



Higher Education Strategy

2026-29

UNIVERSITY
LEVEL



Introduction

This Higher Education (HE) Strategy sets out Nottingham College's ambition to expand and enhance its higher education offer to meet the needs of students, employers, and communities across Nottingham and the wider East Midlands.

The strategy aligns with local, regional and national economic priorities, supports social mobility, addresses critical skills shortages, and strengthens the College's role as a leading provider of higher technical and professional education.

As the largest further education provider in the region, Nottingham College is uniquely positioned to bridge the gap between further education, higher education and employment.

Through flexible, employer-led provision, innovative curriculum design and strong strategic partnerships, the College will provide accessible pathways that enable students to progress, employers to thrive, and communities to prosper.

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



CLICK HERE to view
our Strategy Plan

OUR COMMUNITY AND PLACE

Nottingham College serves Nottingham city and its immediate conurbation, but draws students from across the region, including Derby and Derbyshire, as well as parts of Leicestershire, Rutland and Lincolnshire, offering a broad range of higher education opportunities at four campuses.

Many of our students are drawn from areas of socio-economic disadvantage, from communities that face multiple, interconnected barriers to education and employment. Nottingham itself is ranked 11th for deprivation nationally and like other major cities, we face higher than average unemployment levels, high numbers of young people not in education, employment or training, high numbers of adults with low or no qualifications and high levels of economic inactivity, often due to health and mental health issues.

These challenges are compounded by broader workforce issues, with only 35.4% of Nottingham's working-age population holding higher-level qualifications (compared to 42.8% nationally), while 10.9% have no qualifications (versus 6.6% nationally). These skills gaps directly impact economic opportunities and social mobility within our communities. This complex landscape of deprivation, educational underachievement, health challenges, and skills deficits places Nottingham College at the heart of vital social and economic development work in our region.

Over the lifetime of this strategy, we expect demographic shifts to affect the number of school leavers in our catchment. Growth may not continue at the same pace, which in turn means we must think carefully about our provision, how we fund investment into our infrastructure and estate, and how we diversify to remain one of the UK's largest and most successful colleges.

We launch this plan at a time when a coherent set of national policies and regional priorities have aligned around the need to respond to rising NEET levels, and to support people back into work. EMCCA's mission to create 60,000 more jobs over the course of the next five years, will be a challenging target to meet, with current economic forecasts. We must continue to deliver training that responds to local need, deliver work-ready young people who are equipped to enter the workforce and thrive, and are best placed to support employers to upskill their workforce, deliver higher level learning opportunities with our employers, that create more opportunities for local people to access highly skilled jobs.

The government's home building programme, local regeneration schemes like the East Midlands Investment Zone, East Midlands Freeport and the Broadmarsh development, will boost sectors such as construction, engineering, advanced manufacturing and clean technologies. Our curriculum must follow suit if we are to connect our communities to these opportunities.

To do this, and to be an enabler of opportunity, we must be community orientated and community focussed. This strategy will prioritise community and employer engagement. We will invest time in understanding our communities, their needs and their aspirations, and we will work in partnership with community partners, to deliver for Nottingham.

PARTNERSHIP

Nottingham College is part of a dynamic network of employers, civic partners, community organisations and public services working for the good of the city and the wider region. By working in partnership, we can respond more effectively to skills needs, remove barriers to opportunity, and support inclusive economic and social growth.

Higher education has a vital role to play in transforming lives, supporting social mobility, driving economic growth, and addressing the skills needs of employers and communities. As a Further Education college with a strong commitment to widening participation, employer engagement, and educational excellence, we are uniquely positioned to provide accessible, high-quality higher education and professional learning opportunities that respond directly to the needs of students, employers, and the regional economy.

Nottingham College will work collaboratively with a wide range of partners to develop and expand higher education opportunities across Nottingham and the wider East Midlands. By strengthening relationships with universities, employers, professional and awarding bodies, civic organisations and other strategic partners, the College will identify opportunities to develop new programmes, progression pathways, flexible learning models and higher-level skills provision that respond to student aspirations, workforce needs and regional priorities.

This partnership approach will enable the College to combine its strengths and reach with the expertise, opportunities and resources of its partners, creating more diverse and accessible routes into higher education, employment and lifelong learning, while supporting the economic and social development of the communities we serve.



OUR VISION

Our Vision is to become Nottingham's leading provider of career-focused higher education, widening participation and supporting economic growth by delivering flexible, employer-led, high-quality higher education pathways that enable students to succeed and businesses to thrive.

Nottingham and the wider East Midlands continue to experience skills shortages across several priority sectors that are critical to future economic growth and productivity. Through employer-responsive curriculum design, strong partnerships, innovative delivery models and a commitment to student success, Nottingham College will play a pivotal role in supporting the future prosperity of Nottingham, the East Midlands and the wider UK economy.

Priority areas include Digital and AI technologies, Advanced Manufacturing and Engineering, Construction, Retrofit and the Built Environment, Health and Social Care, Education and Early Years, Business and Professional Services, and Green Technologies and Sustainability.

At the same time participation in higher education remains uneven across communities. Employers increasingly require higher-level technical and professional skills, and national policy continues to prioritise growth in Levels 4 and 5 qualifications. Adult and non-traditional students require flexible study models that fit around employment and caring responsibilities and employers require accessible opportunities for workforce upskilling and reskilling.



OUR PURPOSE

This Higher Education Strategy sets out our ambition to strengthen our position as a leading provider of higher-level technical, professional, and academic education. It reflects our commitment to delivering an exceptional student experience, developing a highly skilled workforce, and contributing to the economic prosperity of our region.

At the heart of this strategy is a commitment to developing an employer-led higher-level curriculum that is responsive to local, regional, and national skills priorities. Through close collaboration with employers, industry bodies, and strategic partners, we will ensure that our programmes remain relevant, future-focused, and aligned to emerging workforce demands. Our curriculum will equip students with the knowledge, skills, and behaviours required to succeed in a rapidly changing labour market while supporting employers to address current and future skills shortages.

We are equally committed to widening participation and increasing access to higher education for underrepresented communities. By removing barriers to learning, providing flexible study opportunities, and creating clear progression pathways, we will enable more individuals to access higher-level learning and realise their potential, regardless of their background or circumstances.

The strategy recognises the important role higher education plays in supporting economic growth and regional prosperity. Through innovative partnerships and collaborative approaches, we will maximise our economic impact by helping employers develop the talent they need, reducing skills gaps, and creating a sustainable pipeline of highly skilled individuals capable of meeting future workforce requirements. In doing so, we will strengthen our contribution to productivity, innovation, and inclusive economic growth across our communities.



OUR AMBITION

Our ambition is to establish the college as a high-performing higher education provider that delivers transformational experiences for students, strong returns for employers, and sustainable growth for the institution. We will achieve this through outstanding teaching, personalised support, a culture of continuous improvement, and a relentless focus on student success and graduate outcomes.

As the nature of work continues to evolve, our graduates must be equipped not only for today's jobs but also for the opportunities and challenges of the future. We will therefore focus on developing adaptable, resilient, and digitally confident graduates who possess the transferable skills, critical thinking abilities, and professional attributes needed to thrive in careers that may not yet exist. Through a future-focused approach to learning, innovation, and employability, we will prepare our students to become leaders, professionals, entrepreneurs, and lifelong students.

To support these ambitions, we will continue to enhance our education and professional course offer, ensuring that it remains high quality, innovative, employer-informed, and responsive to changing student and employer needs. Our curriculum portfolio will provide flexible pathways for progression, professional development, and career advancement, supporting students at every stage of their educational and professional journey.

These challenges create a significant opportunity for Nottingham College to position itself as the leading provider of accessible, employer-responsive higher education within the region. This strategy provides the framework through which we will realise these ambitions over the coming years.

By placing students, employers, and communities at the centre of our decision-making, we will create an inclusive, dynamic, and high-performing higher education environment that delivers outstanding outcomes and lasting impact for individuals, businesses, and the wider economy.



OUR PLAN

The following six key strategic priorities outline the college's intention to ensure that by 2029 Nottingham College will be recognised as Nottingham's leading provider of career-focused higher education and a cornerstone institution within the region's skills ecosystem.

1

Develop an employer-influenced higher-level curriculum that responds directly to local and regional skills priorities.

2

Widen Participation and Community Inclusion removing barriers to participation and ensure higher education is accessible to all communities.

3

Maximise partnerships and economic impact by becoming the preferred higher-level skills partner for employers across Nottingham and the East Midlands.

4

Provide an outstanding higher education and professional learning experience that leads to exceptional student and graduate outcomes.

5

Embed digital innovation and capability across higher education provision promoting future skills.

6

Enhance and expand our education and professional course offer.

PRIORITY 1

Develop an employer-influenced higher-level curriculum that responds directly to local and regional skills priorities.

Develop modular and flexible curriculum models, including micro-credentials, in line with the Skills for Jobs White Paper and LSIP priorities across our range of HE courses to create industry-aligned sector pathways that combine cross-disciplinary knowledge to meet the skills demands of emerging roles in priority growth sectors.

CONTEXT

The future of higher education is increasingly shaped by rapid technological change, evolving employer needs and the emergence of new occupations that do not fit neatly within traditional disciplinary boundaries. For Nottingham College, developing more modular and flexible curriculum models will enable higher education to respond more quickly to changing skills requirements and provide accessible opportunities for students and employers to engage in learning at different stages of their careers.

Building on the direction established through the Skills for Jobs White Paper and local and regional skills priorities identified through Local Skills Improvement Plans (LSIPs), the development of short, stackable learning opportunities and micro-credentials will support more flexible routes into higher-level learning. These approaches can enable students to build knowledge and qualifications progressively while allowing employers to access targeted development aligned to specific workforce needs.

By creating industry-aligned sector pathways that combine cross-disciplinary knowledge, digital capability and specialist technical expertise, Nottingham College can better prepare students for emerging roles within priority growth sectors. This approach will strengthen the College's responsiveness to employers and regional economic needs, widen participation in higher education and professional learning, and support the development of a future-focused curriculum that enables students to upskill, reskill and progress throughout their working lives.

WE ARE COMMITTED TO:

- Expand Higher Technical Qualifications expanding provision through Higher National Certificates (HNCs), Higher National Diplomas (HNDs), Higher Technical Qualifications (HTQs), Higher Apprenticeships, Degree Apprenticeships, Professional qualifications and specialist workforce programmes
- Develop a range of modular learning opportunities including micro-credentials across the range of HE and professional courses through sequencing and course design parameters.
- Maximise sector growth opportunities in sectors with strong labour market demand such as Digital and AI, Cyber Security, Data Analytics, Software Development, Artificial Intelligence and Digital Transformation.
- Further develop our Engineering and Manufacturing curriculum to include Advanced Manufacturing, Automation, Robotics, Industry 4.0 Technologies and Sustainable Engineering.
- Embrace opportunities to expand our Construction and Built Environment offer through delivering excellence in Retrofit, Sustainable Construction, Project Management, Building Services Engineering and Modern Methods of Construction.
- Work with key University and NHS partners to broaden our Allied Health Support offer in Health Leadership, Social Care, Integrated Care and Community Health Practice.
- Continue to grow our higher education course offer providing a pipeline of educational experts to drive excellence across the education sector in Nottingham and the wider region through expanding our Early Years Leadership, SEND Practice, Teaching Assistant, Initial Teacher Education and PGCE courses.
- Develop a Business and Professional Services curriculum offer in response to employer needs in areas such as Sustainable Leadership, Human Resources, Project Management, Operations Management and Business Innovation.
- Enhance flexible access, progression, and upskilling, ensuring that provision is demand-led, employer-responsive, and optimised for emerging and established funding opportunities.
- Continue to work with external stakeholders, including employers and civic partners, alongside robust labour market intelligence, to drive the design and continuous evolution of our higher-level curriculum, ensuring it remains current, relevant, and aligned to industry needs, as evidenced in annual accountability statements.
- Further embed employer and partner co-design and co-delivery across the curriculum to ensure students develop the skills required now, and in the future, positioning them at the forefront of industry talent pipelines.

PRIORITY 1 Strategy into Action

We will:

	Year 1 Introduce 2026-27	Year 2 Embed and Expand 2027-28	Year 3 Establish 2028-28
Expand Higher Technical Qualifications	Map and prioritise HTQ/HNC/HND, Higher and Degree Apprenticeship and professional qualification opportunities against employer demand, funding and College capability.	Launch and grow priority qualifications in areas with strongest demand, working with employers and awarding/university partners to secure sustainable delivery models.	Establish a sustainable Higher Technical portfolio, evaluating performance, student outcomes and employer impact and expanding successful programmes.
Develop modular learning and micro-credentials	Develop a college-wide framework for modular learning, including principles for sequencing, credit, assessment, quality assurance and micro-credential design.	Pilot modular and micro-credential provision within selected HE and professional subject areas, using employer and student feedback to refine delivery.	Scale modular provision across the HE portfolio, creating clear pathways from short courses and micro-credentials into larger qualifications and supporting lifelong learning.
Maximise growth in Digital, AI, Cyber Security, Data Analytics, Software Development and Digital Transformation.	Undertake a digital skills growth programme using LMI and employer intelligence to identify priority courses, skills gaps and target markets.	Significantly expand priority digital and AI programmes, supported by employer partnerships, specialist facilities and industry-informed curriculum.	Position Nottingham College as a regional provider of future digital skills, with established employer pipelines, strong student outcomes and a diversified digital portfolio.
Develop Engineering and Manufacturing	Complete an Engineering and Advanced Manufacturing curriculum review to identify priority opportunities in automation, robotics, Industry 4.0 and sustainable engineering.	Introduce priority Advanced Manufacturing, Automation, Robotics and Industry 4.0 provision, co-designed and delivered with industry partners.	Develop an integrated Engineering and Manufacturing skills pipeline, linking FE, HE, apprenticeships and employer workforce development.
Expand Construction and Built Environment	Identify priority growth areas and establish employer demand for Retrofit, Sustainable Construction, Project Management, Building Services Engineering and Modern Methods of Construction.	Launch targeted new or enhanced provision in the highest-priority areas, supported by employer partnerships and appropriate specialist facilities.	Establish Nottingham College as a leading regional provider of sustainable construction skills, with strong progression routes and employer engagement.
Broaden Allied Health Support provision with University and NHS partners	Create a curriculum development plan identifying workforce priorities in Health Leadership, Social Care, Integrated Care and Community Health Practice.	Develop and launch new programmes with key partners, ensuring curriculum, placement and progression arrangements meet workforce requirements.	Embed a sustainable health and care education partnership model, expanding provision where evidence demonstrates workforce need and positive outcomes.

PRIORITY 1 Strategy into Action

We will:

	Year 1 Introduce 2026-27	Year 2 Embed and Expand 2027-28	Year 3 Establish 2028-28
Grow Education and Professional Learning provision	Undertake a strategic review of the Education and Professional Learning portfolio, identifying growth opportunities in Early Years Leadership, SEND, Teaching Assistant, ITE and PGCE.	Expand priority programmes and progression routes, strengthening recruitment, partnerships with schools and settings, and pathways into teaching and educational leadership.	Establish a comprehensive regional education workforce pipeline, demonstrating impact on recruitment, retention, progression and workforce development across Nottingham and the wider region.
Develop Business and Professional Services curriculum	Complete employer-led skills analysis to identify priority provision in Sustainable Leadership, HR, Project Management, Operations Management and Business Innovation.	Launch a targeted portfolio of employer-responsive programmes, including flexible professional and modular learning opportunities.	Create an established Business and Professional Services offer with strong employer pipelines, repeat business and progression opportunities into higher-level roles.
Enhance flexible access, progression and upskilling	Design a flexible HE and professional learning framework incorporating modular study, blended delivery, multiple entry points and progression pathways.	Implement flexible learning pathways and optimise provision against available and emerging funding opportunities, enabling more students to enter, return to and progress through HE.	Embed a demand-led lifelong learning model, using participation, progression and completion data to continuously improve access and upskilling opportunities.
Use stakeholder engagement and LMI to drive curriculum development	Establish an annual HE Skills and Curriculum Intelligence review cycle, through curriculum planning bringing together LMI, employer intelligence, civic priorities, student demand and sector intelligence.	Use intelligence systematically to inform curriculum planning and investment decisions, with priorities reflected in annual accountability statements	Embed evidence-led curriculum planning as standard practice, demonstrating clear alignment between provision, regional skills priorities, employer demand and student outcomes.
Further embed employer and partner co-design and co-delivery	Develop a college-wide employer engagement and co-design framework defining minimum expectations for employer involvement in curriculum design, delivery and review.	Increase employer co-design and co-delivery across priority programmes, including guest teaching, live projects, placements, industry briefs and curriculum review.	Establish sustained employer talent pipelines, with strategic partners actively contributing to curriculum, recruitment, work-based learning and graduate employment.

PRIORITY 2

Widen Participation and Community Inclusion removing barriers to participation and ensure higher education is accessible to all communities.

Continue to create equitable opportunities for students to access, participate in, succeed in, and progress from education. Improve Access and Recruitment through embedding flexible entry requirements, and recognising prior learning, work experience, and wider skills.

CONTEXT

Widening participation and strengthening community inclusion is central to Nottingham College's role as an accessible, inclusive and locally rooted provider of higher education. The College is uniquely positioned to support individuals and communities who may not traditionally participate in higher education, including adult students, first-generation students, students from disadvantaged backgrounds and those seeking to progress through education while balancing employment, family and other commitments.

This priority recognises that access to higher education should not be determined solely by traditional qualifications or previous educational pathways. Nottingham College will continue to create equitable opportunities for students to access, participate, succeed and progress by developing more inclusive and flexible approaches to recruitment and admissions. This includes recognising prior learning, professional and work experience, technical skills and wider achievements, alongside providing flexible entry requirements that enable students from diverse backgrounds to demonstrate their potential.

By removing unnecessary barriers to participation and creating clear, accessible progression routes, the College can support more people to benefit from higher-level learning and professional development. This will help address inequalities in participation, strengthen social mobility and ensure that higher education reflects and serves the diverse communities of Nottingham and the wider region.

Through this approach, Nottingham College will widen access to higher education while ensuring that inclusion extends beyond entry. The priority is equally focused on creating an environment in which all students are supported to belong, succeed academically, develop confidence and skills, and progress into meaningful employment, further study and wider opportunities.

WE ARE COMMITTED TO:

- Increase flexibility in learning through expanding evening, weekend, and part-time courses, multiple start dates in response to LLE, and blended and online learning, allowing students to balance study with work, family, or health commitments.
- Work with awarding organisations and examiners to further enhance and broaden alternative assessment methods which open opportunities for students and support achievement.
- Further engage in outreach programmes, expanding our work with schools, community groups, employers, charities, and local authorities.
- Enhance the use of data and information to expand support for students for mental health, well-being, finance and careers supporting learning and enhancing higher level progression.
- Enable students to gain smaller qualifications that build towards larger awards such as micro-credentials and modular learning.
- Enhance digital inclusion through innovative learning strategies and assisted technologies.
- Continually review and update public information to ensure materials reflect diverse backgrounds, cultures, opportunities and experiences.
- Strengthen student support through enhanced academic support, literacy, numeracy, and digital skills support, peer mentoring schemes, pastoral support, counselling and mental health services and welfare and safeguarding support.
- Strengthen internal progression through curriculum alignment, transition support, progression mentoring and the introduction of a Higher Education Progression Guarantee.
- Enhance external recruitment through enhanced marketing and induction programmes tailored to adult students and those returning to education.
- Build a sense of belonging through fostering inclusive classroom cultures, celebrating diversity through events and curriculum content, and encouraging student voice and participation in decision-making.
- Use the colleges approved Access and Participation Plan or amended condition of registration to inform improvement actions in response to the Office for Students Risk Register.
- Use internal and external data to identify and address gaps in recruitment and participation rates, attendance, retention, achievement and progression.

PRIORITY 2 Strategy into Action

We will:

	Year 1 Introduce 2026-27	Year 2 Embed and Expand 2027-28	Year 3 Establish 2028-28
Increase flexibility in learning	Develop a flexible learning framework identifying priority courses for evening, weekend, part-time, blended/online delivery and multiple entry points, informed by student demand and LLE requirements.	Implement flexible delivery models across priority programmes, including additional start dates and part-time/blended options.	Embed flexible learning as standard practice, evaluating demand, participation, retention and achievement to continually refine the offer.
Enhance alternative assessment methods	Establish an assessment innovation programme with awarding organisations and examiners to identify appropriate alternative assessment approaches.	Pilot alternative assessment methods across selected programmes, evaluating their impact on accessibility, engagement and achievement.	Embed effective alternative assessment approaches across the curriculum where permitted, using outcomes and student feedback to drive continuous improvement.
Further engage in outreach programmes	Develop a coordinated HE outreach approach with schools, communities, employers, charities and local authorities focused on underrepresented groups and progression into HE.	Expand targeted outreach activity through sustained partnerships and progression programmes in priority communities and groups.	Establish with partners a sustained approach to regional outreach work, demonstrating measurable impact on HE awareness, applications, enrolment and progression.
Enhance data-informed student support	Develop a student support model bringing together academic, attendance, wellbeing, financial and careers data to identify students requiring additional support.	Implement targeted interventions including mental health, financial, careers and wellbeing support, with clear referral and follow-up processes.	Embed predictive and preventative support, evaluating intervention effectiveness and using data to improve student retention, achievement and progression.
Enable smaller qualifications to build towards larger awards	Design a modular progression framework establishing how micro-credentials and smaller awards can accumulate towards larger qualifications.	Pilot stackable micro-credentials and modules in priority subject areas, providing clear student progression routes.	Scale stackable learning across the HE portfolio, enabling students to build qualifications progressively around employment and other commitments.
Enhance digital inclusion	Complete a digital inclusion needs assessment identifying barriers relating to devices, connectivity, digital skills and assistive technology.	Implement targeted digital inclusion initiatives, including equipment/access support, digital skills development and assistive technologies.	Embed inclusive digital learning practices across HE, evaluating their impact on participation, engagement and achievement.

PRIORITY 2 Strategy into Action

We will:

	Year 1 Introduce 2026-27	Year 2 Embed and Expand 2027-28	Year 3 Establish 2028-28
Continually review and update public information	Undertake an accessibility and inclusivity audit of HE marketing, websites, course information and student-facing materials.	Introduce an annual review cycle ensuring public information reflects diverse backgrounds, cultures, opportunities and student experiences.	Embed inclusive communications standards across HE, using student feedback and participation data to continually improve representation and accessibility.
Strengthen student support	Create an integrated HE student support framework bringing together academic skills, literacy, numeracy, digital skills, mentoring, pastoral support, counselling, welfare and safeguarding.	Expand targeted support provision, including peer mentoring, academic skills interventions and enhanced wellbeing and welfare support.	Embed a proactive student success model, evaluating support against retention, achievement, student experience and progression outcomes.
Strengthen internal progression and introduce a HE Progression Guarantee	Map progression pathways across the College and establish the eligibility, processes and curriculum requirements for an HE Progression Guarantee.	Introduce the HE Progression Guarantee alongside enhanced transition, progression mentoring and targeted support for identified students.	Embed progression as a college-wide culture, using progression data to strengthen curriculum alignment and increase successful transition into HE.
Enhance external recruitment of adult and returning students	Develop an adult student recruitment plan covering targeted marketing, flexible study information, recognition of prior experience and tailored induction.	Deliver targeted recruitment and induction campaigns focused on adults and those returning to education.	Establish a sustainable adult HE recruitment model, using application, conversion, retention and satisfaction data to refine recruitment activity.
Build a stronger sense of belonging	Develop an HE belonging framework covering inclusive classroom practice, curriculum representation, student voice, events and opportunities for participation.	Implement belonging initiatives including student-led activities, inclusive curriculum content, diversity events and strengthened student voice.	Embed belonging within the student experience, measuring its impact on engagement, retention, wellbeing and achievement.
Use the Access and Participation Plan / amended registration condition to inform improvement	Translate APP priorities and OfS regulatory requirements into a HE improvement action plan, identifying priority gaps and interventions.	Implement targeted interventions against identified access, participation, continuation, completion and progression risks, with regular governance oversight.	Evaluate impact and refresh interventions, ensuring evidence of progress informs future APP activity, strategic planning and accountability statements.
Use internal and external data to address gaps in recruitment, participation, attendance, retention, achievement and progression	Establish an HE performance and participation dashboard bringing together internal performance data, LMI, sector benchmarks and relevant external data.	Use the dashboard to drive targeted improvement plans for identified gaps at course, curriculum, demographic and student-group level.	Embed a data-led culture of continuous improvement, demonstrating measurable reductions in identified gaps and improved student outcomes.

PRIORITY 3

Maximise partnerships and economic impact by becoming a preferred higher-level skills partner for employers across Nottingham and the East Midlands.

Work with strategic partners and employers to reduce skills gaps and promote access to a reliable pipeline of skilled talent and faster response to emerging workforce needs supporting strategic workforce planning and stronger collaboration on future workforce requirements.

CONTEXT

Nottingham College has a significant role to play in supporting economic growth, productivity and social mobility across Nottingham and the East Midlands. As an anchor institution with strong connections to local communities, employers and strategic partners, the College is well positioned to become the preferred higher-level skills partner for employers, providing accessible, responsive and industry-informed education and professional development.

This priority recognises that employers increasingly require higher-level skills provision that can respond quickly to changing technologies, new business models and emerging workforce needs. By working in close partnership with employers, universities, professional bodies and other strategic partners, Nottingham College can ensure that its higher education curriculum and professional learning offer are aligned with current and future labour market requirements.

Developing stronger employer partnerships will enable the College to identify and address skills gaps, co-design relevant curriculum and create clearer pathways into skilled employment. This collaborative approach will help employers access a reliable pipeline of talented graduates and professionals with the technical, professional and transferable skills required for priority sectors and emerging occupations.

The priority also supports more strategic workforce planning. Through sustained dialogue and collaboration with employers, Nottingham College can anticipate future workforce requirements rather than simply responding to immediate skills shortages. This will enable the College to develop agile higher-level skills solutions, including flexible, modular and employer-informed provision, which supports businesses to upskill and reskill their workforce.

By maximising partnerships and strengthening its economic impact, Nottingham College will contribute to a more productive, skilled and resilient regional economy while creating meaningful opportunities for students to progress into high-quality employment and develop successful careers across Nottingham and the East Midlands.

WE ARE COMMITTED TO:

- Develop formal partnerships with employers operating within priority growth sectors supporting curriculum co-design and delivery, workforce planning, skills forecasting, research and innovation projects, and talent pipeline development.
- Create a Higher Education and Professional Workforce Development Hub to coordinate upskilling programmes, reskilling initiatives, leadership development, professional qualifications, and bespoke employer training.
- Continue to develop and expand employer co-designed curriculum through Industry Advisory Boards across priority sectors comprising major employers, SME's, local authorities, strategic partners, and professional bodies which will directly influence curriculum design, assessment methodologies, drive industry projects, support placement opportunities, influence skills forecasting and enhance professional development opportunities for staff and students.
- Support increased levels of employment through skills development which align to the needs of the local and wider region.
- Contribute to meeting the local and regional skills development plan through being a flagship centre for higher-level skills development and innovation in skills such as sustainable construction, creative industries, and education.
- Measure and demonstrate economic impact through the analysis and reporting of progression into employment, salary gains, employer productivity improvements, student outcomes, business growth linked to training interventions, and the addressing of skills shortages.
- Enhance economic growth by increasing the supply of higher-level skills to priority sectors which supports business growth and inward investment.
- Enhance regional productivity, social mobility, and inclusive growth by helping more local people progress into skilled employment and reducing regional skills inequalities.
- Annually review and realign awarding organisation partnership models and engagement to meet the needs of curriculum planning and responsive course development.

PRIORITY 3 Strategy into Action

We will:

	Year 1 Introduce 2026-27	Year 2 Embed and Expand 2027-28	Year 3 Establish 2028-28
Develop formal partnerships with employers in priority growth sectors	Establish a HE strategic employer partnership framework identifying priority sectors and securing formal partnerships with key employers, SMEs and professional bodies.	Develop partnership activity into co-designed delivery, including workforce planning, curriculum development, skills forecasting, research, innovation projects and talent pipelines.	Establish long-term strategic employer partnerships with measurable impact on recruitment, skills development, innovation and workforce pipelines.
Create a Higher Education and Professional Workforce Development Hub	Design and establish the HE and Professional Hub, defining its operating model, priority sectors, employer offer, curriculum pathways and relationship with existing College provision.	Launch the Hub initiative as a single employer-facing offer, delivering upskilling, reskilling, leadership, professional qualifications and bespoke workforce development programmes.	Scale the Hub into a regional workforce development centre, demonstrating sustained employer engagement, student growth and measurable workforce impact.
Expand employer co-designed curriculum through Industry Advisory Boards	Refresh engagement with Industry Advisory Boards across priority sectors, to maximise engagement with employers, SMEs, local authorities, strategic partners and professional bodies.	Embed Advisory Boards into curriculum development and delivery, using them to influence curriculum, assessment, industry projects, placements, skills forecasting and staff/student professional development.	Use Advisory Boards as strategic skills partners and demonstrate their direct contribution to curriculum responsiveness, student outcomes and employer talent pipelines.
Support increased employment through skills development aligned to regional needs	Map HE provision against local and regional employment demand, identifying skills gaps, priority occupations and sectors requiring additional higher-level skills.	Develop targeted programmes and progression routes aligned to identified employment opportunities, supported by employers, placements, careers activity and work-based learning.	Demonstrate increased employment and progression outcomes, using destination data and employer feedback to refine provision and target future growth.
Contribute to local and regional skills plans as a flagship higher-level skills centre	Develop a flagship higher-level skills offer focused on priority areas including sustainable construction, creative industries and education, aligned to regional skills priorities.	Launch flagship programmes, projects and partnerships that position Nottingham College as a visible contributor to regional skills development and innovation.	Establish Nottingham College as a recognised regional centre for higher-level skills and innovation, demonstrating contribution to skills priorities, employer needs and economic development.

PRIORITY 3 Strategy into Action

We will:

	Year 1 Introduce 2026-27	Year 2 Embed and Expand 2027-28	Year 3 Establish 2028-28
Measure and demonstrate economic impact	Develop a HE economic impact measurement framework establishing baseline measures for employment, salary progression, employer productivity, business growth, student outcomes and skills shortages addressed.	Collect and analyse impact data through employer engagement, destination data, student outcomes and workforce development activity, producing an annual economic impact report.	Demonstrate measurable economic impact and use the evidence to inform investment, curriculum planning, partnership development and future strategic priorities.
Enhance economic growth through increased higher-level skills supply	Identify priority occupations and sectors where higher-level skills constrain business growth, using LMI, employer intelligence and regional economic priorities.	Increase higher-level skills provision in identified growth sectors, including apprenticeships, professional qualifications, technical education and bespoke employer programmes.	Demonstrate the College's contribution to business growth and inward investment, evidencing the role of higher-level skills supply in supporting regional economic development.
Enhance regional productivity, social mobility and inclusive growth	Identify participation, progression and employment inequalities across Nottingham and the wider region and establish priority groups and communities for intervention.	Deliver targeted higher-level skills and progression programmes that remove barriers and connect local people with skilled employment opportunities.	Demonstrate improved social mobility and inclusive growth, including increased progression into skilled employment and reductions in identified skills inequalities.
Annually review and realign awarding organisation partnerships	Complete a strategic review of awarding organisation partnerships, assessing quality, curriculum relevance, flexibility, responsiveness, progression opportunities and employer alignment.	Realign and strengthen awarding partnerships to support new curriculum development, modular provision, emerging qualifications and priority sector growth.	Embed an annual awarding partnership review cycle, ensuring the portfolio remains agile, high quality and responsive to changing employer and regional skills needs.

PRIORITY 4

Provide an outstanding higher education and professional learning experience that leads to exceptional student and graduate outcomes.

Establish the college as a high-performing higher education provider that delivers transformational experiences for students, strong returns for employers, and sustainable growth for the institution.

CONTEXT

Providing an outstanding higher education and professional learning experience is central to Nottingham College's ambition to establish itself as a high-performing and distinctive provider of higher-level education. As the higher education landscape becomes increasingly competitive and expectations from students, employers and regulatory bodies continue to rise, the College must ensure that every aspect of the student experience is designed to support achievement, personal development and successful progression.

This priority recognises that an exceptional higher education experience extends beyond high-quality teaching. Students should benefit from an inclusive and supportive learning environment, excellent academic and pastoral support, meaningful engagement with employers and industry, high-quality facilities and resources, and opportunities to develop the knowledge, skills and confidence needed to succeed in their chosen careers.

Nottingham College will focus on delivering transformational experiences that enable students to achieve their full potential and secure positive outcomes. This includes supporting strong continuation, completion and achievement, while ensuring that graduates are equipped with the technical, professional, digital and transferable skills required for employment, career progression and further study.

A high-performing higher education offer must also deliver value and impact for employers. Through close collaboration with industry, Nottingham College can ensure that students develop the capabilities employers need, while providing opportunities for businesses to access skilled graduates and professional learning that supports workforce development.

By consistently enhancing the quality of teaching, learning, student support and graduate outcomes, the College will strengthen its reputation as a trusted provider of higher education and professional learning. This will support sustainable growth by attracting and retaining students, deepening employer partnerships and ensuring that the College's higher education provision continues to make a significant contribution to individuals, employers, communities and the regional economy.

WE ARE COMMITTED TO:

- Offer a distinctive Higher Education and professional learning experience where students will benefit from dedicated HE communities, alumni engagement, student societies, industry mentoring and personal development programmes.
- Deliver career-focused learning where students benefit from work placements, live employer projects, industry challenges, employer masterclasses, and professional certifications to enhance student experience through a strong sense of belonging and opportunities to participate in employer-led activities.
- Continually review the higher education and professional course offer to ensure all learning adds value, and leads to graduate employability, career progression, professional advancement and regional talent retention.
- Create higher earning potential and career opportunities for the local and wider region by developing a curriculum that supports access professional occupations, allows graduates to progress into management and specialist roles, and provides seamless pathways for students to continue into postgraduate study or professional qualifications.
- Work with partner universities to develop seamless progression pathways into higher level and post-graduate qualifications.
- Deliver an exceptional learning experience through distinctive higher-level teaching and learning, reviewed against sector benchmarks and employer requirements.
- Enhance academic quality and standards by measuring student feedback, assessment data, and progression metrics to drive continuous improvement which strengthen academic governance through dedicated HE committees and student representation.
- Invest in staff excellence by supporting staff to gain higher qualifications, professional recognition, and industry experience, and encourage scholarly activity and practitioner research.
- Build strong graduate and alumni networks that develop mentoring opportunities linking students and graduates and showcase graduate success stories to inspire current students.

PRIORITY 4 Strategy into Action

We will:

	Year 1 Introduce 2026-27	Year 2 Embed and Expand 2027-28	Year 3 Establish 2028-28
Offer a distinctive HE and professional learning experience	Establish a distinctive HE student experience framework bringing together the dedicated HE brand, alumni engagement, industry mentoring and personal development.	Further expand the HE student community offer through a programme of mentoring, alumni activity and personal development opportunities across all HE courses.	Embed distinctive Nottingham College HE experiences, evaluating participation, belonging and student feedback to demonstrate impact on engagement, retention and progression.
Deliver career-focused learning and employer-led experiences	Create a college-wide employer engagement framework establishing minimum expectations for placements, live projects, employer challenges, masterclasses and professional certifications.	Embed employer-led learning across priority programmes, increasing placements, live projects, masterclasses, industry challenges and professional certification opportunities.	Establish sustained employer talent pipelines, demonstrating how employer engagement contributes to student experience, employability, progression and regional workforce needs.
Continually review the HE and professional course offer	Introduce an annual course portfolio review using student demand, LMI, graduate outcomes, employer feedback, progression and financial sustainability to assess the value and relevance of provision.	Reshape and enhance the portfolio by investing in high-value provision, redesigning courses where required and developing new programmes aligned to employment and professional opportunities.	Embed a high-performing and sustainable portfolio, demonstrating that every programme adds value through strong student outcomes, employability, career progression and regional talent retention.
Create higher earning potential and career opportunities	Map curriculum and progression pathways against professional occupations and career destinations, identifying opportunities to strengthen access to management, specialist and professional roles.	Develop enhanced career and progression pathways, including professional certifications, employer engagement, postgraduate routes and progression into management and specialist occupations.	Demonstrate improved career and earning outcomes, using graduate destinations, salary and progression data to evidence the contribution of HE to social mobility and regional talent retention.
Develop seamless progression pathways with partner universities	Undertake a strategic review of university progression agreements, identifying priority postgraduate, higher-level and professional progression opportunities.	Develop and formalise seamless progression pathways with university partners, including agreed entry routes, recognition of prior learning and targeted progression support.	Embed a comprehensive progression network, increasing the number of students progressing to higher-level, postgraduate and professional qualifications.

PRIORITY 4 Strategy into Action

We will:

	Year 1 Introduce 2026-27	Year 2 Embed and Expand 2027-28	Year 3 Establish 2028-28
Deliver an exceptional learning experience through distinctive teaching and learning	Establish an HE Teaching and Learning Excellence Framework incorporating sector benchmarking, employer requirements, student feedback and effective practice.	Implement targeted teaching and learning enhancement activity, including peer review, scholarship, innovative pedagogy and employer-informed practice.	Embed a culture of teaching excellence, demonstrating sustained improvement through student outcomes, feedback, teaching observations and external/sector benchmarking.
Enhance academic quality, standards and governance	Strengthen the HE quality and governance framework, refining dedicated HE committees, enhanced student representation and systematic use of assessment, feedback and progression data.	Enhance data-led quality enhancement cycles at course and curriculum level, with student and staff involvement in identifying and evaluating improvements.	Embed continuous quality enhancement, demonstrating that academic governance and student voice directly influence curriculum, assessment, teaching and student outcomes.
Invest in staff excellence	Develop a three-year HE staff excellence and development programme supporting higher qualifications, professional recognition, industry experience, teaching development, scholarship and practitioner research.	Increase participation in professional development, higher qualifications, industry engagement and scholarly activity, with targeted support for priority subject areas.	Establish a highly skilled and professionally recognised HE workforce, demonstrating the impact of staff development on teaching quality, innovation and student outcomes.
Build strong graduate and alumni networks	Expand the HE alumni and graduate engagement framework, creating a central alumni network and mechanisms for capturing graduate destinations, expertise and success stories.	Further develop alumni-led mentoring and engagement, connecting graduates with current students through mentoring, talks, networking, careers events and industry activity.	Embed a thriving graduate community, using alumni as mentors, ambassadors, employers and partners while systematically showcasing graduate success to inspire current students.

PRIORITY 5

Embed digital innovation and capability across higher education provision promoting future skills.

Develop graduates who become more competitive in the labour market and better prepared for emerging occupations through the development of transferable and digital skills needed for careers that may not yet exist.

CONTEXT

Digital innovation is transforming the way people learn, work and interact with employers, with technologies such as artificial intelligence, automation, data analytics and digital collaboration reshaping existing occupations and creating new roles. For Nottingham College, embedding digital innovation and capability across higher education provision is essential to ensuring that students and graduates are prepared not only for the jobs available today, but also for emerging occupations and future careers that may not yet exist.

This priority recognises that digital capability should be integrated throughout the higher education experience rather than treated as a standalone skill. Students need opportunities to develop confidence in using digital technologies, alongside the critical, ethical and professional judgement required to use them effectively. This includes developing transferable capabilities such as digital literacy, data awareness, problem-solving, creativity, adaptability and collaboration.

Nottingham College will seek to embed innovative approaches to teaching, learning and assessment that enhance student engagement and prepare students for increasingly digital workplaces. Through employer engagement and industry-informed curriculum development, the College can ensure that digital skills remain relevant to current and emerging workforce requirements across priority sectors.

The focus on future skills will help graduates become more competitive in the labour market by combining specialist subject knowledge with the adaptable and transferable capabilities needed to navigate changing careers. As occupations continue to evolve, graduates will need to demonstrate the ability to learn continuously, adapt to new technologies and apply their knowledge across different contexts.

By embedding digital innovation and capability across its higher education provision, Nottingham College will strengthen graduate employability, support lifelong learning and develop confident, adaptable and future-ready professionals who can contribute to innovation, productivity and economic growth across Nottingham and the East Midlands.

WE ARE COMMITTED TO:

- Develop a digitally enabled curriculum offer through the integration of emerging technologies such as AI, data analytics, automation, cloud technologies, and digital collaboration tools in teaching.
- Future proof our students through embedding the skills most sought by employers, including digital fluency, data interpretation and analysis, artificial intelligence literacy, critical thinking and problem solving, creativity, innovation and adaptability into curriculum design.
- Enhance digital teaching and learning through a focus on active and engaging pedagogy and the expansion of blended and flexible learning opportunities.
- Invest in staff digital capability through continuous professional development which increases staff confidence and capability.
- Enhance levels of student satisfaction, engagement and achievement through embedding effective digital pedagogy which promotes inclusivity and engagement.
- Harness artificial intelligence responsibly by creating and sharing guidance for students and staff on ethical and responsible AI use and support the redesign of assessment approaches to reflect an AI-enabled world.
- Strengthen employer-led digital innovation through collaboration with employers to identify future digital skills needs.
- Promote digital inclusion by ensuring all students have access to appropriate devices and software and provide digital skills support for students entering professional or higher-level learning from diverse backgrounds.
- Foster a culture of innovation and continuous improvement by encouraging experimentation with new technologies and pedagogies.
- Promote innovative and effective teaching through investment in staff skills and create a strong culture of continuous improvement and educational excellence.
- Enhance employer engagement and regional partnerships and create a stronger competitive position to become a destination for students seeking future-focused skills and employment.

PRIORITY 5 Strategy into Action

We will:

	Year 1 Introduce 2026-27	Year 2 Embed and Expand 2027-28	Year 3 Establish 2028-28
Develop a digitally enabled curriculum offer	Complete a digital curriculum audit to identify opportunities to embed AI, data analytics, automation, cloud technologies and digital collaboration tools across HE and professional provision.	Implement digitally enhanced curriculum design across priority programmes, incorporating relevant emerging technologies and authentic industry applications.	Embed a digitally enabled curriculum model through regular review of emerging technologies, employer requirements and student outcomes.
Future-proof students with employer-demanded skills	Establish a Future Skills Framework defining digital fluency, data analysis, AI literacy, critical thinking, problem solving, creativity, innovation and adaptability as core transferable capabilities.	Embed future skills into programme specifications, learning activities and assessment, ensuring students demonstrate these capabilities in authentic contexts.	Demonstrate future-skills development through graduate outcomes and employer feedback, using evidence to continually update the curriculum.
Enhance digital teaching and learning	Develop a Digital Pedagogy Framework setting expectations for active learning, digital engagement, blended delivery and flexible learning.	Scale effective digital pedagogy across HE, supported by staff development, peer sharing and innovative blended and online learning approaches.	Embed digitally enhanced teaching as standard practice, using student engagement, satisfaction and achievement data to evaluate effectiveness.
Invest in staff digital capability	Undertake a staff digital skill assessment and establish a differentiated CPD programme covering AI, digital pedagogy, data, emerging technologies and digital accessibility.	Deliver targeted digital CPD and communities of practice, enabling staff to experiment with and share effective digital teaching approaches.	Embed digital capability within professional development and performance processes, demonstrating increased staff confidence and capability.
Enhance student satisfaction, engagement and achievement through digital pedagogy	Establish baseline measures for digital student experience, identifying barriers to engagement and effective digital learning.	Implement targeted digital learning enhancements based on student feedback and performance data, with particular focus on inclusion and engagement.	Demonstrate measurable improvements in satisfaction, engagement, retention and achievement attributable to effective digital teaching and learning.
Harness AI responsibly and redesign assessment	Develop and implement a Nottingham College HE AI guide providing clear guidance for students and staff on ethical, responsible and appropriate AI use.	Redesign assessment across priority programmes to reflect an AI-enabled world, incorporating authentic, applied and process-focused assessment where appropriate.	Embed responsible AI and AI-aware assessment practice across HE, reviewing guidance and assessment approaches as technology and sector expectations evolve.

PRIORITY 5 Strategy into Action

We will:

	Year 1 Introduce 2026-27	Year 2 Embed and Expand 2027-28	Year 3 Establish 2028-28
Strengthen employer-led digital innovation	Establish digital skills advisory partnerships with employers in priority sectors to identify current and future digital skills requirements.	Develop employer-led digital projects and curriculum activity, including live briefs, industry challenges, masterclasses, placements and innovation projects.	Establish Nottingham College as a regional partner for digital skills and innovation, demonstrating employer impact and alignment with future workforce requirements.
Promote digital inclusion	Complete a digital inclusion assessment identifying barriers relating to devices, software, connectivity, digital confidence and accessibility.	Implement a digital inclusion support model, including device/software access, assisted technologies, digital skills support and targeted interventions for students from diverse backgrounds.	Embed digital inclusion across HE, monitoring participation, engagement and achievement gaps and acting where inequalities persist.
Foster innovation and continuous improvement	Create a HE Digital Innovation Programme enabling staff and students to test emerging technologies and innovative teaching approaches in controlled, supported environments.	Scale successful innovations through innovation projects, communities of practice and sharing of effective practice across curriculum areas.	Embed a culture of evidence-led experimentation and innovation, with successful approaches routinely evaluated, shared and incorporated into curriculum practice.
Promote innovative and effective teaching	Establish a Digital Teaching Excellence programme linking digital capability, pedagogic development, peer observation, scholarship and practitioner research.	Increase participation in digital teaching development, recognising and sharing innovative practice across the HE staff community.	Embed digital teaching excellence within the College's HE quality enhancement approach, demonstrating its contribution to teaching quality and student outcomes.
Enhance employer engagement and regional partnerships	Identify employers, universities, civic partners and professional bodies that can strengthen Nottingham College's digital offer.	Develop strategic partnerships and collaborative digital skills programmes aligned to regional economic priorities and employer workforce needs.	Position Nottingham College as a destination for future-focused digital skills, demonstrating regional impact, employer recognition and improved student recruitment and progression.

PRIORITY 6

Enhance and expand our education and professional course offer.

Enhance our education and professional course offer by developing a high-quality, future-focused and employer-informed curriculum that meets student aspirations, supports progression, addresses regional skills needs and delivers outstanding outcomes.

CONTEXT

Expanding on the success of our Initial Teacher Education course offer the college will build and enhance the education and professional course offer. This is important to Nottingham College's ambition to establish a distinctive, high-quality higher education and professional learning portfolio that responds directly to the aspirations of students, the needs of employers and the skills priorities of Nottingham and the wider East Midlands.

The higher education and professional learning landscape is changing rapidly, with students increasingly seeking flexible, employment-focused programmes that provide clear progression and tangible career benefits. At the same time, employers require access to people with increasingly specialised technical, professional, digital and transferable skills. Nottingham College is therefore well placed to use its strong local employer relationships, community connections and understanding of vocational and technical education to develop provision that bridges education and employment.

This priority will focus on ensuring that the curriculum remains high quality, relevant, future-focused and employer-informed. Curriculum development should be informed by labour market intelligence, regional economic priorities, employer demand, emerging occupations and changing professional requirements, while also responding to student aspirations and opportunities for progression. This will help ensure that new and existing programmes provide clear pathways from further education and professional learning into higher-level study, employment and career progression.

Expanding the offer should also strengthen the College's ability to respond to emerging skills needs through innovative approaches to programme design, including flexible and modular provision where appropriate. Greater collaboration with employers, universities, professional bodies and other strategic partners can support curriculum co-design, work-based learning, industry placements and opportunities for students to apply their learning in authentic professional contexts.

The ultimate ambition is not simply to increase the number of courses available, but to develop a coherent and sustainable portfolio of high-quality programmes that delivers strong student and graduate outcomes. By aligning student aspirations with employer demand and regional skills priorities, Nottingham College can increase progression into skilled employment and further study, strengthen its contribution to the regional economy and build a sustainable platform for the future growth of its higher education and professional learning provision.

WE ARE COMMITTED TO:

- Further develop and expand our Initial Teacher Training offer to provide comprehensive progression and career development opportunities and attract new talent into the education sector across all key stages.
- Rationalise courses with low demand and develop programmes in growth sectors ensuring curriculum reflects current industry standards and professional requirements.
- Grow higher-level courses through the expansion of professional qualifications and certifications and create a broad and relevant range of professional courses which improve employability and career prospects.
- Expand part-time and evening provision and develop online and blended learning models which support accelerated and flexible study routes for adult students and growth in professional learning enrolments.
- Increase employer engagement and commercial income by providing employers with a strong pipeline of skilled and qualified employees whose training is aligned to industry needs and work collaboratively to improve workforce productivity through professional upskilling.
- Support growth across the regional economy by addressing skills shortages in education and the wider professional industries by developing talent pipelines for priority sectors.



PRIORITY 6 Strategy into Action

We will:

	Year 1 Introduce 2026-27	Year 2 Embed and Expand 2027-28	Year 3 Establish 2028-28
Further develop and expand our Initial Teacher Training offer to provide comprehensive progression and career development opportunities and attract new talent into the education sector across all key stages	Develop a comprehensive ITE progression framework mapping entry, training, qualification and career-development routes across key stages and identifying gaps in provision.	Expand ITE provision and partnerships, introducing targeted programmes and progression routes to attract new talent and meet regional teacher workforce needs.	Establish Nottingham College as a leading regional provider of teacher education and development, with strong recruitment, completion, employment and career progression outcomes.
Rationalise courses with low demand and develop programmes in growth sectors ensuring curriculum reflects current industry standards and professional requirements	Complete an evidence-based curriculum portfolio review using demand, outcomes, financial sustainability, LMI and employer intelligence to identify courses for rationalisation, redesign or growth.	Reshape the curriculum portfolio, reducing low-demand provision and investing in programmes aligned to priority growth sectors, industry standards and professional requirements.	Embed annual portfolio optimisation, ensuring resources are consistently redirected towards sustainable, high-demand provision with strong student and employer outcomes.
Grow higher-level courses through the expansion of professional qualifications and certifications and create a broad and relevant range of professional courses which improve employability and career prospects	Identify priority higher-level and professional learning opportunities through LMI, employer consultation, professional body requirements and analysis of gaps in the existing offer.	Launch and scale new professional qualifications, certifications and higher-level programmes in priority sectors, creating clear progression routes into employment and further study.	Establish a sustainable professional learning portfolio recognised by employers and professional bodies and delivering strong employment, progression and career outcomes.

PRIORITY 6 Strategy into Action

We will:

	Year 1 Introduce 2026-27	Year 2 Embed and Expand 2027-28	Year 3 Establish 2028-28
Expand part-time and evening provision and develop online and blended learning models which support accelerated and flexible study routes for adult students and growth in professional learning enrolments	Develop a flexible learning framework identifying priority programmes suitable for part-time, evening, online, blended and accelerated delivery based on adult student and employer demand.	Implement flexible delivery across priority programmes, increasing part-time, evening, online and blended opportunities for adult and working students.	Scale and embed flexible professional learning, using enrolment, retention, achievement and student feedback data to increase participation and professional learning growth.
Increase employer engagement and commercial income by providing employers with a strong pipeline of skilled and qualified employees whose training is aligned to industry needs and work collaboratively to improve workforce productivity through professional upskilling	Establish a coordinated employer engagement and commercial skills offer, identifying priority employers, sectors and workforce development opportunities.	Develop and deliver employer-led training and upskilling programmes, including higher-level qualifications, professional development and bespoke workforce solutions aligned to identified business needs.	Build a sustainable employer partnership model, increasing repeat business, commercial income and employer-supported talent pipelines while demonstrating measurable workforce impact.
Support growth across the regional economy by addressing skills shortages in education and the wider professional industries by developing talent pipelines for priority sectors	Identify priority regional skills shortages and talent pipeline requirements through LMI, employer intelligence and strategic engagement with regional partners.	Develop targeted talent pipelines for priority sectors, connecting curriculum, ITE, professional learning, employers and progression routes to identified workforce needs.	Establish Nottingham College as a strategic regional skills partner, demonstrating measurable contribution to addressing skills shortages, supporting productivity and strengthening the regional workforce.

