



TyneCoastCollege

CURRICULUM STRATEGY

TYNE COAST COLLEGE

2025 / 2028



**South Tyneside
College**



**tyne
metropolitan
college**



**SOUTH SHIELDS
MARINE
SCHOOL**

CONTENTS

- 02 EXECUTIVE SUMMARY**
- 05 NATIONAL, REGIONAL AND LOCAL CONTEXT TO THE CURRICULUM**
- 07 STRATEGIC OBJECTIVES 2025-2028**
- 08 CURRICULUM DEVELOPMENT**
- 09 CURRICULUM PLANNING**
- 12 PROVISION TYPE SUMMARY:**
 - EDUCATION PROGRAMMES FOR YOUNG PEOPLE
 - SEND / HIGH NEEDS STUDENTS
 - ADULT STUDENTS
 - APPRENTICESHIPS
 - HIGHER EDUCATION
- 20 CURRICULUM CHALLENGES**

EXECUTIVE SUMMARY

Tyne Coast College is served by the North East Mayoral Strategic Authority (NEMSA) 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.

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 16-18 study programmes across a range of vocational topics, 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



 23/24	 24/25	 25/26
17%	20%	24%
 23/24	 24/25	 25/26
14%	14%	17%



TYNE COAST COLLEGE OVERVIEW (CONT)

Provision Type	Achievement Rates for TCC Leavers 2024/25	National Rate	TCC % of Known Positive Destinations 2024/25	Strategic Curriculum Intent
Education Programmes for Young People Leavers	86.1%	83.4%	94.4%	Links to sector priority areas
Adults	86.1%	87.8%	91.6%	Retraining, upskilling and adult basic skills
Apprenticeships	65.0%	62.3%	98.8%	Deliver to key sector areas progressing through the levels
Higher Education	87.4%	80.9%	82.0%	Strong progression. Links to sector priority areas.
SEND	86.3%	83.4%	91.7%	Move into part-time, full-time and volunteer work. Mainstream progression

- ACHIEVEMENT DATA IS TAKEN FROM THE ANNUAL SELF-ASSESSMENT REPORT - 2024/25.
- 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.



CONTEXT & PLACE

TYNE AND WEAR

Tyne Coast College (TCC) is served by the North East Mayoral Strategic Authority (NEMSA). 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 and Wear. The area served by the college encompasses seven local authorities: Newcastle, Northumberland, Sunderland, Durham, Gateshead, North Tyneside, and 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: South Shields Marine School, South Tyneside College, Tyne Metropolitan College and Tyne Coast Academy Trust. South Shields Marine School is recognised as one of the world's foremost maritime training centres. Tyne Coast Academy Trust sponsors secondary and primary schools.



73%

OF 16-18-YEAR-OLDS COME FROM THE HIGHEST AREAS OF DEPRIVATION IN BOTH SOUTH AND NORTH TYNESIDE
(FE DATA DASHBOARD – LEARNER MIX).

NORTH EAST REGION

The North East labour market remains comparatively smaller and structurally weaker than the national position, with approximately 1.25–1.27 million people in employment based on recent labour market estimates.

Despite some growth, the region continues to experience:

- **Lower employment rates (73%) compared to the UK average of 75%**
- **Higher economic inactivity, remaining significantly above national levels (28%)**

Economic growth across the region has been modest, lagging behind national trends. Earnings levels also continue to reflect structural disparity, with average pay in the North East remaining noticeably below the UK average, reinforcing long-standing productivity challenges. In addition:

- **The regional unemployment rate is broadly aligned with, or slightly above, the national average, depending on the measure used.**
- **Skills levels remain lower, with fewer residents holding higher-level qualifications than nationally (as reflected in ONS and regional evidence datasets).**

Overall, this indicates a labour market characterised by lower participation, lower wages, and slower growth, with structural challenges around productivity, health-related inactivity, and skills.

SOUTH TYNESIDE CONTEXT

South Tyneside continues to face acute socio-economic challenges, particularly in relation to youth employment and deprivation.

Labour Market: The borough has a high unemployment rate of 6.6%. This is higher than regional and national averages in recent data releases (4.5% National).

Youth Employment: Youth unemployment rate remains a significant issue, with elevated claimant rates among 18–24-year-olds compared to neighbouring authorities (as per local monitoring reports). NEET levels for 16–17-year-olds have shown recent improvement, stabilising at around 5–6%.

Deprivation & Poverty: South Tyneside experiences high levels of deprivation, with child poverty estimates significantly above national averages. A number of neighbourhoods fall within the most deprived 10% nationally, indicating entrenched socio-economic inequality (consistent with regional deprivation datasets).

Economic Growth: Job growth has been limited over the last five years, with only modest increases compared to national growth rates. This reflects a relatively stagnant local economy, with ongoing challenges in attracting and sustaining higher-value employment.

NORTH TYNESIDE CONTEXT

North Tyneside presents a more mixed but comparatively stronger economic profile within the sub-region.

Labour Market: Overall unemployment sits at 5.2%. This is above the UK average but lower than many North East authorities (4.5% Nationally). Job growth has been closer to national trends, with recent increases broadly comparable to UK growth rates.

Deprivation And Poverty: Child poverty remains a significant issue, affecting approximately one in four children in the borough. While lower than in South Tyneside, this still represents substantial economic disadvantage.

Economic Position: The local economy is relatively more resilient, with stronger job growth performance and a more stable employment base. However, structural challenges remain, including wage levels, sector mix, and pockets of deprivation.

NORTH EAST MAYORAL STRATEGIC AUTHORITY (NEMSA)

Since its establishment in May 2024, NEMSA has set a clear strategic direction focused on:

- Inclusive growth and opportunity
- Skills development and progression pathways
- Improving access to training and employment

Population and Demographics:

The region has just over 2 million residents, with modest population growth in recent years. Growth patterns vary locally:

- North Tyneside has grown strongly (over 4% increase)
- South Tyneside has seen slight decline, indicating demographic stagnation

Skills Profile

Only around one-quarter of residents hold degree-level qualifications. 7.2% below the national average, highlighting:

- A skills gap at higher levels
- A need for level 3–5 technical progression pathways

Diversity

The region has low ethnic diversity, with the population being predominantly White (around 95%), significantly above the national proportion.



LOWER EMPLOYMENT RATES (73%)
COMPARED TO THE UK AVERAGE OF 75%



HIGHER ECONOMIC INACTIVITY, REMAINING SIGNIFICANTLY
ABOVE NATIONAL LEVELS (28%)



THE REGIONAL UNEMPLOYMENT RATE IS BROADLY ALIGNED WITH, OR
SLIGHTLY ABOVE, THE NATIONAL AVERAGE, DEPENDING ON THE
MEASURE USED



SKILLS LEVELS REMAIN LOWER, WITH FEWER RESIDENTS HOLDING
HIGHER-LEVEL QUALIFICATIONS THAN NATIONALLY (AS REFLECTED IN
ONS AND REGIONAL EVIDENCE DATA SETS)

PRIORITIES AND SECTORS:

- DIGITAL & TECHNICAL
- FINANCIAL SERVICES
- ADVANCED MANUFACTURING
- CONSTRUCTION
- PROFESSIONAL SERVICES
- DEFENCE
- HEALTH
- LIFE SCIENCES
- SOCIAL CARE
- CREATIVE INDUSTRIES
- CLEAN ENERGY
- OFFSHORE WIND

The new North East Mayoral Strategic Authority (NEMSA) has a strong focus 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 regions 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 2026/27 began in December

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 Mayoral Strategic Authority (NEMSA) 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

The new North East Mayoral Strategic Authority has a strong focus on creating partnerships between employers and providers to address local labour market needs. The college emphasises (throughout the curriculum planning process) the importance of collaboration between employers and stakeholders to address the region's skills needs and economic opportunities.

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 551 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)

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 'Invest and Divest' 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 December, 4cast is populated and starts the development for the new curriculum plan via Business Planning. Curriculum plans are completed and presented to the Executive Group for approval before Christmas. This is followed by workforce planning undertaken by the HR team in January. In February, Principals present the curriculum plans to the Curriculum Quality Community to provide further scrutiny and secure final approval.

From August through to October, actual learner enrolment numbers are monitored against planned numbers to enable forecasting against recruitment targets.

Once the budget has been approved and signed off by the Executive Team and Board of Governors, additional curriculum assurance meetings take place in October to review and realign staffing levels in line with actual learner enrolment numbers.

In November, in-year monitoring and reconciliation of the budget against targets is undertaken through Progress Review Monitoring (Curriculum) and quarterly Financial Assurance Meetings.



CURRICULUM PLANNING

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 26/27

Reviewing of existing and new course provision takes place annually – 'Invest & divest' – 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 (Divest)	Reasons
PGCE	Apprenticeships now seen as more viable option (STC)
Art and Media	Low numbers on HE programmes: (STC)
Multi-skills at STC	Offered north of Tyne & by other colleges within our travel to learn
Youth College	Realign provision to TCC management. Rollout 2027 / 28
Provision added, adapted or in development (Invest)	Reasons
L5 Teaching Apprenticeship	opportunity to train and develop staff new staff
L3 Law and Applied Science	Enhances academic pathways at STC by allowing progression (STC)
L1 Music	Expands music provision and offers lower-level entry for current strong volume of interested students (STC)
Expand Motor Vehicle provision	More capacity to cope with high demand in courses (STC)

ADVICE & GUIDANCE

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:** ENSURE AN INCLUSIVE APPROACH SO THAT, WHERE APPROPRIATE, STUDENTS RECEIVE THE SAME LEVEL OF CAREERS ADVICE AND GUIDANCE TO SUPPORT INFORMED DECISION-MAKING.

IN ADDITION, THE MODEL:

- UTILISES NECOP FUNDING TO ENSURE STUDENTS IN DISADVANTAGED AREAS ARE GIVEN ACCESS TO THE 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

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.

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 2027.

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.

SEND

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.

EDUCATION PROGRAMMES FOR YOUNG PEOPLE (16-18)

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.

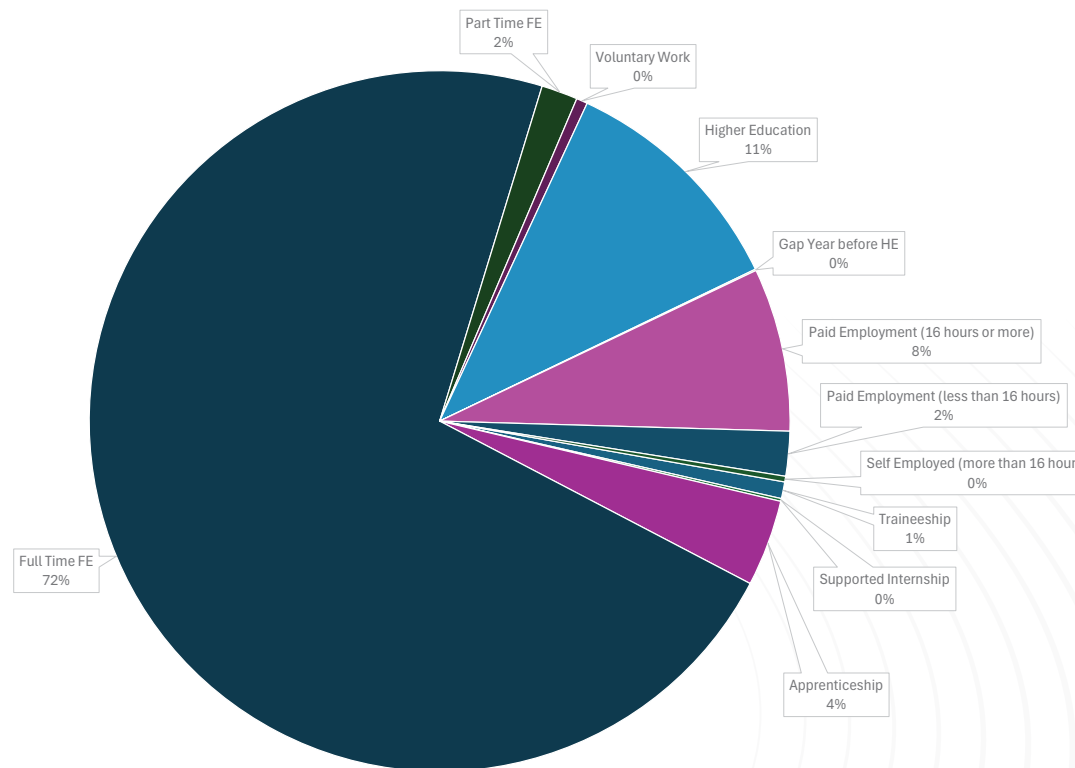
THE STUDY PROGRAMME FOR YOUNG PEOPLE WILL CONSIST OF THE FOLLOWING ELEMENTS:

- 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



16 - 18 POSITIVE DESTINATIONS OF STUDY PROGRAMMES

91.9%
OVERALL
POSITIVE DESTINATIONS



- | | |
|------------------------|--|
| ■ 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 KEY FOCUS:

- DEVELOP ATTENDANCE STRATEGY TO DRIVE UP ENGAGEMENT IN MATHS AND ENGLISH
- DEVELOP AN EMPLOYER RESPONSIVE ENRICHMENT PROGRAMME: 'EMPOWER ME'
- SUCCESSFUL GROWTH IN KEY SECTOR AREAS

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: THIS PROGRAMME TARGETS 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**
- **INTRODUCTION OF ACCESS TO FURTHER EDUCATION PATHWAY**

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

INCLUSIVE MAINSTREAM FUND

The Inclusive Mainstream Fund will be used to strengthen the college's capacity to meet a rising level of learner need and to support transition towards the reformed SEND system. The primary focus for 2026–27 is to build workforce capability, embed consistent inclusive practice, and reduce barriers to learning across the campus. This includes addressing key pressures such as increased SEMH related needs, higher volumes of exam access arrangements, disengagement from support services, and the impact of extended external waiting times for assessment.

Funding will be directed towards targeted CPD, specialist led coaching, and the development of a whole college inclusion framework to ensure staff are equipped to deliver high quality universal provision in line with Quality First Teaching. Cross college collaboration between Student Services, ALS & SEND, and Quality will be strengthened through inclusion focused learning walks, revised observation criteria, and the creation of a digital inclusion toolkit. These actions will support earlier identification of need, more consistent use of reasonable adjustments, and improved learner engagement in English, maths, and wider curriculum areas.

To address SEMH related barriers, the college will expand trauma informed practice, introduce regulation spaces, and embed structured check in/check out routines for vulnerable learners. Engagement with support services will be improved through proactive outreach, the introduction of drop in hubs, and enhancements to quiet, accessible, and sensory spaces across the campus. For learners awaiting external assessment, the college will implement interim Individual Inclusion Plans within four weeks, supported by specialist screening tools delivered through the Specific Learning Difficulty and Exam Access Arrangements team. This will ensure timely identification of needs relating to reading, writing, processing speed, and comprehension, enabling appropriate support while external assessments are pending.

Impact will be monitored through a robust process led by members of the Senior Leadership Team, with key indicators including:



INCREASE IN STAFF CONFIDENCE IN INCLUSIVE PRACTICE



INCREASE IN LEARNERS ACCESSING SUPPORT



EARLY INTERVENTION TO REDUCE NUMBER OF SEMH RELATED CONCERNS



IMPROVE ENGLISH & MATHS ATTENDANCE FOR HIGH NEEDS LEARNERS



LEARNERS AWAITING ASSESSMENT RECEIVE INTERIM PLANS WITHIN FOUR WEEKS

This approach ensures the Inclusive Mainstream Fund is used strategically to embed inclusion across the college, improve learner outcomes, and align provision with the ambitions of the SEND and Alternative Provision Improvement Plan.

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:

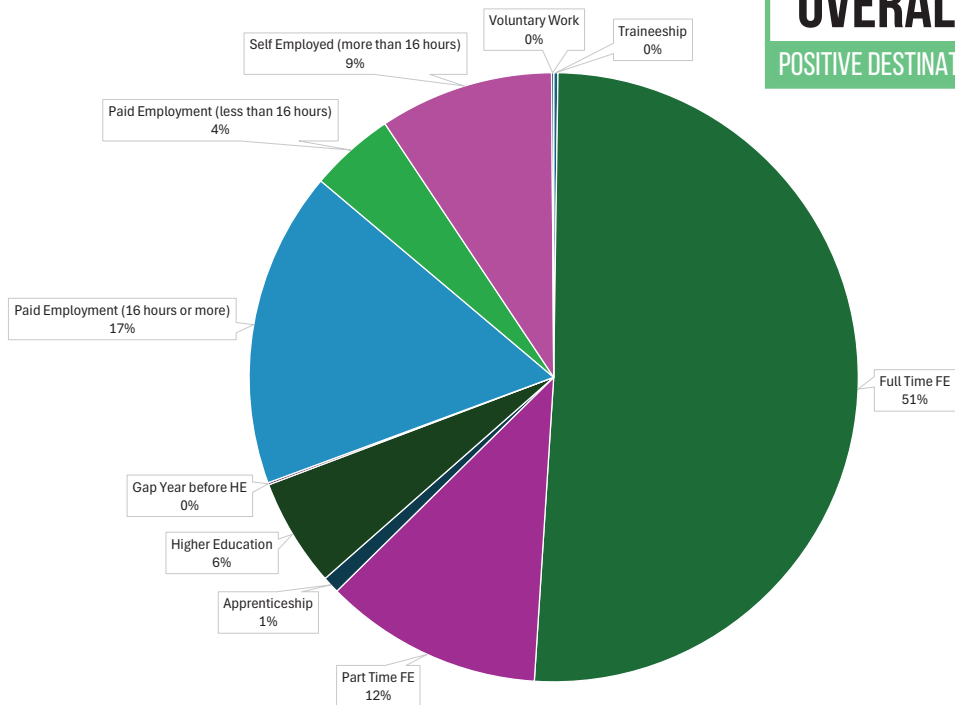
- **NEXT LEVEL OF LEARNING**
- **EMPLOYMENT**
- **CAREER PROGRESSION FOR THOSE IN EMPLOYMENT**
- **UNIVERSITY**
- **ACTIVELY ENGAGE AND FUNCTION IN BRITISH SOCIETY (ESOL AND FUNCTIONAL SKILLS)**

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.

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
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**



87.9%
OVERALL
POSITIVE DESTINATIONS

ADULT KEY FOCUS:

- ADDRESS SKILLS GAPS IN HIGH-GROWTH SECTORS.
- CREATE PATHWAYS FOR RECRUITMENT AND RETENTION TO HELP EMPLOYERS FILL VACANCIES.
- BUILD RELATIONSHIPS WITH STAKEHOLDERS TO FOCUS ON GROUPS WITH HIGH ECONOMIC INACTIVITY AND INTERSECTIONAL BARRIERS TO 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. (TARGETED SUPPORT TO IMPROVE EMPLOYMENT RATES)



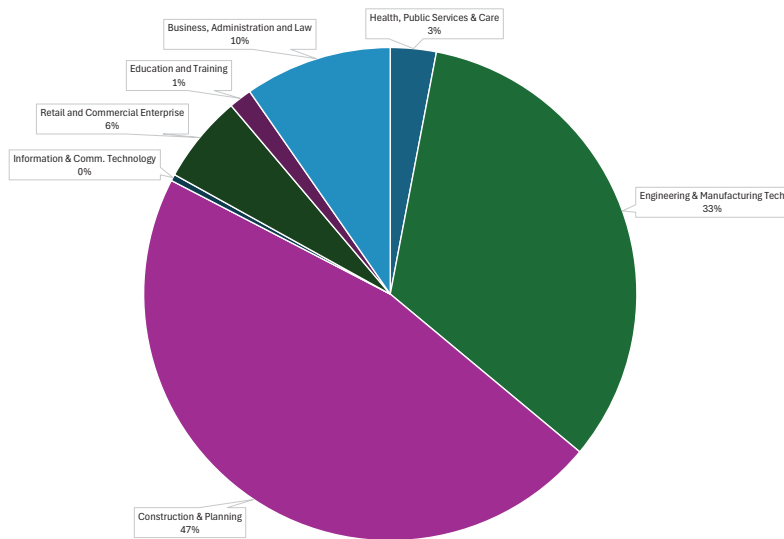
TRAINEESHIP	GAP YEAR BEFORE HE
FULL TIME FE	PAID EMPLOYMENT (16 HOURS OR MORE)
PART TIME FE	PAID EMPLOYMENT (LESS THAN 16 HOURS)
APPRENTICESHIP	SELF-EMPLOYED (MORE THAN 16 HOURS)
HIGHER EDUCATION	VOLUNTARY WORK

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.

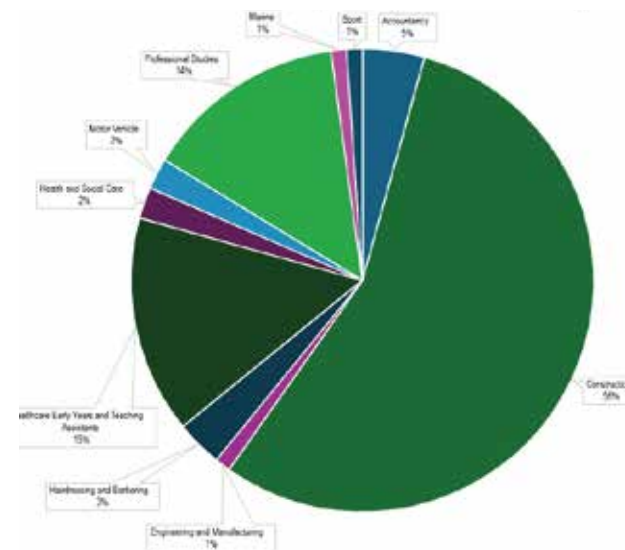
TCC has a key focus on LSIP guided industries such as Construction and Engineering sectors which currently have over 50% of our active apprentices. Apprenticeship provision is available from Level 2 through to Level 5 with employer feedback directing us on any new provision we should introduce whilst 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



100%
OVERALL
POSITIVE DESTINATIONS

- ACCOUNTANCY
- CONSTRUCTION
- ENGINEERING & MANUFACTURING
- HAIRDRESSING & BARBERING
- HEALTHCARE EARLY YEARS & TEACHING ASSISTANTS
- HEALTH & SOCIAL CARE
- MOTOR VEHICLE
- PROFESSIONAL STUDIES
- MARINE
- SPORT

APPRENTICESHIPS KEY FOCUS:

- SUSTAIN HIGH LEVELS OF EMPLOYER SATISFACTION (95%) WITH THE QUALITY OF TRAINING WE PROVIDE.
- CONTINUE TO DEVELOP EMPLOYER ENGAGEMENT IN THE DEVELOPMENT OF OUR APPRENTICESHIPS.
- TO FURTHER GROW APPRENTICESHIPS IN KEY SECTOR AREAS

HIGHER EDUCATION

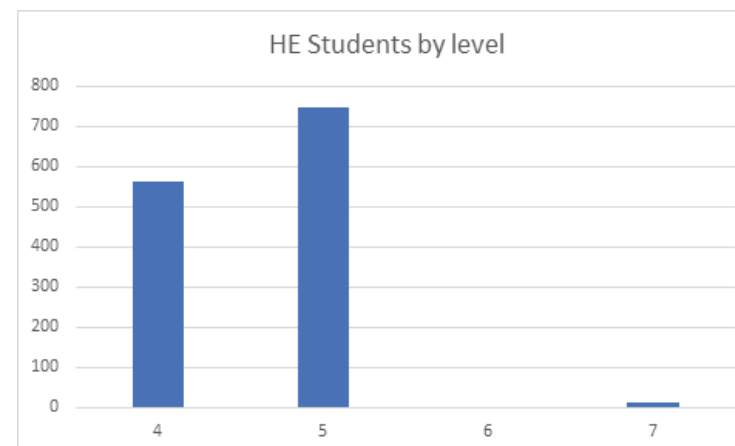
This provision makes up 4.8% of our delivery income. The majority of the Higher Education programmes at Tyne Coast College are delivered via Pearson Higher National Programmes, including Higher Technical Qualifications in Computing and Engineering, which are key sector areas in the LSIP. In addition, 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 KEY FOCUS

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

CURRICULUM CHALLENGES



**CONTINUE TO RATIONALISE CURRICULUM PORTFOLIO
ALIGNED TO THE NEW LSIP AND EMPLOYER DEMAND**



**PRIORITISE GROWTH AREAS (ENGINEERING, CONSTRUCTION,
MARINE, DIGITAL)**



STRENGTHEN QUALITY ASSURANCE AND OFSTED READINESS



IMPROVE ENGLISH AND MATHS OUTCOMES AND ATTENDANCE



**CONTINUOUS ALIGNMENT OF CURRICULUM STRATEGY TO NEW
CAMPUS**

