electricity and gas Refine estate and vacate two energy inefficient buildings Retrofit LED lighting in existing buildings <p>Measurement: Achieve 40% reduction on type 1 / type 2 emissions by September 2025</p>	<p>National Priorities:</p> <ul style="list-style-type: none"> UK Government 2050 net-zero emissions target <p>Local Priorities:</p> <ul style="list-style-type: none"> Nottingham City 2028 net zero ambition Nottinghamshire County's green agenda and carbon-reduction aims D2N2 LEP: Build a low-carbon economy

Local Needs Duty

In response to The Skills Act (2022), the Board of Governors has conducted a review of our approach, determining how well our curriculum meets local skills needs and prepares for those that will emerge in the future, through oversight, challenge, and discussion, with employers and leaders of the college.

The Board has also taken into account the relevant findings and recommendations from our recent Ofsted report and has approved the capital investment required to deliver the college's Estates Strategy and specifically ring-fenced a minimum of £5m from college reserves for an approved programme of capital expenditure relating to market responsive technological infrastructure, new build projects, learning facilities and resources to ensure the college is equipped to meet skills and growth needs through to 2026. We have and will continue to work with key local education partners who have a presence across our defined local area to review and refine our collective offer.

This work will include engaging these partners to identify geographic areas of economic clustering to carry out a root and branch analysis of the skills offer across the various institutions and how we can collectively meet the needs of our sub-region. We will continue to act as a key contributor to educational partnerships and initiatives across the region, sharing best practice, resources and skills, and our collaborative approach will build on our historic work across the sub-region to date, strengthening our relationships and community of practice to develop collaborative models and agree solutions to meet local need.

This work contributes towards our vision to be a key local skills provider when our local area becomes a devolved authority in 2024. As a pivotal strategic partner, we will act with integrity, in the true spirit of collaboration, for the good of our region and our communities.



Corporation Statement

On behalf of the Nottingham College corporation, it is hereby confirmed that the Corporation conducts reviews in line with the local needs duty, and as such results in the plan. The annual accountability statement sets out an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 20th May 2024.



Chair of Governors



Principal/Chief Executive and Accounting Officer

[View our Strategic Plan](#) 

