



Accountability Statement

2026/27



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Purpose

Nottingham College exists to unlock potential through learning. As the largest provider of vocational education and training for young people in our region and its largest provider of adult skills, we are an anchor institution for our city, and the breadth of what we do gives us a purpose that is at once economic and social.

That dual purpose reflects the two agendas that shape what is asked of further education. The growth and skills agenda asks us to equip people for the industries that will power future prosperity. The inclusive growth agenda asks us to ensure that no community is left behind. We sit at the point where the two meet.



Our students come, in large part, from the communities the inclusive growth agenda is concerned with, and they progress, increasingly, into the sectors and roles the growth and skills agenda prioritises. We are the bridge between the two. Both agendas matter equally. A focus on growth that did not engage with inclusion would widen the gap between the parts of our city that already prosper and those that do not, while a focus on inclusion that did not engage with the new economic landscape would risk preparing our students for a labour market that cannot sustain them.

Inclusion is not one strand of this purpose; it is its foundation. Many of our students join us from communities facing interconnected barriers to education and employment, and our mission to unlock potential is meaningful only when those barriers are addressed. Inclusion is therefore central to everything we do and intrinsic to achieving our mission: it shapes our curriculum, directs our investment in student support and underpins the culture our staff have chosen to build.



Our Mission

We nlock potential through learning



Our Vision

**We will be recognised as
an extraordinary college;
a provider of choice for
education and skills**

The EXTRA factor  Our journey to extraordinary



Our VALUES

COLLABORATIVE

Ready and willing to work with colleagues and stakeholders in the best interest of students and colleagues

AGILE

Always seeking out ways to do things better, to enhance the student experience or that of our staff and wider communities

TRUSTED

Reliable and will always do what I say I'm going to do

INCLUSIVE

Taking active steps to build understanding of the diverse communities we serve

NURTURING

Prioritising the wellbeing of staff and students in whatever role I am in

ASPIRATIONAL

A role model for others demonstrating high standards of professional behaviour

At Nottingham College, our expectation is that every student, every colleague and every partner relationship is supported to achieve the very best. We are continually striving for excellence in teaching and learning, in support services, in leadership and in the experiences we create for our students and communities

Our values unite our staff around this common purpose and our mission: to unlock potential through learning. Our values set out the high expectations we have for ourselves and for the services we provide.

Each value was chosen by our staff, and reflect the aspirations we have for our college and for our students. We are united within a culture that places the student front and centre of all decision making, and it is through these values, that our priorities and aspirations, as set out in this strategy, will be realised.

AMM



WE ARE Extraordinary Together



1

Maximise our role and reputation as an anchor institution in the delivery of regional economic and social priorities



2

Deliver for Nottingham and our region through an agile, responsive curriculum, with seamless progression pathways towards employment



3

Deliver inspirational teaching and learning that motivates students and transforms lives



4

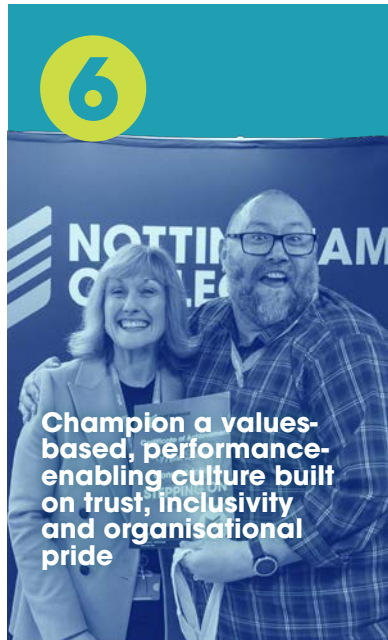
Offer proactive and personalised services that help students to thrive academically, personally and socially



5

Promote the wellbeing of our staff with a person-centred approach to high-quality personal and professional development

Strategic Priorities



6

Champion a values-based, performance-enabling culture built on trust, inclusivity and organisational pride



7

Be a national leader in ethical, environmental and organisational sustainability



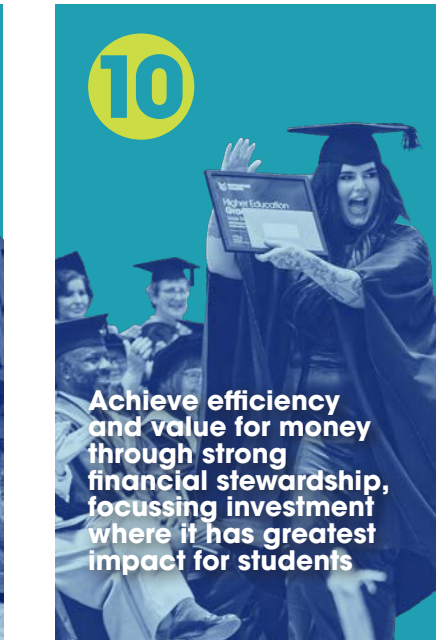
8

Harness the power of digital technology to be an inclusive enabler, where digital skills are developed for a digital future



9

Use our resources to achieve maximum impact, where our estate is optimised to support learning, work and collaboration



10

Achieve efficiency and value for money through strong financial stewardship, focussing investment where it has greatest impact for students

Context and Place

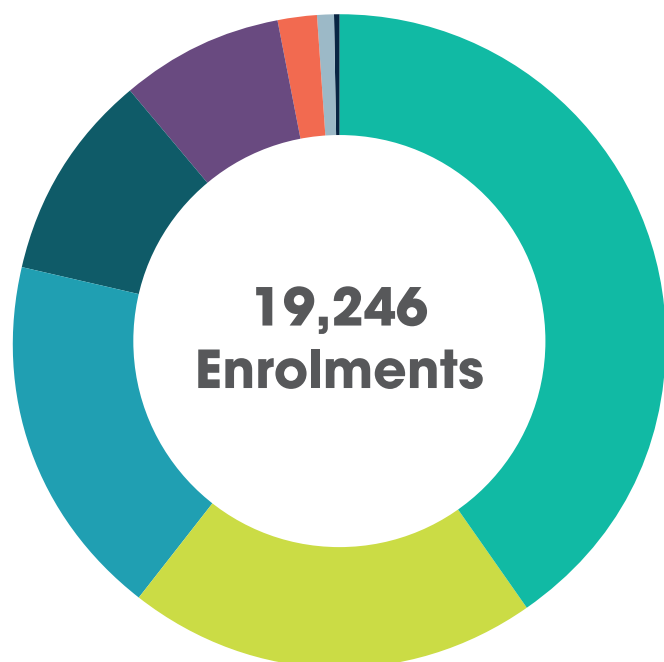
The characteristics of our organisation

Nottingham College is the largest provider of vocational education and training for young people in the East Midlands and its largest provider of adult skills. In 2025/26 we have educated 17,405 individual students across 19,246 enrolments, the difference reflecting the many students who study with us on more than one qualification. This scale, and the breadth of what we deliver, makes us an anchor institution for education and skills across the city and the wider area we serve.

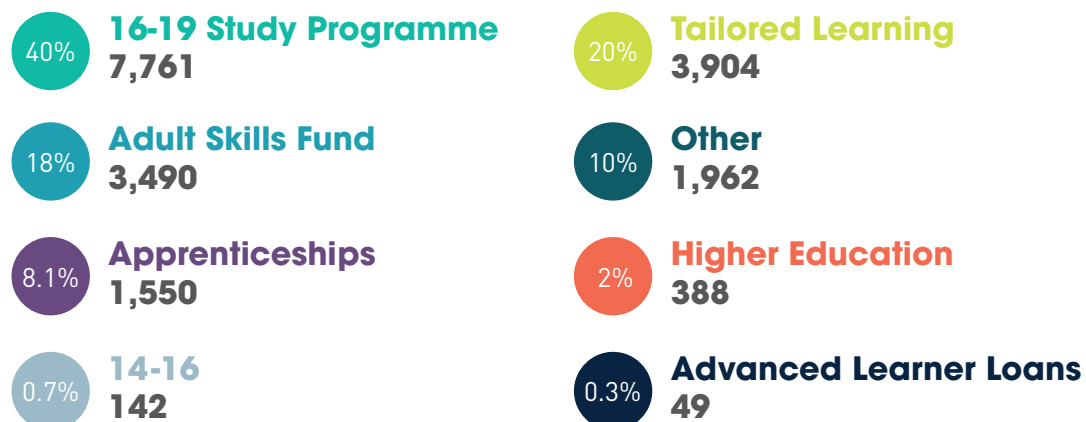
Our provision spans the full range of further education, from foundation learning through to higher technical study. The largest single element is our 16-19 Study Programme, which accounts for two fifths of all enrolments, alongside substantial adult provision through the Adult Skills Fund and Tailored Learning. Apprenticeships, higher education and a small 14-16 cohort complete the picture:

The level at which we work tells the clearest story about our role. Almost all of our provision, around 96%, sits between Entry Level and Level 3, with only a small proportion at the higher technical levels:

- **Entry Level:** 24.2%
- **Level 1:** 21.0%
- **Level 2:** 25.9%
- **Level 3:** 25.3%
- **Levels 4 to 7:** 3.5%



How Nottingham College's 17,405 students split across funding streams in 2025/26



Figures shown are enrolments by programme. As some students are enrolled on more than one qualification, the 19,246 total enrolments correspond to a headcount of 17,405 individual students.

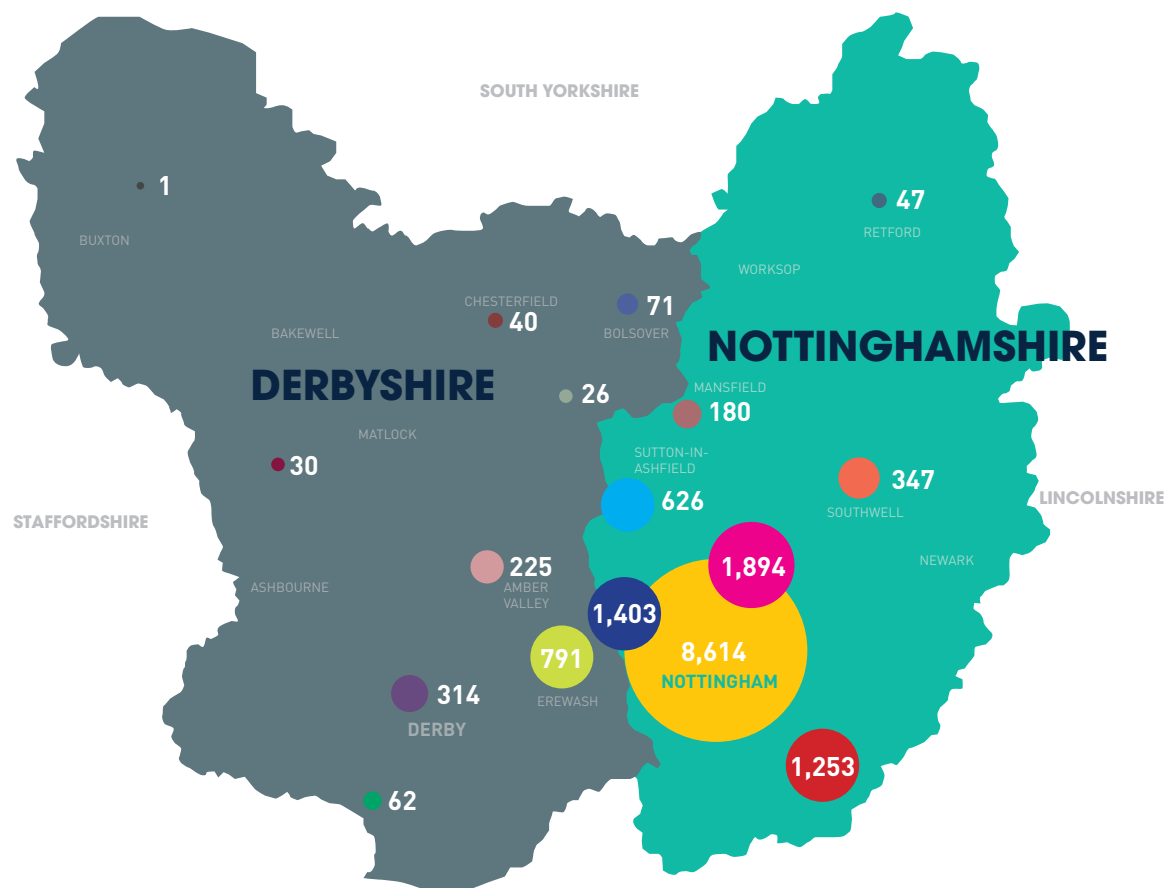
This profile is not incidental. It is the direct expression of the inclusion mission set out above: a curriculum weighted towards the foundation and intermediate levels because that is what our communities need, offering both a first step into learning for young people and a genuine second chance for adults returning to education. This sits alongside our unwavering commitment to delivering high-quality technical skills at Levels 2 and 3, aligned to the needs of priority sectors across the region. We work closely in partnership with employers to ensure our provision remains relevant and responsive, and we invest in industry-standard equipment and environments so that students develop the practical expertise and confidence required to succeed in the modern workplace. This is highlighted below with a breakdown of our enrolments against regional (LSIP) and national priority sectors:



The Communities We Serve

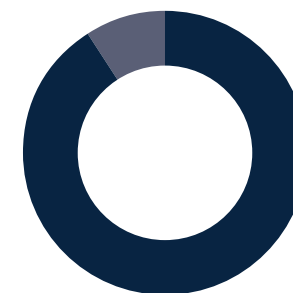
Nottingham College sits at the heart of the East Midlands Combined County Authority (EMCCA), the mayoral strategic authority covering Derbyshire, Nottinghamshire, Derby and Nottingham. The same geography forms the footprint of our Local Skills Improvement Plan, the Derbyshire and Nottinghamshire (D2N2) LSIP. Our primary local authority is the City of Nottingham, with substantial reach into the surrounding districts of Greater Nottingham and the wider county and Derbyshire areas.

The great majority of our students are drawn from within this footprint. In 2025/26, 15,924 of our students, around 91%, live within the EMCCA and D2N2 area, with only 9% travelling from beyond it. The City of Nottingham alone accounts for almost half of our entire student population:



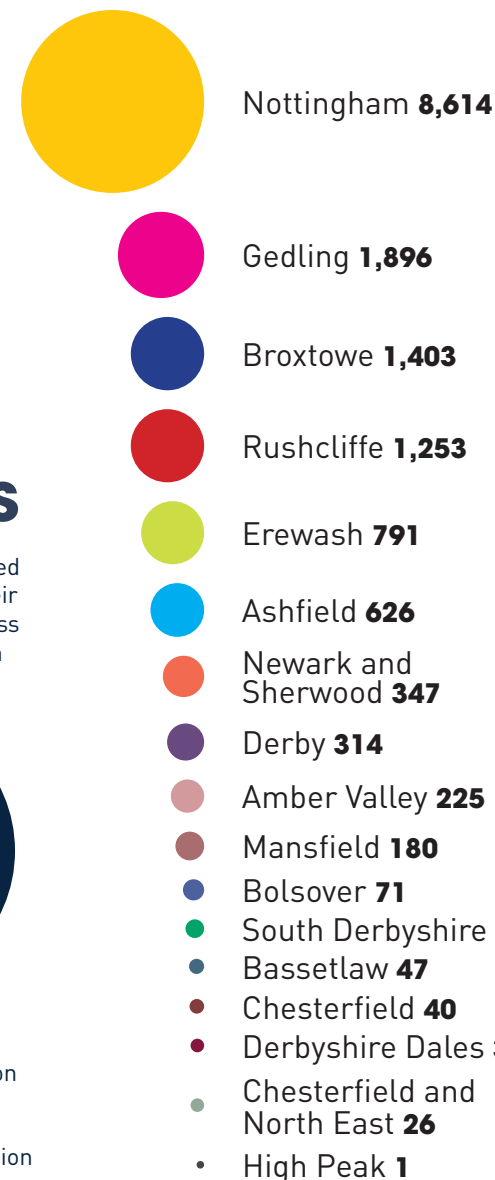
17,405 students

Individual students enrolled in 2025/26, mapped to their home local authority across the EMCCA/D2N2 region



91% 15,924
Live within the region

9% 1,481
Live outside the region



After the city itself, our largest flows come from the surrounding Greater Nottingham districts of Gedling, Broxtowe and Rushcliffe, followed by Erewash and Ashfield. The small share of students who live outside the region study with us largely through work-based and online provision, including the specialist national automotive provision delivered from our Ruddington site.

With the City of Nottingham supplying the majority of our students, the social geography of the city is central to who we are. When we map our Nottingham-resident students against the Index of Multiple Deprivation 2025 at ward level, a clear pattern emerges: we recruit most heavily from the city's most deprived communities. The ten most deprived wards in Nottingham are home to more than two thirds, some 68%, of our Nottingham-resident students, while the ten least deprived account for under a third.

Our two single largest recruiting wards make this concrete. Aspley and St Ann's each provide more than 8% of our Nottingham-resident students. In Aspley, every one of the ward's ten neighbourhoods falls within the most deprived 20% of areas nationally, and seven of the ten within the most deprived 10%. Bulwell, another of our larger recruiting wards, has ten of its eleven neighbourhoods within the most deprived 10% nationally. At the other end of the scale, the city's least deprived wards, such as Wollaton West, contribute only around 2% of our Nottingham-resident students each. We are the college that serves Nottingham's most disadvantaged neighbourhoods.



This concentration is not confined to where our students live, nor to our young people: it holds across every type of provision we offer. Comparing the deprivation profile of our students against the resident population, we consistently recruit a higher share from the most deprived 10% of areas nationally (Band 1):

- 16-18 provision: 27.5% of our students come from Band 1 areas, against 16.2% of the resident 16-18 population
- Adult Skills Fund: 26.9% from Band 1, against 12.7% of the resident population
- Free Courses for Jobs: 29.0% from Band 1, against 12.7%
- Apprenticeships: 12.6% from Band 1, against 9.6% across the wider D2N2 area
- Higher Education: 17.0% from Band 1, against 9.5% of the resident population and 10.3% of students at higher education institutions

The pattern is sharpest in our adult and Free Courses for Jobs provision, where close to three in ten students come from the most deprived neighbourhoods in the country. It is striking even in higher education, where we draw far more widely from disadvantaged communities than universities and other colleges typically do. Whichever route a learner takes through the college, they are markedly more likely to come from a deprived community than the population around us.

We deliver from a network of campuses concentrated in and around the city centre, including City Hub, Basford, Highfields, Castle Meadow, the Adams Building, Wheeler Gate, our two Stoney Street sites and High Pavement Sixth Form, alongside the Ruddington site that delivers national provision. The compactness of this estate is reflected in our travel-to-learn distances: the median journey to our city campuses is between 2.7 and 4.1 miles, underlining how locally rooted our provision is. Ruddington is the exception, with a median travel distance of 27.3 miles that reflects its national specialist intake. This tightly drawn catchment maps closely onto Nottingham's travel-to-work area, so that the people we educate are, in large part, the same people on whom local employers depend.

The Economic and Social Context

The characteristics of the place we serve translate directly into the skills our region needs, and they pull in two directions at once.

The first is an economy with too few people in work. Nottingham has the lowest employment rate in the East Midlands, at 59.3%, below both the regional and national averages, and more than one in five of our households, some 20.7%, has no working adult. This is not, however, a story of people who do not want to work. At 22.1%, the share of economically inactive residents who say they want a job is the highest in the region, ahead of the regional figure of 21.6% and the national figure of 20.2%. The defining economic characteristic of our area is therefore a gap between the willingness to work and the skills, qualifications and routes that lead to it. The skills need that follows is clear: accessible routes into work, retraining for adults who want to re-enter the labour market and stronger foundation skills in English and maths.

The second pull is the opposite of scarcity. Nottingham's economy is unusually weighted towards the sectors marked out for future growth, defined at national, regional and city level.

Nationally, the Modern Industrial Strategy identifies eight priority sectors (the IS-8). Regionally, the East Midlands Growth Plan (2025 to 2035) names five high-impact growth sectors (clean energy, advanced manufacturing, MedTech and life sciences, the digital, creative and cultural industries and the visitor economy) and three established strengths (defence; aggregates, minerals and low carbon construction and logistics), with a ten-year ambition to add £13 billion to the economy and move more than 60,000 residents into work towards an 80% employment rate. The East Midlands LSIP (2026 to 2029) reframes this around skills pressure: it keeps the five growth sectors and adds construction, health and social care and education, the large employers on which delivery and inclusion depend.

Nottingham is distinctive within this picture. Five of the IS-8 sectors are concentrated in the city, in creative industries, digital and technologies, life sciences, financial services and professional and business services, against just 15% of the wider regional economy, and the city hosts the fastest-growing cluster of digital, creative and cultural activity outside London. Its own Economic Growth Plan targets 12,000 new jobs and £500 million of additional output by 2030.

Our area therefore generates a dual skills need: routes into work for the many currently excluded from it, and the advanced technical skills that future growth depends upon.

These economic characteristics are underpinned by a social context that begins long before our students reach us. Educational attainment in the city sits well below every relevant benchmark. The average Attainment 8 score in 2024/25 was 42.9, against a county average of 46.7, a regional average of 45 and a national average of 45.9, and the city's Progress 8 score of -0.23 shows that pupils fall further behind during secondary school rather than catching up. Only 59.2% of the city's pupils achieved a grade 4 or above in both English and maths, compared with 64.5% nationally. A large share of young people therefore arrives at 16 without the qualifications to move straight to advanced study, which is why so much of our offer is built at Entry Level, Level 1 and Level 2 and why English and maths run through it.

The city also carries a markedly higher level of additional need. Some 25.7% of its school-age children are identified with special educational needs and disabilities, against a national figure of around 22%, and that need arrives with our students: 4,866 of our students are recorded as having SEND and a further 3,544 are supported through a Teaching and Learning Inclusion Plan. Meeting this need calls for inclusive mainstream teaching and specialist provision at a scale few other local institutions can offer.

Taken together, these characteristics define the skills challenge our provision exists to meet acute social and economic need on one side and a concentration of national growth opportunity on the other. It is the combination, rather than either factor alone, that shapes our role, and the priorities and targets set out in the sections that follow are our response to it.

Approach to Developing the Annual Accountability Statement

Our approach to this statement, and to the curriculum planning that underpins it, is evidence-based and built on sustained engagement with partners at national, regional and local level. We engage from the outset rather than at the point of writing, so that our priorities are shaped by labour market intelligence and by the strategies of the bodies that set the direction for our area. We draw directly on our Strategic Plan, the East Midlands Growth Plan and the East Midlands LSIP, and we test our chosen provision against evidenced local need through our annual curriculum planning and gateway process. Ofsted and FE Commissioner team has recognised the breadth of this engagement and our reputation as a responsive and trusted local and regional partner.

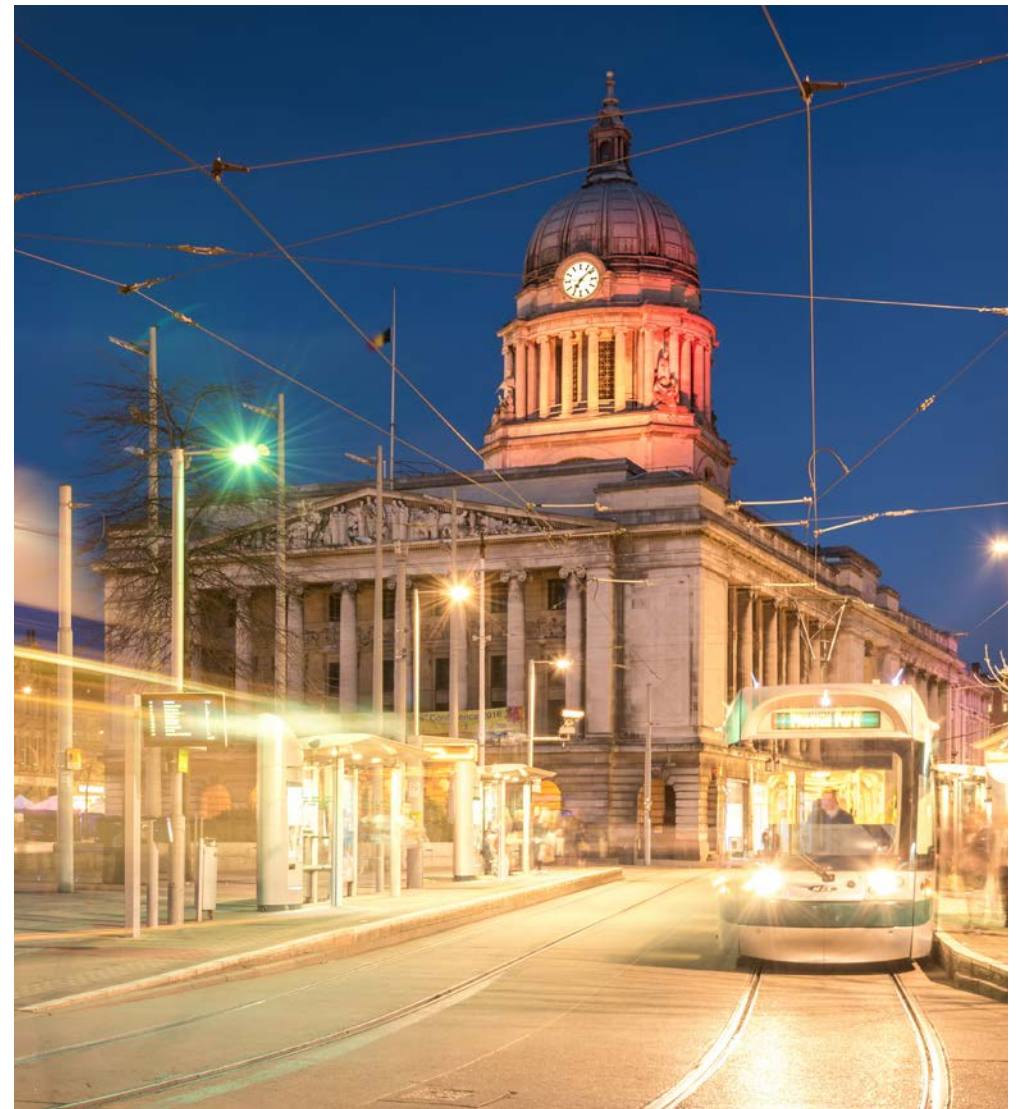
Engagement with the Mayoral Strategic Authority and the City

We are an active partner of the East Midlands Combined County Authority, and we helped to shape both the Inclusive Growth Plan and the Local Economic Plan. Through events, workshops and formal consultation, we brought the knowledge and priorities of our communities to the development of these regional strategies. We are members of the EMCCA Colleges Leadership Group, where further education providers and EMCCA work together on emerging economic opportunities, demographic change and how the skills system should respond. We are members of the EMCCA NEET and Youth Guarantee forum, which brings regional providers together to find shared solutions to the region's youth engagement challenges. We are closely engaged at city and local authority level, both through our Principal's role as Deputy Chair of the Nottingham Growth Board and through direct work with Nottingham City and Nottinghamshire County Councils on skills, employment and progression.

Engagement with the LSIP

We have been closely involved in the second cycle of the Local Skills Improvement Plan. Our Director of Strategic Development and Projects sits on the LSIP Steering Group and we contributed to the development of the LSIP Action Plan 2026 to 2029 through that group, through regional consultation events and through the funded workshops that shaped the plan, taking part both as a skills provider and as an employer in our own right.

Through this we helped to shape the plan itself: the six employer-led skills priorities that frame it, including addressing occupational shortages in the priority sectors, building provider capacity for industry-relevant delivery and transforming careers education, as well as the coordinated programme of actions that flows from them. Our own priorities are closely aligned with the plan as a result.



Collaboration with other Providers

The Local Needs Duty requires us to consider our provision in the context of other providers, and we do this through established regional structures. Our Principal sits on the EMCCA Colleges Principals Group, where colleges agree local responses to shared challenges and form partnerships around strategic opportunities such as Technical Excellence Colleges and the Youth Guarantee.

We are a spoke of both the East Midlands Construction Technical Excellence College and the East Midlands Defence Technical Excellence College, which enables shared curriculum development, resource sharing and collaboration. Alongside this we work with the neighbouring colleges from which our students also travel, including Vision West Notts College, Derby College, the RNN Group, Chesterfield College and Newark College, with local schools through our work to reduce the number of young people becoming NEET and with Nottingham Trent University and the University of Nottingham to design clearer progression into higher technical and academic study. Through these relationships we align provision, reduce unhelpful duplication and create seamless pathways through the local skills system. Nottingham College is actively engaged in wider regional collaboration through the D2N2 Principals' Group, which is attended by the Chief Executive. This forum provides a strategic platform to identify and progress joint approaches to curriculum planning, progression pathways and partnership working, ensuring a coordinated response to the needs of local students and the regional economy.

Engagement with Employers and National Influence

A whole-college approach to curriculum development is further strengthened through Industry Advisory Boards, bringing together employers, higher education partners, civic organisations, community and awarding bodies across all curriculum areas. This has seen the college engage with 200 plus stakeholders, including many employers across a widespread of sectors. These forums provide structured opportunities to review the relevance and effectiveness of the curriculum, ensure alignment with progression outcomes, and identify areas for enhancement that better meets local need.

This includes updating content to reflect current industry practice, embedding practical and employer-led learning, integrating emerging skills, and identifying opportunities for new provision in response to sector demand. Broader enrichment, such as industry visits, masterclasses, guest speakers, and work experience, is also considered a core component of curriculum design, ensuring students benefit from meaningful employer engagement across all programmes.

We are also represented where regional demand is articulated and national policy is shaped. Our Assistant Principal for Curriculum Skills sits on the East Midlands Regional Defence Cluster, which gives us direct access to the employers generating demand in that sector. Our Director of Strategic Development and Projects is an elected member of the CBI's regional council, giving insight into high-level business need and the opportunity to represent the skills sector to government. We are part of the national Freeport Skills Collaboration, developing customisable curricula to support Freeport growth, reflecting our position as host of the country's only inland Freeport.

Our Principal contributes to national skills policy through a number of boards:

- the Construction Skills Mission Board, as the further education representative
- the Association of Colleges (AoC) Funding and Accountability Strategy Group
- the AoC Action for Construction Steering Group, as Chair
- the Skills and Education Group, an awarding organisation with a charitable arm, as a Trustee
- Ofsted, as an Inspector

Taken together, this engagement gives us a current and rounded understanding of local need, ensures our provision is planned alongside our partners rather than in isolation, and this feeds into a comprehensive and well-considered curriculum planning process, explained below.

Local Needs Duty and Curriculum Planning

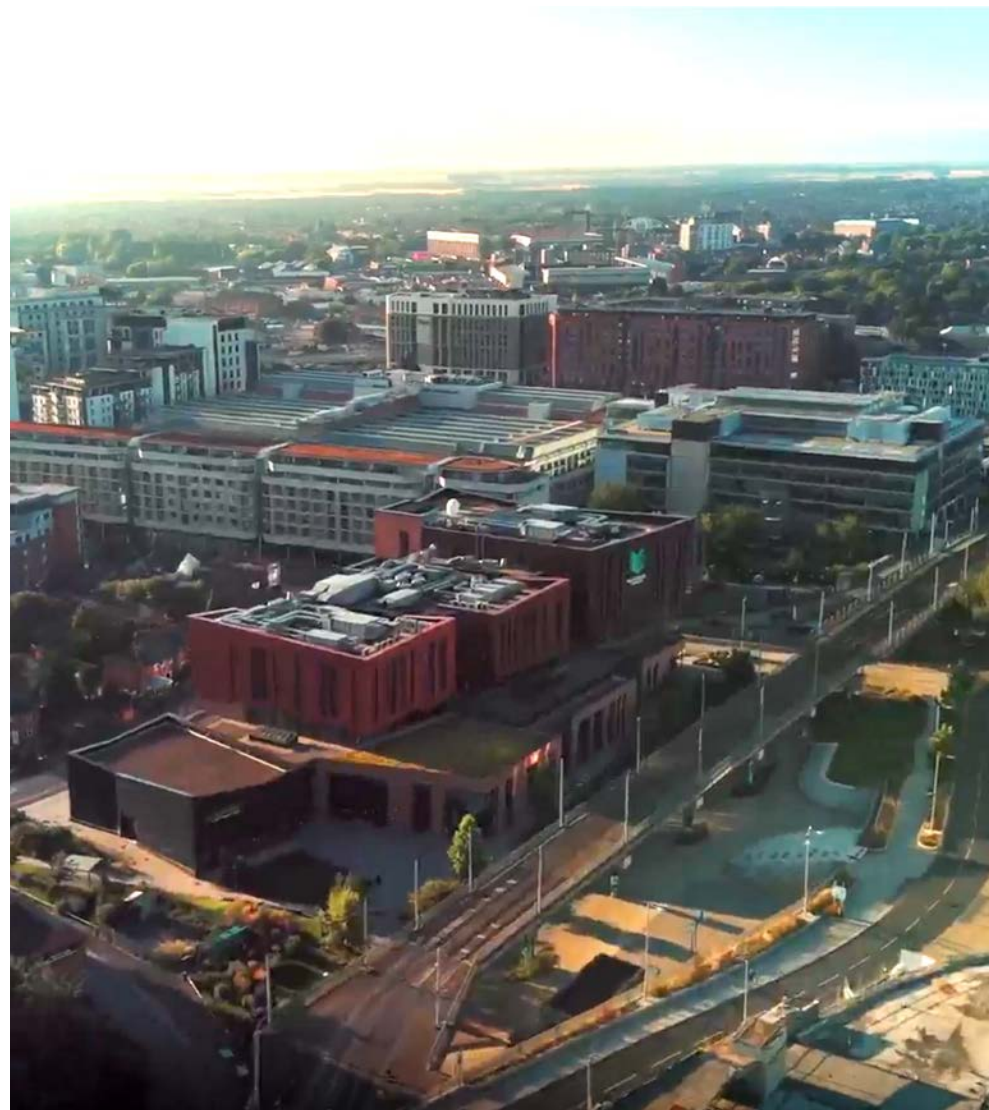
Through a comprehensive 12-month curriculum planning process and extensive local stakeholder engagement and partnership work, Nottingham College is compliant with its statutory duty to review how well the education and training provided meets local and regional needs.

Senior Leaders within Skills provide Curriculum Leaders across all subject areas with summary documentation six weeks in advance of Skills Gateway meetings, which mark the first stage of the curriculum planning cycle. These documents are designed to give a clear, accessible overview of key intelligence to inform curriculum planning and design, removing the need for leaders to independently source data and ensuring consistency where time or access may be a constraint.

The Curriculum Lens document offers up-to-date local and regional insight, including labour market intelligence, skills priorities, and planned developments. This is typically refreshed annually, with additional updates where significant changes occur, such as the publication of a new Local Skills Improvement Plan (LSIP). Complementing this, sector insight reports outline national priority areas relevant to each curriculum, summarising current and emerging skills demand to ensure leaders are aligned to wider strategic priorities, and the opportunities each bring.

During Skills Gateway meetings, Curriculum Leaders are expected to propose curriculum developments in response to the intelligence provided. These discussions enable informed challenge and decision-making, culminating in a Skills Gateway Action Plan, which sets out agreed changes for the forthcoming planning cycle and drives the development of accountability statement objectives, from a bottom-up approach. These are set out in the objectives and targets below against key national, regional and local need.

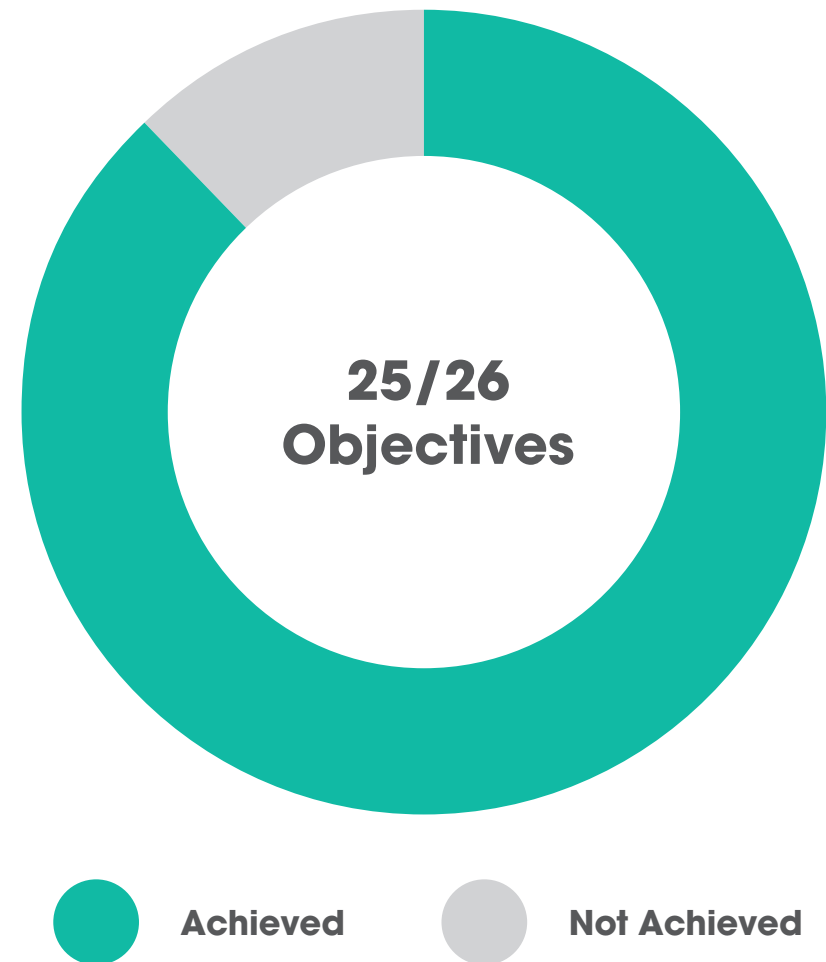
Nottingham College has ensured that, through its comprehensive annual planning cycle and excellent engagement with local stakeholders, the college complies with its duty under section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as introduced in the Skills and Post-16 Education Act 2022.



Objectives and Targets: Meeting National, Regional and Local Priorities

All eight statement aims have demonstrated strong progress and delivery. Within these, 22 of the 25 measurable objectives have been successfully achieved, reflecting a high level of impact against planned priorities.

The three objectives not fully achieved relate to newly developed provision, specifically one commercial course, one ASF-funded course and one T Level, which did not recruit students in the current cycle. While enrolment targets were not met, these courses were fully designed, planned and actively promoted through targeted marketing to employers, prospective students and progressing students. This positions the college well to refine and relaunch these offers in line with demand and market intelligence moving forward.



26/27 Objectives and Targets

Strategic Priority	Objectives and Targets	Alignment with Local, Regional and National Skills Priorities
Deliver for Nottingham and our region through an agile, responsive curriculum, providing seamless progression towards employment	Objective 1: Strengthen and sustain growth in student numbers across key regional and national priority sectors to expand the talent pipeline into hard-to-fill and high-demand occupations. Targets: • Launch and recruit a minimum of 10 students to the Health and Social Care Foundation Apprenticeship. • Launch and recruit a minimum of 10 students to the Engineering Foundation Apprenticeship. • Launch and recruit a minimum of 6 students to the Health and Social Care Level 5 Higher Apprenticeship. • Early Years T Level enrolments to increase by 20% to support the growing demand of industry and the regional priority sector. • Design and offer the Science T Level, with a minimum of 20 students starting in September 2026. • Increase Health and Social Care T Level student numbers by 25% to support the growing demand of the industry and the regional priority sector. • Introduce Art T Level with a minimum of 12 students enrolled. • Design and write a new Access to HE Fashion 19+ course, gaining a minimum of 8 students on the course in 26-27.	All areas with planned growth are within Regional and/or National Priority Sectors. National: • Health and Social Care • Life Sciences • Creative • Advanced Manufacturing (Engineering) Regional (LSIP): • Education (inc Early Years) • Health and Social Care • Life Sciences • Creative • Advanced Manufacturing (Engineering)
	Objective 2: Develop and deliver new provision aligned to employer and industry demand, focusing on emerging skills and technologies, with flexible delivery models that meet employer needs. Targets: • Deliver apprenticeship units in regional priority sectors, upskilling a minimum of 50 employees across the region, over the 26-27 academic year. • Launch a new Modern Methods of Construction building and provision by October 2026. • Offer industry required qualifications to support electrical students progressing directly to industry, such as 18th Edition and PAT testing, seeing an additional 20 students gain these industry relevant qualifications. • Create, design and implement new Clean Energy courses in the Green Skills Centre, such as Solar Panel, Electrical Energy Storage Systems, and Electric Vehicle Charging qualifications, seeing an additional 20 students gain these qualifications. • Deliver Retrofit qualifications to a minimum of 20 students across the 26-27 academic year. • Plan and deliver a new Defence pathway that enables different career pathways into the sector, including Engineering, Digital (Cyber) and Uniformed Services, to a minimum of 20 students. • Create and offer a package to employers in the region a professional qualification suite, that will enable flexible upskilling for their current workforce, with a focus on leadership and digital.	LSIP highlights the need for flexible, modular qualifications aligned to employer demand, delivering short, high-impact upskilling opportunities. Construction is a national and LSIP priority, with modern methods at the forefront. Clean Energy is also a national and LSIP priority, including green skills (such as Retrofit and Solar Panel). Defence is a national priority and is interlinked with wider regional and national priority sectors such as advanced manufacturing, science and digital. Professional Services is a national priority, and the need for upskilling the existing workforce is a key aim within the LSIP.

Strategic Priority	Objectives and Targets	Alignment with Local, Regional and National Skills Priorities
Deliver for Nottingham and our region through an agile, responsive curriculum, providing seamless progression towards employment	Objective 3: Review and refine our lower-level provision to ensure it effectively meets student needs, supports clear progression pathways, and aligns with the regional priorities, and demands of the local city economy, reducing NEETs. Targets: - Enhance internal progression from entry-level programmes, such as Youth Guarantee and The King's Trust, by introducing a minimum of three in-year progression opportunities to support student progression. - Create new Foundation Learning pathways that align to regional priority and growth sectors, such as Art, H&S Care and Early Years with a minimum of 20 additional enrolments. - Create new ESOL+ pathways that support the regional priority and growth sectors, such as Art and H&S Care with a minimum of 20 additional enrolments. - There will be an expectation that all students in care, high needs and EHCPs will have a 1 to 1 careers and advice guidance conversation with an appropriately qualified member of staff, with a target of at least 80% achieving this.	Supporting Government priorities in reducing NEETs. New lower-level pathways will enhance and contribute to EMMCA's opportunity escalator, as set out in their growth plan. Newly created vocational links in ESOL and Foundation Learning are in LSIP priority sectors, supporting progression to technical skill development and possible employment. This approach strongly supports the LSIP aim to increase careers awareness and technical pathway visibility, especially as the LSIP identified a significant gap in CAG for students with SEND.
Promote the wellbeing of our staff, with a person-centred approach to high-quality personal and professional development	Objective 4: Provide structured opportunities for curriculum staff to upskill and gain current industry knowledge, including engagement with industry professionals, to enhance the delivery of relevant, up-to-date skills to students. Targets: 80% of teaching staff complete 12 hours or more of industry upskilling and/or updating. - Provide World Skills training to 20 or more staff in competence to excellence in priority sectors. - All full time staff at the college will complete a minimum of 3 hours of inclusion training.	Staff are aware of new emerging industry needs and can deliver the skills needed for today and the future, as mapped out in the LSIP. Upskilling in emerging priority industries such as digital, clean energy and advanced manufacturing is a key objective within the LSIP.
Offer proactive and personalised services that help students to thrive academically, personally and socially Harness the power of digital technology as an inclusive enabler, where digital skills are developed for a digital future	Objective 5: Students gain well-rounded experiences, including meaningful engagement with industry and valuable insights, alongside the broader development of key skills and behaviours, ensuring they are fully prepared for their next steps. Targets: - At least 75% of 16-19 study programme students complete a digital fundamentals programme within the first 42 days of college. - Increase industry encounters with 100% of 16-19 year old students having industry activities and/or work experience logged. - Industry informed skills and behaviours will be embedded into all Further Education 16-19 programmes, and 70% of students will demonstrate progress on these skills and behaviours, from term 1 to term 3 (Futur6). - Every campus will have a minimum of one career fayre, meeting the vocational needs of each campus, and opportunities for students to interact with employers and stakeholders.	This will meet the LSIPs objective of improving student understanding and aspiration towards careers. Digital upskilling of our all students meets the golden thread of digital throughout the LSIP. Ensuring students are gaining soft skills through teaching and industry activities, such as communication and problem solving as set out in the LSIP, and from IAB employer voice. The LSIP demands more coordinated and employer embedded career interventions in which this target will provide.

Strategic Priority	Objectives and Targets	Alignment with Local, Regional and National Skills Priorities
Maximise our role as an anchor institution in the delivery of regional economic and social priorities	Objective 6: Collaborate with key stakeholders and established partners to co-design an industry-informed curriculum, and ensure our offer supports technical skill development. Targets: • Continue to enhance employer engagement on curriculum co-design and co-delivery, with a further 10% increase across the college in employer and stakeholder participation at the industry advisory boards. • Re-position our Higher Education offer so it supports higher technical skill needs through current HTQs, in replacement of partnered degree-based courses. This will be implemented within the Creative and Cultural sector with the introduction of HTQs in Art, Fashion and Performing Arts. • Introduce cross-subject delivery to meet newly emerging skills of new job roles, as stated by employers, such as a Business Practitioner delivers entrepreneurship knowledge and content to Media students. The City Hub Campus to have at least 3 examples of this throughout the 26-27 academic year.	Stronger alignment between FE, HE and employers (LSIP) Deepening employer engagement is a core strategic aim from the LSIP, and employer co-design is a priority throughout. By re-designing the HE offer it is supporting the Governments ambition of two-thirds of young people engage in higher-level education by age 25. Work collaboratively with educational providers, creating a 'simple, joined-up, skills system' (LSIP).

Inclusive Mainstream Fund

Nottingham College will utilise the Inclusive Mainstream Fund to strengthen its transition to the reformed SEND system by embedding robust, learner-centred processes and digital solutions. This includes the development of a consistent, transparent system for tracking and monitoring EHCP progress, enabling both students and parents to engage meaningfully with progress and outcomes. A digital portfolio approach will support the evidencing of learning, promoting learner autonomy, independence and ownership of progress, while contributing to a coherent internal framework aligned to SEND reform priorities.

Investment will also focus on enhancing inclusive learning environments and staff capability. This includes upgrading sensory spaces with modern equipment to support behaviour regulation, independence and skills development, alongside the expansion of assistive technology through targeted CPD delivered by digital coaches. In parallel, the introduction of a data-driven, inclusive dashboard will enable timely, informed decision-making, ensuring responsive support and continuous improvement in outcomes for students with SEND.



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 agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 01 July 2026.



Chair of Governors



Principal/Chief Executive and Accounting Officer

[View our Strategic Plan](#) 

Hyperlinks and Supporting Documentation

Local Skill Improvement Plan

East Midlands Growth Plan

East Midlands Spatial Vision

Inclusive Growth Commission

Nottingham Vision

