



CURRICULUM INTENT TYNE COAST COLLEGE

2025 - 2026

CONTENTS

02 EXECUTIVE SUMMARY

05 NATIONAL, REGIONAL AND LOCAL CONTEXT TO THE CURRICULUM (FROM AAA)

08 TYNE COAST COLLEGE STRATEGIC OBJECTIVES 2025-2028

09 CURRICULUM DEVELOPMENT

11 CURRICULUM PLANNING

16 CURRICULUM OVERVIEW

18 PROVISION TYPE SUMMARY

EDUCATION PROGRAMMES FOR YOUNG PEOPLE

ADULT EDUCATION

APPRENTICESHIPS

HIGHER EDUCATION

EXECUTIVE SUMMARY

Tyne Coast College is served by the North East Combined Authority (NECA) with adult skills devolution. Specifically, South Tyneside College (which includes South Shields Marine School) is located in South Tyneside, and Tyne Metropolitan College is located in North Tyneside.

Both campuses are within Tyne & Wear. The area served by the college encompasses seven local authorities: Newcastle, Northumberland, Sunderland, Durham, Gateshead, North Tyneside, & South Tyneside.

The North of Tyne Combined Authority area covers Newcastle, North Tyneside, and Northumberland, while the area south of the River Tyne includes Gateshead, South Tyneside, and Sunderland, extending down to the border of the Tees Valley.

TCC was formed in 2017 through a merger of South Tyneside College and Tyne Metropolitan College. The TCC Group includes Tyne Metropolitan College, South Shields Marine School, Tyne Coast Academy Trust, and South Tyneside College. South Shields Marine School is a significant part of the group, recognised as one of the world's foremost maritime training centres, including Ofsted 'Outstanding' Halls of Residence. Tyne Coast Academy Trust sponsors secondary and primary schools.

TYNE COAST COLLEGE OVERVIEW



South Tyneside College

Is a leading centre for education, guidance, advice, and support, giving every student an opportunity to get the future they want. From study programmes for students as young as 14, a large range of vocational courses, apprenticeships, and T-Levels, to further and higher education for adults – our high-quality teaching, community bond, tools and services are the reason so many people choose to study at STC.



Are proud to be a distinguished, world-renowned centre of excellence for marine education and training. Founded in 1861, we are the longest operating marine training college in the world – and our reputation is unsurpassed. We offer a variety of commercial marine courses from short to Honours degree level; from navigation to catering.



tyne metropolitan college

Is a leading centre for education, guidance, advice, and support, giving every student an opportunity to get the future they want. From study programmes for students aged 16 onwards, a large range of vocational courses, apprenticeships, and T-Levels, to further and higher education for adults – our high-quality teaching, community bond, tools and services are the reason so many people choose to study at TM.

TYNE COAST COLLEGE OVERVIEW (Cont)



Plans are in place to relocate South Tyneside College and South Shields Marine School to a new campus in the heart of South Shields town centre. The multi-million-pound project incorporates four locations, King Street new build, which includes a listed building, BT building and Redhead Industrial Estate.







- £95 MILLION INVESTMENT IN A NEW CAMPUS SITUATED IN THE HEART OF A REVITALISED AND REGENERATED TOWN CENTRE
- £3.2 MILLION OF BUILDINGS AND FACILITIES IMPROVEMENT GRANT TO IMPROVE EXISTING FACILITIES FOR T LEVELS DELIVERY IN SECTOR PRIORITY AREAS
- SPECIALIST EQUIPMENT ALLOCATION FUNDED DIGITAL, CONSTRUCTION, ENGINEERING, MEDIA, BUSINESS, HEALTH AND EARLY YEARS TO ALIGN WITH INDUSTRY-STANDARD EQUIPMENT.
- BECOMING AN ACTIVE PARTNER IN THE NEIOT COLLABORATION DEVELOPING HTQ QUALIFICATIONS TO MEET LOCAL NEEDS
- DEVELOPING T LEVELS FROM 2023
- WORKING IN PARTNERSHIP WITH OUR EMPLOYER REPRESENTATIVE BODY (ERB) TO DEVELOP A TRAIL BLAZER LSIP AND ASSOCIATED STRATEGIC DEVELOPMENT FUND PROJECTS, FOR INSTANCE, HEALTH AND SOCIAL CARE SIMULATION WARD.
- LSIP CAPITAL AND REVENUE INVESTMENT WITHIN DIGITAL, ADVANCED MANUFACTURING AND CONSTRUCTION TO GAIN INDUSTRY-STANDARD EQUIPMENT TO SUPPORT THE LEARNER EXPERIENCE AND UPSKILL LECTURERS TO THE INDUSTRY-STANDARD REQUIREMENTS.

MARKET SHARE



South Tyneside College



 22/23	 23/24	 24/25
10%	17%	20%
 22/23	 23/24	 24/25
18%	14%	14%



TYNE COAST COLLEGE OVERVIEW (Cont)

Provision Type	Achievement Rates for TCC Leavers 2023/24	National Rate	TCC % of Positive Destinations 2023/24	Strategic Curriculum Intent
Education Programmes for Young People Leavers	86.9%	83.4%	91.9%	Links to sector priority areas
Adults	87.1%	87.8%	87.9%	Retraining, upskilling and adult basic skills
Apprenticeships	65.4%	62.3%	83.3%	Deliver to key sector areas progressing through the levels
Higher Education F/T	81.9%	80.9%	82.0%	Strong progression. Links to sector priority areas.
HE P/T	89.4%	81.7%		
SEND	87.9%	83.4%		Move into part-time, full-time and volunteer work. Mainstream progression

- ACHIEVEMENT DATA IS TAKEN FROM THE ANNUAL SELF-ASSESSMENT REPORT - 2023/24.
- NATIONAL ACHIEVEMENT DATA IS TAKEN FROM THE NATIONAL ACHIEVEMENT RATE TABLES (NARTS) PUBLISHED BY THE DFE.
- COLLEGE DESTINATION DATA IS TAKEN FROM ILR REPORTS.
- HE DATA FOR NR IS TAKEN FROM THE OFFICE FOR STUDENTS.
- HE DESTINATION DATA IS TAKEN FROM HIGHER EDUCATION STATISTICS AGENCY.

Over the past three years, the college has made excellent progress matching local employer sectors, and their needs to the curriculum offer. Once the curriculum strategic plan/intent is complete, it feeds directly into departmental curriculum plans. Aligning our offer to meet local needs ensures our students develop the skills knowledge and behaviours they need to progress into their chosen destination.



NATIONAL, REGIONAL AND LOCAL CONTEXT TO THE CURRICULUM

NORTH EAST REGION

As of the most recent data from early 2025, the North East of England has approximately 1.2 million jobs across all sectors. This figure includes full-time, part-time, and self-employed roles and reflects a relatively stable job market, though the region continues to face challenges such as lower employment rates and higher economic inactivity compared to other UK regions.

The economy in the region has grown by 1.5% and now consists of 820,757 jobs and is expected to grow by a further 16,908 in the next five years. This change fell short of the national growth rate of 6.4% by 3.4%. However, although the average salary has increased by almost £2k during the last two years, the region's average salary of £29.3k is £6.9k below the national average wage.

LONG-TERM UNEMPLOYMENT RATES IN NORTH TYNESIDE (5.4%) AND SOUTH TYNESIDE (6.6%) ARE HIGHER THAN THE ENGLAND AVERAGE (4.5% / 4.1%).

SOUTH TYNESIDE CONTEXT

As of early 2025, youth unemployment in South Tyneside remains a significant concern, particularly among those aged 18–24. The claimant rate for 18–24-year-olds in South Tyneside rose to 8.9% in February 2025, the highest rate among all North east local authorities. NEET (Not in Education, Employment, or Training) Rates among 16–17-year-olds dropped to 5.3%, the lowest since February 2022.

As of 2025, approximately one-third of children in South Tyneside are living in poverty and reflects both long-standing deprivation and the ongoing impact of the cost-of-living crisis. Around 33% of children in South Tyneside are growing up in poverty and this level of child poverty is above the national average and among the highest in the North east. The borough also contains several neighbourhoods ranked in the top 10% most deprived areas in England.

WITHIN THE SOUTH TYNESIDE AREA, JOBS HAVE GROWN BY 412 OVER THE PAST 5 YEARS (1%). THIS IS 4.4% LOWER THAN THE 5.4% NATIONAL GROWTH RATE



NORTH TYNESIDE CONTEXT

As of early 2025, youth unemployment in North Tyneside is relatively lower than in some neighbouring areas. The overall unemployment rate in North Tyneside is 5.1%, which is above the national average of 3.8% but lower than many other North east authorities.

As of 2025, child poverty in North Tyneside remains a serious issue. The child poverty rate in North Tyneside is estimated to be around 25% or slightly above, based on the most recent local authority-level data. This means 1 in 4 children in the borough are growing up in households with incomes below 60% of the national median (after housing costs).

WITHIN NORTH TYNESIDE, JOBS HAVE GROWN BY 4428 OVER THE PAST 5 YEARS (5.3%). THIS IS ONLY 0.1% SHORT OF THE 5.4% NATIONAL GROWTH RATE. HOWEVER, THE AREA FACES ECONOMIC CHALLENGES.



NECA ECONOMY

NECA (formed 7th May 2024) have set out a clear vision and purpose of how they intend to champion the full potential of the region. We will collaborate closely with partners and local authorities to ensure we create opportunities for communities to access provision that will enable them to upskill and improve life chances.

The North East region served by the college has a population of 2,013,612 people, which has experienced growth by over 29,987 in the last five years, with further growth projected over the next five years of over 24,378. The Census (2021) highlighted that North Tyneside experienced a population increase of 4.1%, growing from approximately 200,800 to 209,000 residents. This growth was higher than the North East regional average of 1.9% and reflects one of the more significant increases in the region. In contrast, South Tyneside saw a slight population decline of 0.2% over the same period, indicating a relatively stable but slightly shrinking population. This decline places South Tyneside among the few local authorities in the North east to experience a decrease in population.



RACIAL DIVERSITY IS SUBSTANTIALLY LOW IN THIS REGION WHEN COMPARED NATIONALLY. 94.9% OF THE POPULATION IN THIS REGION IS CONSIDERED WHITE



26.4% OF THE REGION'S RESIDENTS POSSESS A DEGREE (OR EQUIVALENT AND ABOVE, UP TO L9) WHICH IS 7.2% BELOW THE NATIONAL AVERAGE



7.3% OF RESIDENTS IN THE REGION HOLD A HIGHER EDUCATION QUALIFICATION WHICH IS BELOW DEGREE LEVEL AND 0.7% BELOW THE NATIONAL AVERAGE

CREATION OF A NEW NORTH EAST LOCAL SKILLS IMPROVEMENT PLAN (LSIP) AND STRATEGY FOR A NEW DEAL FOR NORTH EAST WORKERS

The Department for Education (DfE) has confirmed funding for the Local Skills Improvement Plan (LSIP) for the fiscal year 25/26. A new North East LSIP will be created aligning with the North East Combined Authority area from October 2025. A single ERB for the North East LSIP region will be appointed by the DfE at the end of June.

The North East Local Growth Plan will be supported by the key priority themes in the forthcoming New Deal for North East Workers Strategy, which is aimed at transforming employment and skills in the North East of England. The new deal for North East Workers Strategy has four key priorities:

1. **TO BUILD A BIGGER, BETTER, SKILLED AND MORE DIVERSE WORK FORCE**
2. **TO CREATE CAREER PATHWAYS FOR RECRUITMENT AND RETENTION**
3. **TARGETED SUPPORT TO IMPROVE EMPLOYMENT RATES**
4. **TO TACKLE BARRIERS TO GETTING IN TO AND PROGRESSING IN WORK**



PRIORITIES AND SECTORS:



OFFSHORE WIND



ADVANCED MANUFACTURING



CREATIVE INDUSTRIES



LIFE SCIENCES



TECH



DEFENCE



PROFESSIONAL SERVICES

The NECA devolution deal will merge the North of Tyne and North East LSIP regions. The focus is on creating partnerships between employers and providers to address local labour market needs. The college emphasises (throughout its curriculum planning) the importance of collaboration between employers and other stakeholders to address the region's skills' needs and economic opportunities. Our ambition is to be a first-choice college.

TYNE COAST COLLEGE

STRATEGIC OBJECTIVES

2025-2028



FINANCIAL HEALTH - BE FINANCIALLY SOUND, USE AVAILABLE RESOURCES EFFICIENTLY AND BUILD FINANCIAL RESILIENCE



FACILITIES - BUILD A COLLEGE FOR THE FUTURE



DRIVE DIGITAL TRANSFORMATION - LEVERAGE DIGITAL TECHNOLOGIES TO ENHANCE TEACHING, LEARNING AND ADMINISTRATIVE PROCESSES, ENSURING THE COLLEGE REMAINS AT THE FOREFRONT OF EDUCATIONAL INNOVATION AND EFFICIENCY



PEOPLE - WE AIM TO BE AN EMPLOYER OF CHOICE, CREATING A POSITIVE ECONOMIC IMPACT, SUPPORTING THE DEVELOPMENT OF WELL-ROUNDED AND RESPONSIBLE YOUNG PEOPLE AND ADULTS



FE AND HE CURRICULUM AND PERFORMANCE - SECURING BETTER OUTCOMES FOR YOUNG PEOPLE, PROVIDING KEY OPPORTUNITIES FOR LOCAL PEOPLE TO UPSKILL AND PROGRESS INTO WORK. INCREASE OUR RANGE AND DEPTH OF OUR EDUCATION OFFER - ENGINEERING, MARINE AND DIGITAL.



MARINE SCHOOL - DELIVERY OF OUTSTANDING MARITIME EDUCATION AND TRAINING, THROUGH MODERN AND INNOVATIVE CURRICULUM DESIGN WITH CUTTING EDGE RESOURCES. FURTHER DEVELOP OUR HIGHER] EDUCATION PORTFOLIO BUILDING ON OUR SIGNIFICANT STRENGTHS IN MARINE AND ENGINEERING.



PARTNERSHIPS - CONTINUE TO WORK ALONGSIDE PARTNERS TO IDENTIFY OPPORTUNITIES FOR ADDITIONAL FURTHER EDUCATIONAL PROVISION IN LINE WITH THE NORTH EAST EMPLOYMENT AND SKILLS STRATEGY AND LOCAL SKILLS IMPROVEMENT PLAN.



CURRICULUM DEVELOPMENT

KEY INFLUENCES

The college works throughout the academic year with a range of stakeholders and utilises a variety of data sources such as Lightcast, LSIP feedback, Advisory Boards, employer feedback and Local Authority Data to inform curriculum development and evidence local need for the following academic year. Planning for 2025/26 began in January.

Tyne Coast College has actively aligned its strategy with the North East Growth Plan by focusing on skills development, employer engagement, and community impact. Through its Annual Accountability Statement and Strategic Plan 2025-28, the college emphasises delivering a responsive curriculum shaped by Local Skills Improvement Plans (LSIPs), particularly in key growth sectors such as Construction, Digital and Engineering. It has invested in facilities across both North and South Tyneside, expanded T Level and Higher Technical Qualification routes, and strengthened partnerships with local employers to support recruitment and workforce development. The college also prioritises inclusive education, offering broad adult learning and SEND provision, and aims to be a central hub for community and economic development in the region.

The North East Combined Authority outline (through their Growth Plan) a 10-year strategy to transform the region into a hub of inclusive economic growth, green innovation, and global competitiveness. It is structured around five key missions:

1. A GROWING AND VIBRANT ECONOMY FOR ALL
2. HOME OF THE GREEN ENERGY REVOLUTION
3. A WELCOMING HOME TO GLOBAL TRADE
4. HOME OF REAL OPPORTUNITY
5. A NORTH EAST WE ARE PROUD TO CALL HOME

Through the emerging 'New Deal' for North East workers, NECA will improve skills and qualifications and reduce inactivity, supporting growth and expanding opportunities in the region. All of the above, are incorporated in to our curriculum planning for 2025/26.

The college play a pivotal role in delivering the Growth Plan by aligning its curriculum with growth sectors such as green energy, digital and advanced manufacturing. The college is also expanding access to skills and retraining by providing adult education, upskilling, and retraining opportunities, especially for under-represented groups and those affected by economic inactivity, for example, ESOL. Furthermore, the college is supporting inclusive growth by delivering ESOL, Access to HE, Functional Skills, adult short courses and Foundation Learning to help residents overcome barriers to employment and education.

The college currently works with over 612 active employers who have supported many aspects of work experience, industry placements, and also offer their experience as guest speakers.

The college curriculum plan is ambitious in its approach and realistic in its delivery. TCC work collaboratively with Colleges of North East England and have joined forces to drive a powerful regional transformation through education, skills development and economic regeneration to support both the governments mission and the LSIPs.

“LEADERS ENGAGE WELL WITH STAKEHOLDERS AND HAVE A SECURE UNDERSTANDING OF THE NEEDS OF THE LOCAL AND REGIONAL SKILLS PRIORITIES, BOTH NORTH AND SOUTH OF THE TYNE”

(OFSTED, MARCH 2024)

“LEADERS ENSURE THAT STAKEHOLDERS ARE INVOLVED IN ALL AREAS OF THE CURRICULUM AND HAVE A STRONG VOICE IN KEY AREAS.”

(OFSTED, MARCH 2024)

NORTH OF TYNE (NECC)

- CONSTRUCTION
- GREEN ENERGY/INDUSTRIAL DECARBONISATION AND NET ZERO
- BUSINESS AND PROFESSIONAL SERVICES
- CULTURE, CREATIVE, TOURISM AND HOSPITALITY
- HEALTH AND SOCIAL CARE



SOUTH OF TYNE (NEAA)

- ADVANCED MANUFACTURING
- CONSTRUCTION
- DIGITAL
- HEALTH AND HEALTH SCIENCES
- TRANSPORT AND LOGISTICS



THE SENIOR MANAGEMENT TEAM NETWORK THROUGH:

- ASSOCIATION OF COLLEGES (AOC)
- NEIOT
- ETF
- ADVISORY BOARDS
- NEAA
- NECC



CROSS CUTTING THEMES

- DIGITAL SKILLS
- EMPLOYABILITY – WORK READINESS AND SOFT SKILLS
- PROFESSIONAL DEVELOPMENT/BUSINESS SKILLS
- FOUNDATION, LITERACY AND NUMERACY SKILLS
- TECHNICAL AND SPECIALIST SKILLS AT LEVEL 3 AND ABOVE



THE PRINCIPAL & CEO WORK IN COLLABORATION WITH OTHERS LOCALLY AND NATIONALLY:

- MEMBER OF THE EDUCATION, SKILLS AND INCLUSION ADVISORY PANEL (NECA)
- MEMBER OF THE LOCAL SKILLS ADVISORY PANEL (TVCA EDUCATION EMPLOYMENT AND SKILLS ADVISORY BOARD)
- NEIOT STRATEGIC BOARD
- NECA BOARD MEETING



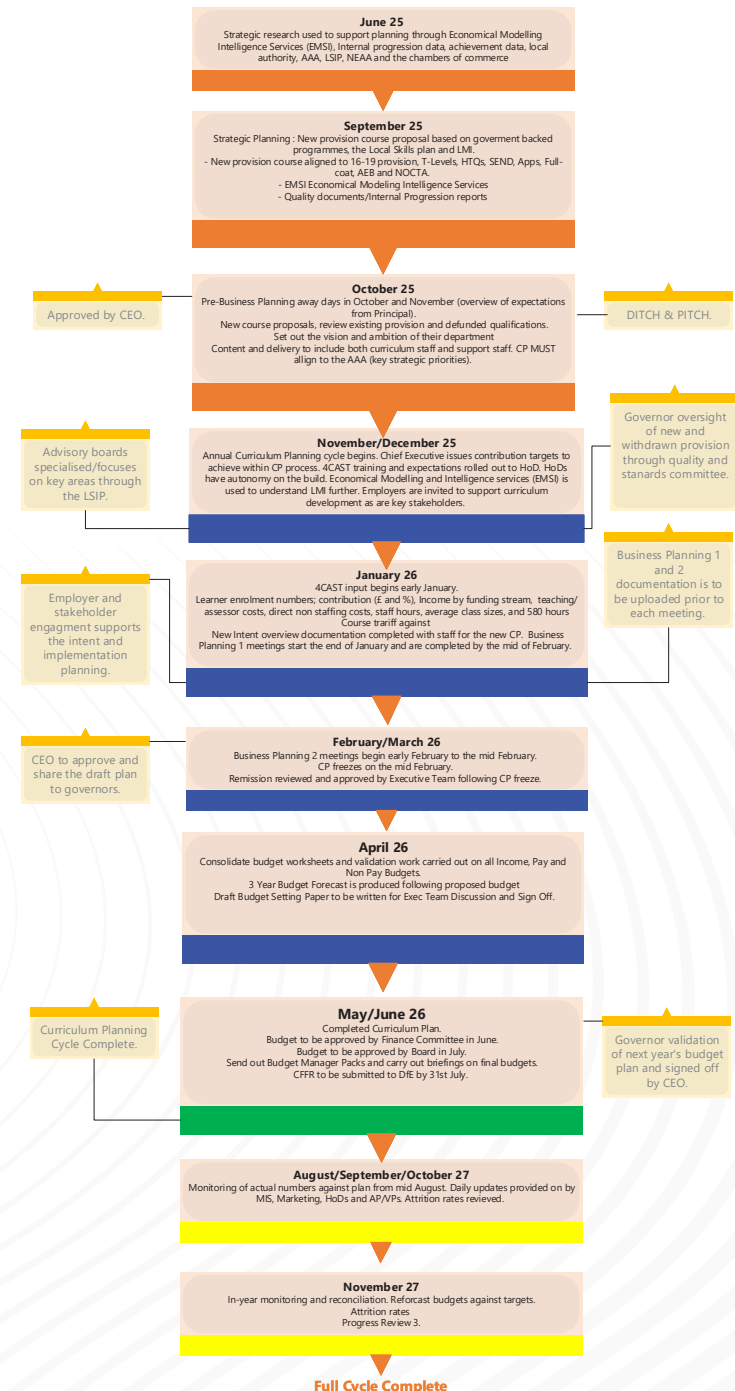
CURRICULUM PLANNING

An annual curriculum planning cycle supports the development of the curriculum plan. Strategic research is used to support planning and starts in June. In September, any new provision is proposed and discussed for the following year through the use of LMI data, outcomes for learners, demand and quality of delivery and LSIPs. In October, a pre-business planning away day 'Ditch and Pitch' enables managers to propose new courses, review existing provision and set their ambition and vision for the following year.

In November/December, an annual curriculum planning cycle begins. In January, 4cast is populated and so starts the development for the new curriculum plan via Business Planning 1 (BP1). In February/March, Business Planning 2 (BP2) begins, enabling CP freeze and curriculum offer to be approved by the Executive Team. In April, budgets are consolidated and validated in readiness for sign-off. In May/June, both curriculum plan and budgets are approved by the Finance Committee. From August through to October, the monitoring of actual numbers against planned numbers, enables forecasting against target. In November, in year monitoring and reconciliation against budget v targets is carried out through Progress Review Monitoring (Curriculum) and quarterly Financial Assurance Meetings.



Annual Curriculum Planning Cycle 2026-2027



CURRICULUM PLANNING (Cont)

TCC aims to prepare learners well to take their next steps in education and careers. This involves providing a structured and well-sequenced curriculum, embedding employability skills and work-ready skills that promote digital skills, and offer work placements and industry engagement opportunities. High achievement rates and positive destinations for leavers indicate the college's effectiveness.

NEW PROVISION FOR 25/26

Reviewing of existing and new course provision takes place annually – 'Ditch and Pitch' – to ensure that the curriculum is aligned to local priorities, employer demand and recognised skills gaps whilst maintaining a quality of provision.

Provision removed or reduced (Ditch)	Reasons
ICT apprenticeships	No demand
Motor vehicle and Body paint apprenticeships	No demand
Policing and Uniformed Services	Poor learner outcomes/low recruitment
Barbering	Low recruitment
Plastering apprenticeships	Low demand
Amended apprenticeship modules (Foundation Comp)	Employer preferred and improved pathway
Level 4 Hair	Low recruitment
Level 2 Customer Service apprenticeships	Low recruitment
HTQ Community Coaching for England	Learners preferred to progress to elite sport at university
Provision added, adapted or in development (Pitch)	Reasons
Multi-skills level 1	Natural progression route from Entry 3 and NEAA/NECC demand
Added essential digital skills to Advanced Manufacturing and Construction	Employer demand – LSIP priority
Access to IT diploma	High adult demand/LSIP priority
Criminology and Public Services – new pathway	Advisory Board demand
Level 3 Social Care (CACHE)	No direct route into Social Care
Level 1 Welding	Employer demand and improved pathways
Level 3 Welding	Improved pathways
ESOL bespoke programmes	Local demand
Level 2 Art	Local demand

*Empower ME – see Education programmes for Young People below

CAREERS ADVICE

The college delivers a robust programme of inclusive, tailored, careers information, advice and guidance that is tailored according to age and course. A highly qualified careers team deliver a portfolio of activities with a focus on careers guidance across a range of 'next step' options, as well as industry engagement and skills development. This model equips students with the knowledge, skills and experiences they need to make informed decisions about their future.

THE CAREERS STRATEGY IS ALIGNED TO THE REQUIREMENTS OF THE GATSBY BENCHMARKS AND OFFERS:

- **CAREER'S ONE TO ONE SESSIONS:** EVERY STUDENT WILL HAVE ONE-TO-ONE SESSIONS WITH A L6 QUALIFIED CAREERS ADVISOR. THIS WILL INCLUDE DISCUSSIONS AROUND PERSONAL INTERESTS, STRENGTHS, AND ASPIRATIONS, AS WELL AS MORE PERSONALISED SUPPORT FOR CHOOSING APPROPRIATE PATHWAYS. SESSIONS WILL BE RECORDED ON PRO-MONITOR.
- **PATHWAY SPECIFIC SESSIONS:** SESSIONS THAT LOOK IN MORE DETAIL AT SPECIFIC ROUTES SUCH AS FE PROGRESSION, APPRENTICESHIPS, T LEVELS, EMPLOYMENT AND HE.
- **CAREERS 'LIFE SKILLS' WORKSHOPS:** UTILISE PERSONALITY, SKILLS AND INTEREST ASSESSMENTS TO HELP STUDENTS UNDERSTAND HOW THEIR ABILITIES ALIGN WITH VARIOUS CAREER OPTIONS E.G. PERSONAL BRANDING AND SOCIAL MEDIA
- **ACCESS TO LABOUR MARKET INFORMATION:** ENSURE STUDENTS ARE INFORMED ABOUT THE CURRENT JOB MARKET, INCLUDING THE FASTEST-GROWING INDUSTRIES, JOB AVAILABILITY, AND EXPECTED SALARIES.
- **CAREER FAIRS:** HOSTING CAREER FAIRS WITH REPRESENTATIVES FROM VARIOUS INDUSTRIES, UNIVERSITIES, AND APPRENTICESHIP PROVIDERS TO ALLOW STUDENTS TO EXPLORE MULTIPLE CAREER PATHWAYS, TALK WITH EMPLOYERS, NETWORK, BUILD CONFIDENCE AND RAISE ASPIRATIONS.
- **SUPPORT FOR STUDENTS WITH SEND:** WORK WITH THE FOUNDATION STUDIES DIRECTOR TO ENSURE, WHERE APPROPRIATE, STUDENTS RECEIVE THE SAME LEVEL OF SUPPORT IN MAKING INFORMED CAREER CHOICES.
- **SUPPORT FOR YOUTH COLLEGE STUDENTS:** WORK WITH YOUTH COLLEGE HEAD TO ENSURE, STUDENTS RECEIVE IAG, AND DESTINATIONS ARE 'TRACKED'

IN ADDITION, THE MODEL:

- UTILISES NECOP FUNDING TO ENSURE STUDENTS IN DISADVANTAGED AREAS ARE GIVEN ACCESS TO HE OPPORTUNITIES TO ENCOURAGE THEM TO CONSIDER HE AS A POTENTIAL PATHWAY.
- PROMOTES GENDER EQUALITY IN SECTORS CONSIDERED HEAVILY MALE DOMINATED.
- CONNECTS WITH PARENTS TO ENABLE THEM TO SUPPORT THEIR YOUNG PERSON WITH THEIR 'NEXT STEPS' DECISIONS. PARENTS AND STUDENTS ARE OFFERED 1-1 SESSIONS WITH THE CAREERS TEAM, SIMILAR TO A SECONDARY SCHOOL MODEL.
- ENSURES STUDENT ENGAGEMENT IS TRACKED AND MONITORED USING PRO-MONITOR FOR PROGRESSION AND DESTINATION PURPOSES.
- ENSURES 'LEARNER VOICE' IS CAPTURED THROUGHOUT THE CAREERS CYCLE FOR ANY CAREER GROUP ACTIVITY.
- IS COLLABORATIVE AND COHESIVE - WORKING WITH CURRICULUM, WORK PLACEMENT OFFICERS AND THE PERSONAL DEVELOPMENT TEAM TO ENSURE ROLL OUT AND EMPLOYER ENGAGEMENT ACTIVITIES ARE TRACKED AND ARE ALIGNED TO OUR OFFER.



DEVELOPMENT PRIORITIES

MICROSOFT SKILLS

- **COMPREHENSIVE INDUCTION PROGRAMME**
- **MY STUDENT HUB**
- **ALL STUDENTS ARE ABLE TO ACCESS TEAMS**
- **ALL STUDENTS ARE CITED ON JOB VACANCIES IN THE NECA AREA**
- **LAUNCHING A LAPTOP STRATEGY FOR 25/26**
- **BLENDED LEARNING CONSORTIUM FOR SELF-DIRECTED STUDY**

NATIONAL PRIORITY/STEM SPECIALISTS

Tyne Coast College remains steadfast in its commitment to supporting STEM industries, with a particular emphasis on aligning provision to the Local Skills Improvement Plan (LSIP).

This initiative has supported the development of new qualifications including, T Levels, Higher Technical Qualifications, and adult provision. These qualifications require substantial investment in development, staff training, and engagement with employers. Investment in these key areas has been supported through various initiatives, including the Local Skills Improvement Fund (LSIF) and T Level capital funding. This investment ensures that key skills shortage areas, such as coding, cyber security, web-development, welding and robotics are addressed through high-quality training and educational opportunities. Furthermore, a contextualised curriculum has been launched to develop digital skills in Engineering, Health and Social Care and Construction. Since launching this initiative, we have demonstrated growth in the digital and automotive provision, supporting skills priority areas.

Building upon our extensive capital investment in key LSIP priority areas of Digital, Engineering and Construction, we continue to drive forward innovation and skill development. As a key member of the North East Institute of Technology (NEIoT), our focus remains on addressing critical skills shortages, particularly in Construction, Engineering, Health and Social Care, and Digital sectors, ensuring our learners are equipped for the evolving workforce and continuation of supporting the local and regional skills' demands.

SUPPORTING THE 'GREEN' REVOLUTION

As a college we have adapted our curriculum to ensure we are at the forefront of supporting the regions desire to become net zero. We have actively supported both Northeast and the North of Tyne LSIP by developing the Green Skills gaps identified in the local plans.

We have adapted our existing curriculum and implemented new provision in the following areas to support the Net Zero target (2050 aim).

POWER

The college currently works closely with one of the 'big 5' energy providers in the UK to offer apprenticeships in the Wind Turbine industry.

DOMESTIC ENERGY

The college is now in a position to offer training to existing and new students in Heat Pump Technology. Apprentices due to complete in 25/26 will also receive this training to ensure we are sending them into industry with the latest skills required in their vocational area.

HOMES AND BUILDING

Retrofit training is embedded into the curriculum to give learners the understanding of how existing buildings can still support in the move towards net zero.



CURRICULUM DEVELOPMENT PRIORITIES (Cont)

The refurbishment of our Engineering Department offers bespoke areas that mirror industry standard settings, where learners can develop new skills. Our apprentices in the power sector have a bespoke classroom/workshop area where they can transition from theoretical aspects into hands on experience with the latest equipment without leaving the room. Continuous consultation and curriculum development with employers and key manufacturers, ensures we provide facilities and qualifications to meet the needs to train for a sustainable future.

Significant investment has included upskilling our existing workforce, giving them the latest industry skillset that in turn promotes quality of teaching, training and education benefiting the learner experience. Curriculum staff are not only trained in the skills needed for current qualifications but also for Green Careers (environmental protection, sustainability and renewable energy) to support learners who are interested in this vocation. Training learners for the sustainable needs of the future is our priority with all our courses providing key skills relevant to chosen sector area.

SUPPORTING THE GROWING NEEDS OF THE HEALTH AND CARE SECTOR

As a college we have adapted our curriculum to ensure we are at the forefront of supporting the national context to build an NHS fit for the future that is there when people need it and the regions desire to improve the quality of life for everyone. We have actively supported both North East and the North of Tyne LSIP by developing the Health priorities identified in the local plans with courses ranging from level 1 to level 3 and the ambition to launch a new HTQ programme in Health by September 2026.

ADULT BASIC SKILLS AND ESOL

Due to the low levels of literacy and numeracy in our region, TCC has increased its adult basic skills/ESOL provision offer, to support and promote a range of student outcomes to increase future employability opportunities for our local community.

SEN

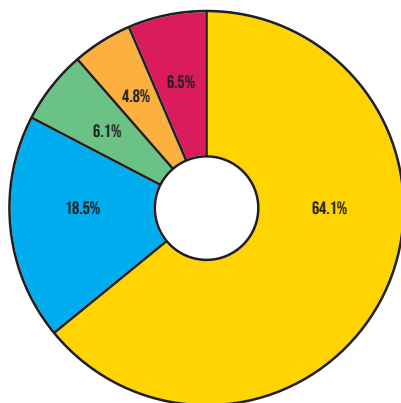
The college's commitment to maintaining high expectations and aspirations for all learners, including those with Special Educational Needs and Disabilities (SEND). With a growing cohort of SEND learners across various programme areas, the college aims to provide an inclusive and stimulating environment. By focusing on promoting technical skills, good attendance, social action, and work experience through the Preparing for Adulthood Agenda, the college ensures that SEND learners are equipped with the necessary skills and opportunities to thrive.



CURRICULUM OVERVIEW

TYNE COAST COLLEGE DELIVERY INCOME (EXCLUDING SOUTH SHIELDS MARINE SCHOOL)

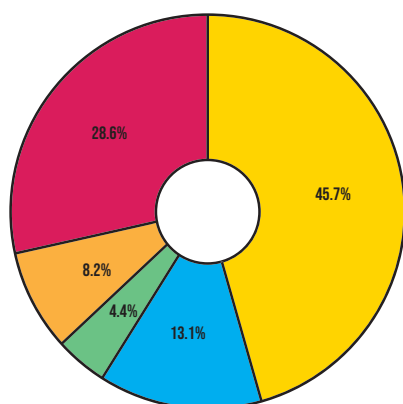
DELIVERY INCOME % 24/25



16 - 18 ADULT APPS HE FC

TYNE COAST COLLEGE DELIVERY INCOME (INCLUDING SOUTH SHIELDS MARINE SCHOOL)

DELIVERY INCOME % 24/25



16 - 18 ADULT APPS HE FC

PROVISION TYPE SUMMARY - LEVELS OF LEARNING 24/25 (HEADCOUNT)

Funding Stream	Non Regulated	Entry	Level 1	Level 2	Level 3	Level 4+	Learners
A) EFSA 16 - 19	115	115	368	598	650	6	1852
B) ESFA High Needs	68	11	16	16	5	0	116
C) T Levels	0	0	0	0	131	0	131
D) AEB	0	290	133	1098	34	0	1555
E) Tailored Learning	166	0	0	0	0	0	166
F) AEB Free Courses for Jobs	0	0	0	0	55	0	55
G) Advanced Learner Loans	0	0	0	0	107	103	210
H) Higher Education	0	0	0	0	0	728	728
I) Apprentices	0	0	0	122	242	17	381
Z) Full Cost	3369	94	274	402	650	34	4823
Totals by Level	3718	510	791	2236	1874	888	10017

*Provision type may include learners more than once

EDUCATION PROGRAMMES FOR YOUNG PEOPLE

This provision makes up 64.1% of our delivery income. The majority of these programmes are full-time, aimed at school leavers and allow for a range of starting points of young people, ranging from entry level to level 3, covering a wide range of vocational programmes. The college implemented six (of the eight) T Level routes in 24/25.

THE STUDY PROGRAMME FOR YOUNG PEOPLE WILL CONSIST OF THE FOLLOWING ELEMENTS:

- **COMPREHENSIVE INDUCTION PROGRAMME**
- **MAIN PROGRAMME CHOICE**
- **WORK EXPERIENCE/INDUSTRY PLACEMENTS**
- **WEEKLY 1 TO 1 TUTORIAL**
- **SELF-DIRECTED STUDY**
- **ENGLISH AND/OR MATHS AT GCSE LEVEL WHERE GRADE 4 NOT YET ACHIEVED**
- **OFFER OF CONTINUED INDEPENDENT DEVELOPMENT OF ENGLISH/MATHS FOR THOSE ALREADY WITH A GCSE GRADE 4**
- **EMPOWER ME PROGRAMME:**
 - PERSONAL WELLBEING
 - DIGITAL COMPETENCE
 - EQUALITY AND DIVERSITY – INCLUSION/BELONGING
 - EMPLOYABILITY
 - INTERPERSONAL SKILLS
 - PROGRESSION
 - SOCIAL ACTION PROJECTS
 - FINANCE/BUDGETING
 - SAFEGUARDING
 - PREVENT
- **REGIONAL AND WORLD SKILLS OPPORTUNITIES**
- **RELEVANT TRIPS AND VISITS**

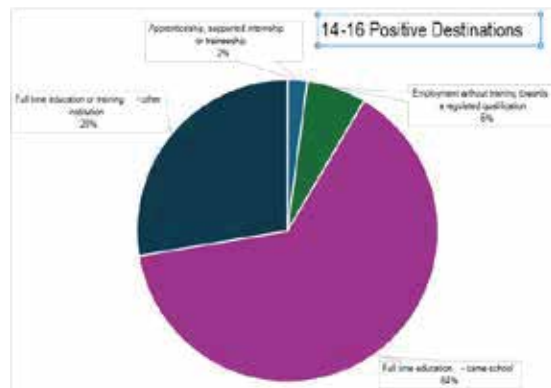


14 - 16 PROVISION

Youth College is part of South Tyneside College and offers an SLA-based educational framework for Year 11 students. It caters to those learners struggling with attendance post-pandemic, elective home educated students, returning to mainstream settings, and those disengaged with mainstream curriculum.

Students face various barriers, including behaviour, anxiety, mental health, curriculum, and SEND challenges. The core curriculum includes Maths, English, Science, and Personal, Social Health, Economic Education (PSHE), complemented by vocational programmes and impartial Careers Education Advice, Information and Guidance. For 2024/25, students from 12 schools across four Local authorities choose from four accredited vocational areas: Hair and Beauty, Construction, Engineering, and Childcare, receiving 8-10 hours of technical education, with the remaining lessons focused on GCSE English, Science, Maths, and PD/RSE.

14-16 POSITIVE DESTINATIONS



OF THE 54 AGED 14-16 STUDENTS, **98% RECORDED POSITIVE DESTINATIONS AND 65% OF THE 54 STUDENTS PROGRESSED WITHIN TCC.**

- APPRENTICESHIP, SUPPORTED INTERNSHIP OR TRAINEESHIP
- EMPLOYMENT WITHOUT TRAINING TOWARDS A REGULATED QUALIFICATION
- FULL TIME EDUCATION - SAME SCHOOL
- FULL TIME EDUCATION OR TRAINING - OTHER INSTITUTION

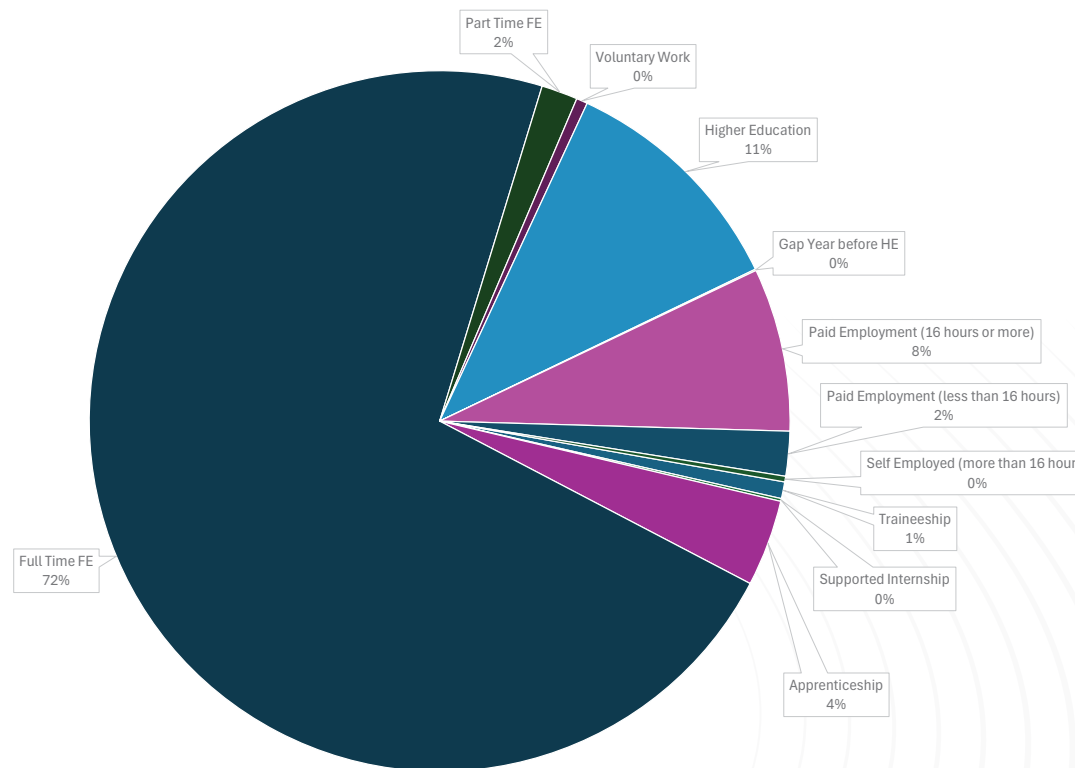
14-16 OUTCOMES OF DELIVERY IN 24/25:

- HIGH INTERNAL PROGRESSION RATES
- HIGH RETENTION RATES
- CONSIDER INTRODUCTION OF YEAR 10 MODEL
- RENAMING THE BRAND 'JUNIOR COLLEGE'

EMPOWER ME is a comprehensive programme designed to ignite the potential of our students and prepare them for future success. This programme combines targeted skills training, personalised mentorship, and immersive workshops to ensure that students not only acquire cutting-edge technical abilities but, also enhance the skills crucial for navigating today's competitive job market. By fostering a collaborative learning environment, 'Empower Me' enables the learners to transform challenges in to opportunities, build a resilient professional network, and gain the confidence needed to excel in any career path. 'Empower Me' is more than just a skills development platform, it's a launchpad where the learners ambitions are nurtured and empowered, paying the way for sustained, future-ready career growth. A six-week cycle will host a platform of innovative and engaging activities from managing finances to confidence building.



16 - 18 POSITIVE DESTINATIONS OF STUDY PROGRAMMES



TRAINEESHIP	VOLUNTARY WORK
SUPPORTED INTERNSHIP	HIGHER EDUCATION
APPRENTICESHIP	GAP YEAR BEFORE HE
FULL TIME FE	PAID EMPLOYMENT (16 HOURS OR MORE)
PART TIME FE	PAID EMPLOYMENT (LESS THAN 16 HOURS)
	SELF-EMPLOYED (MORE THAN 16 HOURS)

16-18 OUTCOMES OF DELIVERY IN 24/25:

- DEVELOP ATTENDANCE STRATEGY TO DRIVE UP ENGAGEMENT IN MATHS AND ENGLISH
- DEVELOP AN EMPLOYER RESPONSIVE ENRICHMENT PROGRAMME: 'EMPOWER ME' FOR 25/26
- SUCCESSFUL GROWTH IN THE MAJORITY OF KEY SECTOR AREAS
- EXPLORE CURRICULUM DELIVERY IN HOSPITALITY AND TOURISM FOR 26/27

SEND/HIGH NEEDS STUDENTS

The college has a bespoke transition offer for SEND and High Needs learners, whereby learners can make an informed decision surrounding Foundation Studies or mainstream provision. The individualised transition offer consists of 1-1 and group/family visits, careers advice, taster sessions and Easter/Summer initiatives. This supports a seamless transition into college.

Our Foundation Studies curriculum operates from Pre-Entry – Level 1 study. All learners have SEND and around 90% of learners have an EHCP. We offer the following different pathways within our Foundation Studies provision:

- **PREPARING FOR LIFE AND PREPARING FOR SOCIAL AND COMMUNITY ENGAGEMENT: BOTH COURSES FOCUS ON LIFE SKILLS, SOCIAL ACTION, CONFIDENCE AND CITIZENSHIP**
- **PREPARING FOR EDUCATION: WITH A FOCUS ON INFORMING TRANSITION TO MAINSTREAM COLLEGE EDUCATION (LEVEL 1 +)**
- **PREPARING FOR VOCATIONAL STUDIES - LEVEL 1 (I.T, BUSINESS ENTERPRISE, CATERING): SPECIFIC VOCATIONAL OPTIONS ALIGNED WITH ELEMENTARY OCCUPATIONS AND LOCAL SKILLS NEED**
- **PREPARING FOR PERSONAL GROWTH AND WELLBEING ENTRY 3: A NEW, RESPONSIVE PROGRAMME INTRODUCED IN 2024/25 TO TARGET A GROWING NUMBER OF YOUNG PEOPLE IN THE AREA WHO ARE ELECTIVELY HOME EDUCATED, EXPERIENCE ACUTE MENTAL HEALTH DIFFICULTIES SUCH AS EMOTIONAL-BASED SCHOOL AVOIDANCE, AND THOSE WHO ARE NEET**
- **INTRODUCTION TO THE WORLD OF WORK AND PREPARING FOR THE WORLD OF WORK: BOTH WITH A FOCUS ON TRAVEL TRAINING AND PREPARING LEARNERS TO PROGRESS ONTO SUPPORTED INTERNSHIP**
- **SUPPORTED INTERNSHIP: A BLEND OF MATHS, ENGLISH AND EMPLOYABILITY SKILLS, AS WELL AS AT LEAST 2 DAYS PER WEEK OF REAL-WORLD WORK EXPERIENCE**

96%

OF STUDENTS AGREED THAT THE COLLEGE IS INCLUSIVE
(QDP LEARNER SURVEY, 2025)

98%

OF ESOL STUDENTS AGREED THAT THE COLLEGE IS INCLUSIVE
(QDP LEARNER SURVEY, 2025)



INCLUSION

Building on its 'good' rating from Ofsted in March 2024, the college has continued to provide high quality outcomes for its learners, particularly for young people and apprentices, where data significantly bettered the national rates in 23/24, against a backdrop where data reset itself nationally to a pre-covid level for young people.

In 23/24 the college performed as strongly for learners with the lowest levels of social and economic deprivation as it did for learners in the highest social and economic domains. For example, young learners achieved significantly above the national rate of 83.4%. Similarly, learners with EHCPs and those in receipt of free school meals all performed very well against national rates of achievement.

Young learners from higher levels of social and economic backgrounds were almost seven times less likely to have an EHCP than learners in the lowest five bands. They perform significantly above the national rate.

Regionally, the college performed exceptionally well with functional skills in English and Maths with data demonstrating we were the highest achieving college in the region (23/24).

Almost all (92.7%) of our young learners from a Minority Heritage Group background inhabited the lowest five bands of social and economic deprivation. These learners achieved well and significantly above the national rate of 83.4%. Similarly, 81% of White British learners came from the lowest five bands of social and economic deprivation and also performed well above national rate.

This level of achievement shows how effectively the college's ambitions support its learners to achieve beyond the expectations of the area. Data from the DfE data dashboard shows that we have a very positive rating in terms of our learners' development of skills. For example, they exceed the expected outcomes for the local context. This is effectively supported by Ofsted's inspection comments that our learners develop, 'substantial new knowledge and important academic and vocational skills that prepare them well for their careers.' Over 90% of our learners are highly satisfied with their experience at Tyne Coast College.

Inclusion is extremely important to us, and it is pivotal that all learners have opportunities to access higher level programmes and technical education, including SEND learners. Over 50% of our learners with High Needs access mainstream education in college. Learners received targeted, discreet support embedded into their mainstream course. Many of whom are progressors from Foundation Studies.



ADULT STUDENTS

This provision makes up 18.5% of our delivery income. Tyne Coast College offer a wide range of courses to support adults with pre-employment, building their confidence and resilience to prepare them for employment and to secure higher paid employment opportunities. Adult skills courses are delivered at both South Tyneside and Tyne Met and Sector Based Work Academy Programmes are delivered in local communities in or near employer premises. The adult skills provision aims to help adults achieve one or more of the following outcomes:

- **BUILD CONFIDENCE AND RE-ENGAGE WITH EDUCATION (EMPLOYABILITY SKILLS, FUNCTIONAL SKILLS, GCSE ENGLISH AND MATHS, EMPLOYER LED WORK ACADEMY PROGRAMMES)**
- **ACTIVELY PARTICIPATE IN COMMUNITY LIFE (ESOL, FUNCTIONAL SKILLS)**
- **ENTER EMPLOYMENT (FUNCTIONAL SKILLS, EMPLOYABILITY SKILLS, SECTOR-BASED WORK ACADEMIES)**
- **PROGRESS THEIR CAREERS (UPSKILLING, UPDATING, DISTANCE LEARNING)**
- **SECURE NEW EMPLOYMENT THROUGH A RETRAIN OPPORTUNITY (VOCATIONAL RETRAINING COURSES)**
- **PROGRESS TO HE TO MAXIMISE CHANCES OF SECURING HIGHLY SKILLED CAREERS (ACCESS TO HE, LEVEL 3 19+ LEARNERS).**

the Adult education courses are predominantly funded by the North of Tyne Combined Authority's Adult Skills Funds for entry level, level 1 and 2, with level 3 courses funded via level 3 entitlement, through 'free courses for jobs' and adult learner loans. Learners 19+ who are unemployed can study their first level 3 qualification via the Adult Skills Fund.

All the above courses are designed with the main objective of progression to the following:

- **NEXT LEVEL OF LEARNING**
- **EMPLOYMENT**
- **CAREER PROGRESSION FOR THOSE IN EMPLOYMENT**
- **UNIVERSITY**
- **ACTIVELY ENGAGE AND FUNCTION IN BRITISH SOCIETY (ESOL AND FUNCTIONAL SKILLS)**

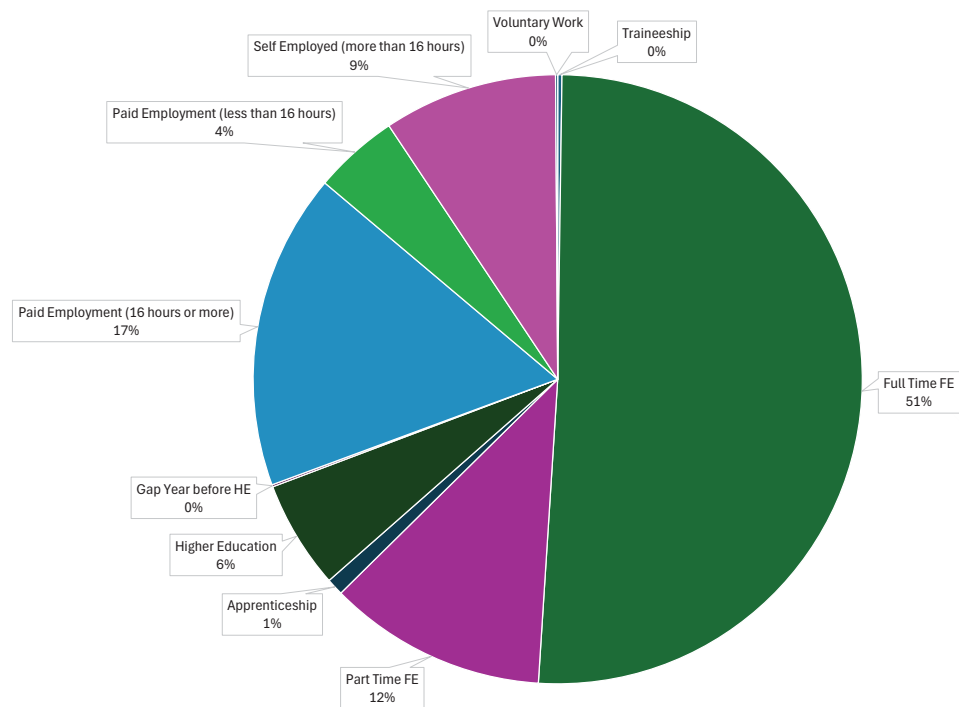
At both STC and Tyne Met we have a large ESOL provision supporting learners from across the North of Tyne area with essential reading, speaking and listening skills to support their ability to function in British Society and secure employment and contribute to community and wider society. Non regulated qualifications are used for pre- entry level ESOL learners to build confidence and prepare them for the next level of study.

In 24/25 Employer-led sector-based work academy programmes worked in partnership with local employers to support recruitment in sector priority areas such as logistics.

Since 22/23 the college directly deliver 100% of the Adult Skills Funding allocation and does not subcontract any of the funding allocation.

Provision type	Curriculum intent	Levels
ESOL	To support learners to function in British society and to support their wider families and function in the community.	Entry Level 1,2 and 3 Level 1
Functional Skills/GCSE English & Maths	Develop key life skills in English and maths. To support applications into employment, apprenticeships and supporting skills to enter Higher Education.	EL, L1 and L2
Non regulated qualifications	To support ESOL learners who have developed their basic English and maths but progress life skills to support employment.	EL, L1
Adult vocational 19-20	Learners aged 19 - 20 in full time education	L1/L2/L3
Access to HE	Declining provision – aids learner progression to Higher Education and those in lower paid employment wishing to upskill /career development. Adults returning to education	L3
Distance Learning	New job. Career progression . In work career development	L1/L2/L3
Sector based work academy programmes	New job. Career progression. In work career development	L1/L2
ESOL IT	New job. Career progression	L1

ADULT POSITIVE DESTINATIONS OF STUDY PROGRAMMES: 19+ POSITIVE DESTINATIONS



TRAINEESHIP	GAP YEAR BEFORE HE
FULL TIME FE	PAID EMPLOYMENT (16 HOURS OR MORE)
PART TIME FE	PAID EMPLOYMENT (LESS THAN 16 HOURS)
APPRENTICESHIP	SELF-EMPLOYED (MORE THAN 16 HOURS)
HIGHER EDUCATION	VOLUNTARY WORK

ADULT OUTCOMES OF DELIVERY IN 24/25:

- DEVELOP PRE-ACCESS TO PREPARE LEARNERS FOR PROGRESSION TO ACCESS PROGRAMMES LEADING TO HIGHER EDUCATION.
- BUILD RELATIONSHIPS WITH STAKEHOLDERS WHO SUPPORT THOSE LEARNERS FURTHEST AWAY FROM THE LABOUR MARKET SUCH AS CHARITIES, SUPPORT AGENCIES, DWP, TO RE-ENGAGE AND PREPARE FOR WORK.
- COMMUNITY OUTREACH TO BUILD ON EXISTING RELATIONSHIPS TO SUPPORT SOCIAL INCLUSION AND THOSE FURTHEST AWAY FROM LABOUR MARKET AND DIFFICULT TO ENGAGE IN EDUCATION.

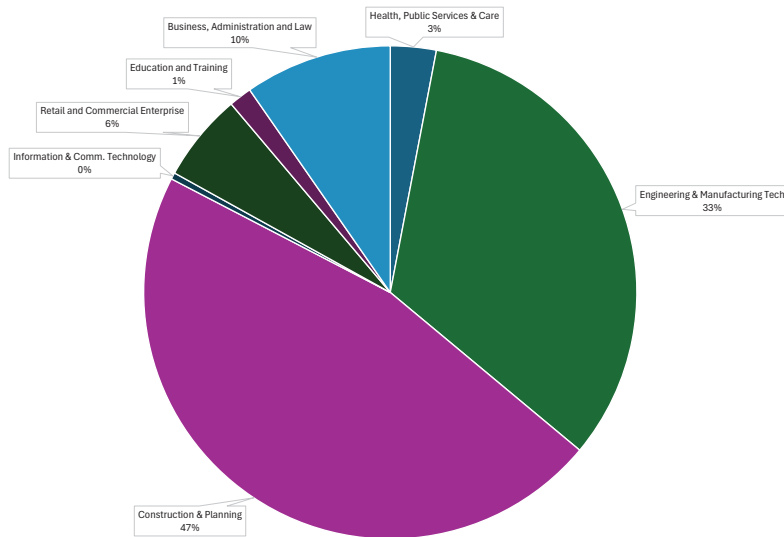


APPRENTICESHIPS

This provision makes up 6.1% of our delivery income. TCC offers structured apprenticeships that combine practical skills, industry knowledge, and soft skill development, tailored to meet local workforce needs. Programmes include at least 20% off-the-job training, tracked via the Aptem platform, which personalises learning through initial assessments and skill scans.

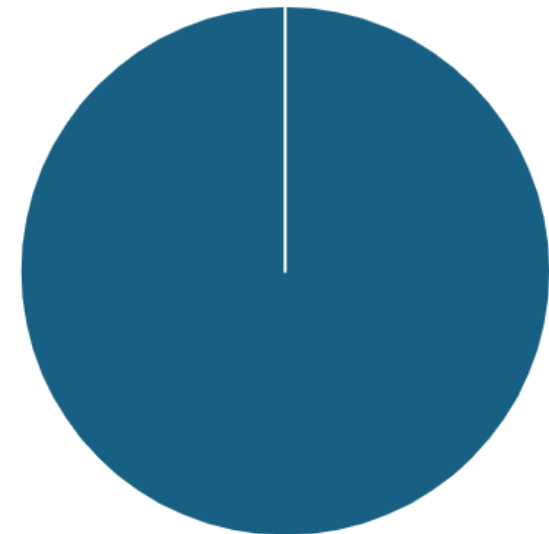
TCC has a key focus on LSIP guided industries such as Construction and Engineering sectors which currently have over 50% of our active apprentices. Apprenticeship provision is available from Level 2 through to Level 5 with employer feedback directing us on any new provision we should introduce whilst also considering provision that is no longer required in the local industry. Over 25% of our current apprentices are studying a Level 2 apprenticeship programme with 65% on level 3 and the remainder working towards either a Level 4 or 5 qualification.

PROGRAMME APPS BY SECTOR: APPRENTICESHIP STARTS BY SSA



- | | |
|----------------------------------|--------------------------------|
| HEALTH, PUBLIC SERVICE & CARE | RETAIL & COMMERCIAL ENTERPRISE |
| ENGINEERING & MANUFACTURING TECH | EDUCATION & TRAINING |
| CONSTRUCTION & PLANNING | BUSINESS, ADMINISTRATION & LAW |
| INFORMATION & COMM. TECHNOLOGY | |

APPRENTICESHIP POSITIVE DESTINATIONS



- | | |
|--------------|------------------------------------|
| FULL TIME FE | PAID EMPLOYMENT (16 HOURS OR MORE) |
|--------------|------------------------------------|

APPRENTICESHIPS OUTCOMES FOR DELIVERY IN 24/25:

- LOCAL SKILLS PLAN PRIORITY SECTORS
- % PROGRESSING TO EMPLOYMENT
- TO FURTHER GROW APPRENTICESHIPS IN KEY SECTOR AREAS

LEVEL 3 PROGRESSION TO HIGHER EDUCATION, FROM UCAS (2024)

Information from UCAS, 2024 noted that 138 students applied to 17 Higher Education Institutions from Tyne Coast College. Most students from level 3 programmes progressed to Northumbria University in 2024 (40% of level 3 students). 26 students progressed to the University of Sunderland (19%), whilst 19 students stayed with Tyne Coast College to study higher education (14%).

17 students (12%) progressed to a Russell Group university, namely Durham University, Newcastle University or University of Birmingham.

11 other universities were also applied to, including, Edge Hill University, Hartpury University, Keele University, Teesside University and Manchester Metropolitan University.

Total - STC & TM	Number	%
Durham University	1	1
Edge Hill University	1	1
Hartpury University	4	3
Keele University	1	1
Leeds Arts University	1	1
Leeds Beckett University	1	1
Manchester Metropolitan University	1	1
Newcastle College University Centre	4	3
Newcastle University	15	11
Northumbria University, Newcastle	55	40
Nottingham Trent University	1	1
Teesside University	4	3
Tyne Coast College	19	14
University of Birmingham	1	1
University of Lincoln	2	1
University of Sunderland	26	19
University of the Arts London	1	1
Total	138	100
Russell Group	17	12



HIGHER EDUCATION

This provision makes up 4.8% of our delivery income. The majority of the Higher Education programmes at Tyne Coast College are delivered via Pearson Higher National Programmes, including Higher Technical Qualifications in Computing and Engineering, which are key sector areas in the LSIP. In addition, the college also delivers Initial Teaching Training Programmes for the Lifelong Learning sector (In-Service). This programme is being delivered as Certificate in Education (level 5) and the Postgraduate Certificate in Education (Level 7).

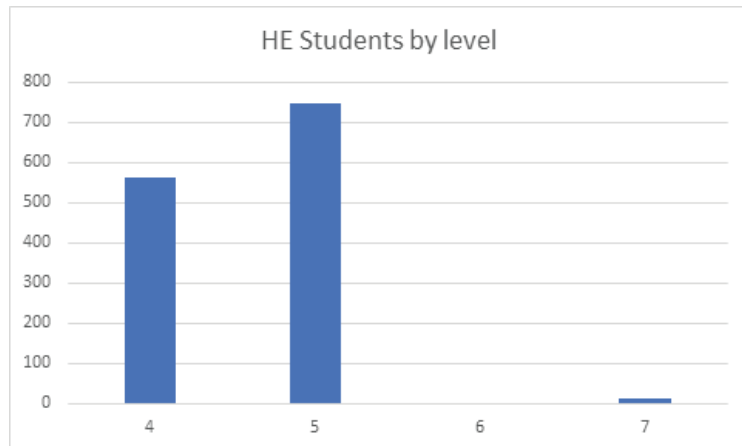
Tyne Coast College offers a diverse range of higher education (HE) programmes. The college takes great pride in offering specialist facilities for Higher Education students across all of its campuses. The learning environment is designed to support student success through smaller class sizes, allowing for more personalised attention, and access to state-of-the-art resources. A standout feature is the South Shields Marine School, internationally recognised for its maritime training, which includes world-class facilities such as the Ship's Bridge and Engine Room simulators, an Environmental Survival pool, and Fire Fighting Training facilities.

Tyne Metropolitan College has also made significant investments in cutting-edge equipment and training packages to meet the demands of modern industries. These include a wind turbine training rig (Nacel), power distribution training rig, CNC machine centres, rapid prototyping tools like 3D printers and scanners, as well as industry-standard software and AR/VR technology. Additionally, at South Tyneside College, students enrolled in HNC/D Music, and Media Production/Games benefit from dedicated, industry-standard resources such as recording studios, performance spaces, green screen media areas, high-spec gaming technology, and podcasting equipment, all of which are integrated into their learning experience.

The College's Teaching Excellence Framework (TEF) submission highlights a strong commitment to student support, emphasising small group teaching, academic tutorials, and close monitoring of engagement, particularly through attendance. Students benefit from structured induction programmes, dedicated curriculum leaders, and academic skills support. Additional support includes a Pastoral Support Tutor, tailored sessions for maritime students transitioning between academic and practical phases, and a Mental Health and Wellbeing Hub (as part of the Student Services department). The TEF Panel concluded that the overall quality of support is very high, fostering a nurturing and responsive learning environment.

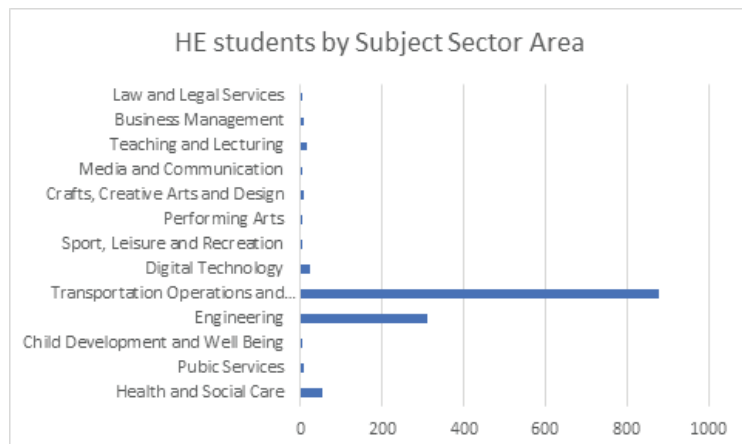


TYNE COAST COLLEGE HE STUDENTS BY LEVEL 24/25



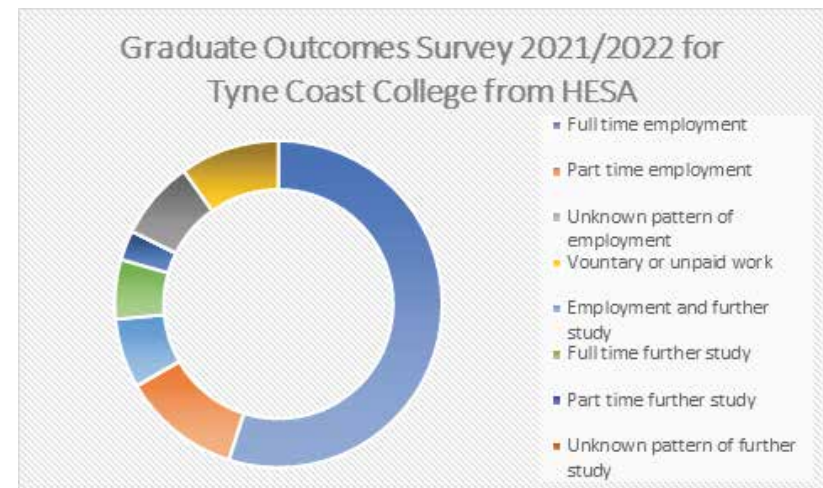
The college delivers significantly more Level 4 and 5 provision in response to the demands of Engineering and Marine companies (who require level 4 or 5 qualifications only). The level 6 Initial Teaching Training Programmes for the Lifelong Learning sector (In-Service) Professional Graduate Certificate in Education had zero enrolments in 24/25, but 12 at level 7 (Post Graduate Certificate in Education).

HE LEARNERS BY SECTOR



This chart shows an overwhelming proportion of HE students within Engineering and Transportation Operations and Maintenance, highlighting the colleges response to regional and national priorities. The current Health and Social Care students are specially within Counselling, with small numbers of students spread across a range of other areas.

HE GRADUATE OUTCOMES FOR TYNE COAST COLLEGE



Over 84% of graduates from Tyne Coast College move into a positive destination, with 56% into full time employment.

HE PRIORITIES

- **GROW THE HE OFFER IN HEALTH AND SOCIAL CARE TO RESPOND TO REGIONAL AND NATIONAL PRIORITIES**
- **BUILD ON RECRUITMENT NUMBERS ACROSS THE HTQ PORTFOLIO**

CHALLENGES FOR 25/26

- 7 FOUNDATION APPRENTICESHIPS (DESCRIBED BY THE DFE AS 'JOBS WITH TRAINING AT LEVEL 2'). SKILLS ENGLAND WILL FORMALLY CONFIRM WHICH APPRENTICESHIPS WILL BE IN USE WITH THE EARLIEST START DATES FOR EACH FOUNDATION APPRENTICESHIP FROM AUGUST THE 1ST (SOURCE: IFATE WEBSITES)
- FUNDING RULES PUBLISHED 21/5/25 REVEAL THAT YOUNG FOUNDATION APPRENTICES WHO DID NOT ACHIEVE A GRADE 4 WILL STILL BE REQUIRED TO CONTINUE STUDYING THE SUBJECTS DURING THEIR TRAINING PROGRAMME BUT WILL NOT BE FORCED TO SIT EXAMS.
- CURRICULUM REFORMS
- CONSTRUCTION CHALLENGES – LABOUR SHORTAGES, RISING COSTS OF MATERIALS, RETROFIT, STAYING CURRENT WITH LEVELS OF EXPERTISE,
- DEFENCE – CYBERSECURITY, AI, AGING WORKFORCE, ROBOTICS, DRONES
- ATTENDANCE (INCLUDING MATHS AND ENGLISH)
- T LEVELS PLACEMENTS – LOSING CONTRACTS, RETENTION OF LEARNERS



APPENDIX

Pathways for each vocational area are updated annually and in line with what has been agreed within the Curriculum plan.

SOUTH TYNESIDE COLLEGE CURRICULUM PROGRESSION OPPORTUNITIES

Department at a glance	Entry Level	Level 1	Level 2	Level 3 Academic	Level 3 Vocational	T Level	Level 4	Level 5	Level 6	HE	Apps	HTQ
Department 12 Professional & Creative Studies												
Department 30 – Foundation Studies (STC)												
Department 15 – STEM, Motor Vehicle & Green Initiatives												
South Tyneside College Overall												

	Sub department	Subject	Entry Level	Level 1	Level 2	Level 3 Academic	Level 3 Vocational	T Level	Level 4	Level 5	Level 6	HE	Apps	HTQ
DPT 12 – Professional & Creative Studies	Healthcare, Early Years and Teaching Assistants	Access to HE												
		Health & Social Care												
		Early Years/ Childcare												
		Lifelong Learning												
		Teaching Assistants												
	Hair & Beauty	Hair												
		Beauty												
	ESOL													
	Art & Design													
	Music & Media	Performing Arts												
		Music												
	Science & Criminology	Criminology & Criminal Justice												
		Forensic Science												

	Sub department	Subject	Entry Level	Level 1	Level 2	Level 3 Academic	Level 3 Vocational	T Level	Level 4	Level 5	Level 6	HE	Apps	HTQ
FDL – Foundation Studies (STC)	Preparing for Life													
	Preparing for Independence & Social Engagement													
	Preparing for Education													
	Preparing for Vocational - Personal Growth and Wellbeing													
	Preparing for Vocational Studies - Catering													
	Preparing for the World of Work													
	Supported Internship (TM)													
Department 15 – STEM, Motor Vehicle & Green Initiatives	Motor Vehicle													
	Mechanical, Electrical, Fab & Weld Engineering	Fab & Welding												
		Multi-skills												
		Engineering												
	Digital													
	Services to Business / Intelligence													

TYNE METROPOLITAN COLLEGE CURRICULUM PROGRESSION OPPORTUNITIES

Department at a glance	Entry Level	Level 1	Level 2	Level 3 Academic	Level 3 Vocational	T Level	Level 4	Level 5	Level 6	HE	Apps	HTQ
Department 23 - Business, Education and Social Sciences												
Department 31 – Foundation Studies												
Department 16 – STEM, Construction & Green Initiatives												
Tyne Met Overall												

Sub department	Subject	Entry Level	Level 1	Level 2	Level 3 Academic	Level 3 Vocational	T Level	Level 4	Level 5	Level 6	HE	Apps	HTQ
BEA – Beauty Therapy	Beauty Therapy												
HAI – Hair and Beauty	Hair												
	Barbering												
COUN – Counselling	Counselling												
CRES - Creative Studies	Art & Design												
EDT - Education and Training	Supporting Teaching & Learning												
	Education & Training												
HSC – Health and Social Care	Access to HE												
	Health & Social Care												
	Early Years												
IT – Information and Communication Technology	ICT												
PROF – Professional Studies	Business												
	Leadership & Management												
	Sport												
	Coaching												
	Football Excellence												
	Rugby Excellence												
	Sport & Exercise Science												
	Sports Massage Therapy												
UNF – Uniformed Services	Uniformed Services												
	Criminology												

Sub department	Subject	Entry Level	Level 1	Level 2	Level 3 Academic	Level 3 Vocational	T Level	Level 4	Level 5	Level 6	HE	Apps	HTQ
	Policing												
DLC – Distance Learning	Distance Learning												
PRJ – SWAP & Special Projects	SWAPS												
ESOL	ESOL												
FDL – Foundation Studies (TM)	Preparing for Life												
	Preparing for Social & Community Engagement												
	Preparing for Independence												
	Preparing for Education												
	Preparing for Vocational - Personal Growth and Wellbeing												
	Preparing for Vocational Studies - IT												
	Preparing for Vocational Studies - Business Enterprise												
	Introduction to the World of Work												
	Preparing for the World of Work												
	Supported Internship (TM)												
CON – Construction	Bricklaying												

	Subject	Entry Level	Level 1	Level 2	Level 3 Academic	Level 3 Vocational	T Level	Level 4	Level 5	Level 6	HE	Apps	HTQ
Sub department	Carpentry & Joinery												
	Multi-skills												
	Plastering and Dry Lining												
	Plumbing												
ENG – Engineering	Electrical Installation/ Electrical Engineering												
	Electro Technical Engineering												
	Engineering Manufacturing technician												
	Advanced Manufacturing												
	Fabrication & Welding												
	Mechanical Engineering												
	Engineering Operations												
	Design & Development for Engineering & Manufacturing												