

# Tyne Coast College Strategic Plan 2020-2025

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## Introduction

There has never been more uncertainty and intricacy of further education funding and delivery. The effective integration of curriculum along with financial planning is critical to the success and future of Tyne Coast College (TCC). A range of strategies to set out the long-term plans of TCC in guidance with the latest FE reforms, will clearly identify the College's planned contribution to national, regional, and local priorities. The strategic developments in both our skills plan and our curriculum plan will evidence the extent to which the College is addressing these key priorities, as displayed in the Locals Skills Improvement Plans (LSIPs).

Under the latest FE Reforms, we are required to submit an Annual Accountability Agreement. The Agreement will provide a clear oversight of both curriculum and business planning. Business Planning and Performance Reviews will provide a critical process through which we can review, plan, validate, monitor, and challenge all aspects of provision. This model will enable us to ensure we closely monitor financial health and performance as well as being able to balance efficiency and quality, linked closely to the student experience.

The College is eager to further develop its place at the leading edge of technical learning and skill development in Tyneside and the Northeast. TCC continues to be highly focused on developing the current and future work forces for the needs of the local and regional economy; as well as making a significant contribution to the international maritime world.

Since our successful merger Tyne Coast College has achieved consistently high and improving standards in academic results, good student recruitment and progression and good financial performance. The merged college was assessed as "Good" by Ofsted at its most recent inspection in October 2019 and has maintained the same financial assessment for an equivalent period. Inspectors praised the leadership and management of the college in achieving a highly successful merger and improving standards for learners from an already high base.

"Governors and senior leaders have managed the merger of South Tyneside College and Tyne Metropolitan College very effectively. They have ensured that the college campuses continue to serve their communities well. Leaders have an accurate view of the areas of the college that they need to improve. They have taken swift action to tackle the poor management of apprenticeships, and this has resulted in a rapid improvement in the provision in most curriculum areas." (Ofsted 2019).

In the next five years we face continued major restructuring in the sector, changes in learning technologies, continued pressures in funding, realignment of our curriculum portfolios and recruiting/retaining staff who reflect our ethos at every level. Our ultimate aim is for a 'College for the future' producing students well equipped to face the challenges and changes of the working world.



This strategic plan, therefore, takes into account the local, regional, and national agendas, the international Maritime landscape and draws from the many individual plans related to educational programmes for young people, adult learning, apprenticeships, Higher Education, Merchant Navy training and 14-16-year-old provision. It portrays Tyne Coast College at the heart of local, national, and international infrastructure and driving participation, economic prosperity, and aspiration. It reinforces our ethos and participation at every level, it reflects challenges and solutions but, most of all, it provides a clear focus and direction for our future.

TCC use several strategic documents that are updated annually and contain strategic priorities for the year ahead. These priorities are reviewed by both the Senior Leadership Team and the Board of Governors. They include:

- Curriculum Plan
- LSIPs (NEAA & NECC)
- 3-year Skills Plan
- Master Target File vs National Rates
- The Annual Accountability Agreement Self-Assessment Report

The strategic priorities will be achieved through our mission and values.

### Our Mission

The strategic priorities will be achieved through our mission and values. These are developed to reflect our belief in having a strong community presence and that we take PRIDE in helping every student to achieve their potential: BIGGER, BETTER, STRONGER.

### Our Vision

Transforming lives

### Our Values



**Strategic priorities: 2020-2025**

The ambition for our College is formed under two strategic longer-term priorities from 2022-2025:

For Places

For People and Productivity

| <b>Strategic Priority 1 - For Places</b>  | <b>Strategic Priority 2 - For People and Productivity</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>• Taking forward at pace the DfE approved campus plans as part of the FE Capital Transformation bid.</li> <li>• Developing an imaginative campus approach to both South Tyneside and North Tyneside as the key community resource for our learners providing a space for interaction, lifelong learning and employer led skills.</li> <li>• Being a key player in our community for skills, employability and economic growth responding to the new devolved authority skills agenda.</li> <li>• Being a key player in the Marine Training world offering the skills employers need to emerge successfully post COVID.</li> <li>• Ensuring our delivery model is aligned to new government skills and growth priorities, local skills plans, local employers, and the skills needs of the future.</li> </ul> | <ul style="list-style-type: none"> <li>• Creating a new staffing package to tackle our most significant risk - staff recruitment, retention, and remuneration. Being a great place to work, where our staff feel valued and inspired to be involved in the thinking and planning of the future strategic direction of our organisation.</li> <li>• Delivering high quality education and skills to our students to enable them to access specific emerging and new work pathways.</li> <li>• Ensuring our English and Mathematics outcomes are improved significantly to match the high standard of outcomes in the rest of the college.</li> <li>• Ensuring the destinations of our students are key to everything we do.</li> <li>• Rapidly enhancing the mental health and wellbeing support we provide for our students at all levels and at every point of contact with us as a college.</li> <li>• Substantially increasing our employer partnership base throughout this year to ensure a dynamic employer led curriculum.</li> <li>• Developing programmes - particularly the new T Levels to match skills and productivity needs of wider economy and the government targets.</li> </ul> |

| Strategic Priority:                       | Transform Lives by:                              | We will do this by:  | Opportunities (and KPIs):   |
|---|--|--|---|
| <p><b>For People and Productivity</b></p> | <p>Securing better outcomes for young people</p> | <ul style="list-style-type: none"> <li>• Increase 16-19 programme of study numbers to meet local skills demand.</li> <li>• Providing a range of flexible learning opportunities to support local area needs.</li> <li>• Roll out T Level provision (Education and Early Years route).</li> <li>• A review of our curriculum to ensure it aligns to emerging regional priority areas and national policy education reform.</li> <li>• Embedding employability skills into personal development programmes of study that are linked to work readiness.</li> <li>• Boosting careers advice and guidance by working closely with schools and key employers by creating new pre-employment schemes.</li> <li>• Working with external stakeholders to support multi-agency approach to deliver demand led curriculum.</li> <li>• Developing the skills and aptitude of young people to meet the demands of a fast-changing employment market.</li> <li>• Widening our approach to continuous improvement.</li> </ul> | <ul style="list-style-type: none"> <li>• We engage high levels of local participation in skills- based learning. (24% of our current starts are in STEM subjects for young people and 16% of our overall provision.)</li> <li>• We engage successfully with local communities and minority groups.</li> <li>• We support a high number of learners to achieve their programme of study. (KPI: increase achievement rate by 4.5%)</li> <li>• We make a significant impact on the STEM 'skills gap'. (KPI: to maintain high achievement rates of at least 85%).</li> <li>• L2 learners progressing and achieving with low entry quals. Achievement in GCSES. (KPI: To maintain high achievement rates of 88% for all learners with low entry qualifications and to increase the number of level 2 learners achieving their qualification by 10%).</li> <li>• We continue to improve our achievement levels post -Covid and build on the success of the 21/22 performance. (KPI: increase achievement rate by 3.3%)</li> <li>• We improve progression rates between levels. (KPI: improve progression rates by 10%)</li> <li>• Further develop our quality cycle to enhance continuous improvement.</li> <li>• Use BP/PR to continue to drive improvements in provision for learners. Align self-assessment processes to the skills agenda.</li> </ul> |



| Strategic Priority: | Transform Lives by:  | We will do this by:  | Opportunities (and KPIs):   |
|---------------------|--|--|---|
|                     | <p>Providing key opportunities to local people to upskill.</p> | <ul style="list-style-type: none"> <li>Supporting individuals' progression to positive outcomes, by helping to reduce unemployment and skills gaps.</li> <li>Working with employers and training providers to upskill and reskill learners focusing on digital skills and green jobs.</li> <li>Continue to develop proposals / bids to secure Bootcamp provision to support adults into better jobs or work opportunities.</li> </ul>  | <ul style="list-style-type: none"> <li>Develop and support higher skills provision such as HE.</li> <li>Develop T level provision.</li> <li>Ensure higher skills learners achieve their aims. (KPI: Increase achievement rate to 85% for GFE learners and increase HE achievement by at least 3%)</li> <li>Embrace digital immersion in safe physical and online spaces.</li> <li>Make significant contributions to the skills agenda.</li> </ul>         |
|                     | <p>Helping people progress into work.</p>                      | <ul style="list-style-type: none"> <li>Offering a diverse and varied model of practice - distance learning, face to face teaching, sector- based work academies which extends to offer learning opportunities to a broader range of underrepresented groups.</li> <li>Helping those with complex needs to move into their chosen destinations through the creation of Skills Builder and access to develop transferable skills into adulthood.</li> <li>Creating a comprehensive package for the newly unemployed through an Employment and Skills hub that tackles barriers to work/ learning, boosts employability and creates career pathways into great jobs.</li> </ul> | <ul style="list-style-type: none"> <li>Develop targeted interventions to engage and support those farthest away from employment.</li> <li>Collaborate with key stakeholders to create opportunities.</li> <li>First class safeguarding and welfare provision for our learners.</li> <li>Continue to develop flexible learning approaches to support employment and employers.</li> <li>Use Grofar effectively to support learner destinations.</li> </ul> |



| Strategic Priority:      | Transform Lives by:  | We will do this by:  | Opportunities (and KPIs):   |
|--------------------------|--|--|---|
| <p><b>For places</b></p> | <p>Building a college for the future.</p>  | <ul style="list-style-type: none"> <li>Ensuring strong collaborative work with both North Tyneside and South Tyneside Local Authorities to develop 'fit for purpose' Colleges of the future.</li> <li>Becoming a UK-leader on low-carbon, advanced manufacturing, and digital training to both upskill local community and attract new business to both the College and the Borough.</li> <li>Work with designated employer representative bodies and employers through the reviewing (of LSIPs) to support growth in climate change and the green agenda.</li> <li>A new campus on both sides of the river providing world class, technical, academic, and vocational education.</li> </ul> | <ul style="list-style-type: none"> <li>Take forward at pace, the DfE approved campus plans as part of the FE Capital Transformation bid.</li> <li>Develop an imaginative campus approach to both South Tyneside and North Tyneside as the key community resource for our learners providing a space for interaction, lifelong learning and employer led skills.</li> <li>Offer world class resources to support national, regional, and local priorities through the relocation of both campuses by 2025.</li> </ul>  |
|                          | <p>Creating a hub for community development, supporting local needs and aspirations.</p> | <ul style="list-style-type: none"> <li>Working with a growing employer base, local authorities, and other key stakeholders; ensuring our delivery model is aligned to new government skills and growth priorities, LSIPs, local employers and the skills needs of the future.</li> <li>Support Strategic Development Funding projects.</li> </ul>  | <ul style="list-style-type: none"> <li>Continue to work with employers helping to shape our curriculum to match local and regional need.</li> <li>Developing flexible blended learning approaches to support our service users.</li> <li>Having a rapid and agile response to changing requirements to local, regional, and national developments by providing high quality learning opportunities.</li> <li>Working collaboratively with partners to enable expansion of existing provision to ensure we meet the skills demands of the growing target sectors.</li> </ul> |

Short term objectives as set out below address the KPI's. All were achieved in 2023/24.  
The five-year Strategic Plan sets out a vision from 2020-2025. The long-term objectives include:

- Securing better outcomes for young people
- Providing key opportunities to local people to upskill.
- Helping people progress into work
- Building a college for the future
- Creating a hub for community development, supporting local needs and aspirations

The strategic plan will be reviewed in December 2024. The review will assess progress to date and outcomes achieved.

This will ensure the currency of the Tyne Coast College Strategic Plan, aligning it to both regional priorities underpinned by the national agenda. Tyne Coast College can then ensure it adopts a collaborative and responsive curriculum design that supports the North East strategic skills plan.

Early intentions and key areas of focus will include:

- Building on a college for the future
- Cross college support for devolution
- Curriculum and qualifications that reflect local, national, and regional needs
- A college that is inclusive and ambitious

There needs to be collaboration with our partners and local authorities to create a better way of working across the North East Combined Authority (NECA) and Tyne Coast College are very much a part of this. We will endeavor to contribute and influence the development of the North East Skills Strategy by setting out a relevant and inclusive curriculum aligned to NECA's economic opportunities. This places TCC in a strong position in light of the movement towards one Local Skills Improvement Plan in 2025.





### Review of short-term goals and strategic aims and objectives 2023-24

| Strategic Priority | Accountability Statement Aim   | Objective   | Outcome and Impact  |
|--------------------|--|---|---|
| 1                  | Increase 16-19 programme of study numbers to meet local skills demand. | Align the curriculum intent with the broad range of LSIP priorities to address skills gaps / needs and to reach those most disadvantaged.   | Curriculum plan aligned and delivered successfully in line with government backed programmes and local skills priorities.   |
|                    |  | Increase market share, learner numbers and trends using local market intelligence mapped to demographic growth.   | Allocation for 16-19 numbers met in 2023-24.  |
|                    |  | Ensure the consistency of the learner experience with the delivery of high-quality education, performance monitoring and good outcomes for learners – key focus on internal progression and destination data. | 16-18 positive destination (of known destinations) – 89.6%<br><br>Adults' positive destination (of known destinations) – 73.4%<br><br>Apprenticeships positive destination (of known destinations) – 100%   |
|                    |  | Increase the number of Marine Careers Open days to 3 and widen Marine CEIAG to include schools and colleges in Northumberland, Durham, Tees Valley, Sunderland, Cumbria, and the wider Northeast region.      | In 2023/24, we held three Marine Open events – November 2023, January 2024, and April 2024.<br><br>The college's school liaison activity extends to schools and careers events across the region, with dedicated activities profiles in the school liaison guide. |



| Strategic Priority | Accountability Statement Aim                                  | Objective   | Outcome and Impact  |
|--------------------|---|---|---|
| 2                  | Roll out T Level provision (Education and Early Years route). | T Levels are an alternative option to A Levels for 16–19-year-olds and are a 2-year qualification that focus on providing learners with the knowledge, practical skills, and behaviours that employers are looking for. Staff will continue to access updates and training through ETF. | 100% of staff completed T Level training and updates through ETF. TCC was selected to lead a national T-level AOC conference on the transition into T Levels.   |
|                    |   | Implement T Level offer in Education & Early Years in 2023-2024 at both South Tyneside College and Tyne Met College, (with a further roll out in 2024-2025 in Health, Business, Digital Production, Media, and Engineering).  | 100% success in implementing T Level provision at both Tyne Met and South Tyneside in Early Years.<br><br>Recruitment underway for the seven new additional T-Levels.                                     |
|                    |   | Drive up student numbers using the College marketing strategy to meet local demand.   | The marketing strategy for 2023/24 incorporated a fully integrated marketing campaign for each category of stakeholder. A robust 'keep warm' campaign was implemented for all applicants and progressors. |
|                    |   | Target attainment outcomes and progression to identify areas of development against curriculum plan to determine the quality of the learner experience and financial efficiency.  | Attainment will be carried over into 24/25 when the programme of study is complete  |



| Strategic Priority | Accountability Statement Aim   | Objective   | Outcome and Impact   |
|--------------------|--|---|--|
| 3                  | Maintain and further develop curriculum efficiency and financial sustainability through the use of Business Planning and Performance Review. | Access specific support package through the FE Commissioner Team (Pauline Hagen) to focus on curriculum efficiency and financial sustainability (CEFFS).                          | Ongoing critical review and support from East Kent College Group regarding curriculum efficiency and financial sustainability.   |
|                    |  | Establish 16-19 actual numbers against predicted targets (September 2023) to enable early intervention and reforecasting against other funding streams to ensure targets are met. | We reached target 16-18 numbers in September 2023.   |
|                    |  | Effectively integrate curriculum and financial planning throughout critical points of the year to address (timely) under-performance and in year contribution against target.     | PR12, 3, 6 and 9 undertaken successfully to identify in-year position for both performance and financial position.<br><br>Continue to develop financial reporting in line with Quality cycle (2024/25).  |
|                    |  | Review remission policy.  | Curriculum plan for each curriculum area includes 7% remission of overall income.<br><br>A policy to support additional remission has been improved.   |
|                    |  | Process will be supported through an updated Quality cycle.   | The Quality Cycle is published annually and clearly identifies the focus of both quality assurance and quality improvement. It addresses aspects of quality from learner to governor level. This cycle enabled Ofsted to state that: 'Leaders have established a range of provision across the college and use accurate data effectively to drive improvements.' |



| Strategic Priority | Accountability Statement Aim  | Objective   | Outcome and Impact   |
|--------------------|---|---|--|
| 4                  | Review and further develop the Higher Education Strategy in response to the Lifelong Learning entitlement as set out in the HE reforms, (Dec 2022). | Target HE Student Outcome Premium funding to widen participation and increase progression from FE to HE.  | <p>In 23/24, 126 students on an HE programme at TCC have a SEND need and 112 of these students were internal progressors.</p> <p>In addition, two HE events have been held in 23/24, where external HE institutions were invited to showcase their offer, alongside the internal HE offer.</p> <p>SEND team delivering DSA workshops to students and staff to raise awareness of financial support when moving into HE provision. NECOP funding is being used to support young people in the region to consider higher education as an option.</p> <p>Seven HTQ's to be offered in 2024/25 alongside the wider HE offer.</p> |
|                    |   | Upskill HE Staff in Quality Assurance to ensure full and outstanding compliance against Foundation Degree Awarding Powers (FDAP) and TEF rating criteria. | <p>Made progress in developing the HE Quality Assurance, developing the Assessment Board process.</p> <p>Further progress to be made towards increasing TEF rating over the next 2 years.</p> <p>Review FDAP in 2025/26</p>  |
|                    |   | Liaise with awarding authority and external partners to expand delivery of HE programmes by widening taught programmes and increasing delivery centres.   | <p>Attend updates on the LLE (2024/25).</p> <p>Network with Awarding Bodies to provide up to date information to SMT (2024/25).</p>  |



| Strategic Priority | Accountability Statement Aim  | Objective   | Outcome and Impact   |
|--------------------|---|---|--|
| 5                  | Further develop the College's stakeholder and employer base to increase opportunities for industry access to meet local demands and skills priorities to support the increase in delivery of Higher Technical Qualifications (HTQs), Higher Education (HE) & Apprenticeships. | Create and host a calendar of employer events to continue expanding our employer & stakeholder reach to strengthen learners' access to industry.  | Subject sector Advisory Boards have informed the curriculum plan.<br><br>These will continue to be developed in 24/25.   |
|                    |   | Continue effective employer engagement to identify recruitment patterns and align relevant programmes that meet the required skills needs.  | Employer base increased by 115%.   |
|                    |   | Develop via the IoT-HTQs in Education and Childcare, Health, and Sciences (lead), Engineering Manufacturing.  | Recruitment is to commence on HTQ's in Sept 2024.  |
|                    |   | To continue widening participation of curriculum planning, relevant Governors, stakeholders, and employer views will continue to form part of curriculum planning for 2024-2025, (the College's Quality Cycle will inform a calendar of involvement, including BP/PR & curriculum endorsement). | Extensive planning completed working collaboratively with East Kent College Group to share best practice to identify curriculum efficiencies and financial sustainability. |
|                    |   | Build on the strong, effective partnerships to sustain and create opportunities working with key stakeholders, Business, Community, Stakeholder Advisory Boards, schools, local authorities, ERBs, NELEP & NEIoT.   | Constant attendance from TCC to ensure priority events are attended to support collaborative partnerships.   |



| Strategic Priority | Accountability Statement Aim | Objective  | Outcome and Impact  |
|--------------------|------------------------------|--|---|
|                    |                              | Engage and support collaborative projects (e.g. NE IoT / Local Skills Improvement Fund / Skills Injection Fund), working collaboratively with partners to enable expansion of existing provision to ensure we meet the skills demands of the growing target sectors. | Key stakeholder engagement in both North of Tyne and Northeast LSIP projects.<br><br>In addition, working with the NEIoT on several projects.   |
|                    |                              | Engage shipping companies and ports to develop and expand Maritime apprenticeships to include limited Certificates of Competency, Ratings Training, and port specific roles.   | SSMS have engaged with Ports both locally and nationally to expand our provision of apprenticeship delivery. South Shields Marine School has been part of the national panel to develop a Level 6 Harbour Master framework and there has been interest from the ports of Blyth, Tyne and Teesport in this (it is subject to final approval from the IfA) for delivery in 24-25. Further plans to increase delivery of the Port Marine Operations Officer framework with Solent and Dover ports. |



| Strategic Priority | Accountability Statement Aim  | Objective   | Outcome and Impact   |
|--------------------|---|---|--|
| 6                  | Increase adult literacy, numeracy, and digital skills to include higher level qualifications aligned to LSIPs and local demand. | The College will be part of the Inclusion Plan for SEND for both North and South to ensure curriculum provision is both relevant and ambitious in moving the young person or adult into a positive destination. | FL provision aligned with PFA Agenda. Team have fostered close working relationships with both North and South Tyneside Local Authorities to identify what skills young people with SEND need and want for next steps. Curriculum has therefore been co-created to move away from qualification-based programmes to placing emphasis upon skills through using the Skills Builder Model. |
|                    |   | Career activities for adults will be delivered with support and engagement from highly trained career advisors and key stakeholders as part of the learner experience.  | The careers team are all Level 6 trained. We have a robust programme of activities to support adults throughout their study with us, with key touchpoints throughout the year in the form of 1-1s and group sessions as well as interactions with employers.   |
|                    |   | Adult day time, evening and online courses will support and develop growth of adult provision via SWAPs, distance learning, full time programmes and a blended approach to delivery.                            | Well embedded distance learning programmes supporting adults and employers' recruitment via SWAPs.   |
|                    |   | Continue to further develop the SEND offer for 16-18 and 19-24 learners.  | OFSTED feedback indicated a need to apply more meaningful employment opportunities for high needs learners. We are addressing this through 24/25 CP by introducing a new pathway - Progression for the World of Work - and looking for wider and varied Supported Internship opportunities.  |
|                    |   | BP/PR will support growth and development of new delivery opportunities in  | PR12, 3, 6 and 9 undertaken successfully to identify in-year position for both performance and financial position.   |



| Strategic Priority | Accountability Statement Aim   | Objective   | Outcome and Impact  |
|--------------------|--|---|---|
|                    |  | every department to ensure areas of priority are met and successful against realistic targets.  | Business planning has further supported this process by introducing systems earlier in 23/24 (for example, Business Planning Away Days to discuss “Ditch and Pitch”, local needs and defunded qualifications) while working with employers and stakeholders. This will continue in 24/25.   |
|                    |  | Applications for ‘Multiply’ funding will be submitted once released by the local authority.   | Multiply funding was unsuccessful and is now dissolved for 2024/25.   |
| 7                  | Ensure the College has the capacity and industry standard facilities to meet the technical skills required to respond to the Green agenda. | Provide learners with specific knowledge abilities and competencies to work in industries and sectors that prioritise sustainability and environmental responsibility.        | 100% of Staff CPD and industry placements were achieved allowing for up-skilling to be utilised within the curriculum. Staff have written short courses for Retrofit, Wind turbine and other engineering courses. TCC have invested capital via Specialist Equipment Allocation and the Local Skills Injection Fund to support learners further within the Green agenda/priority areas.<br>Increased the regional skills offer for learners at TCC. |
|                    |  | The College will continue to collaborate with external partners through the NEIoT and LSIF.   | This has been firmly established and will continue in 2024/25.  |
|                    |  | Support leaders and managers to gain a greater understanding of wind and solar power, electrical vehicle and charging, power storage, maintenance, and distribution retrofit, | LSIF revenue has been spent to support staff upskilling.<br><br>Industry placements have been completed by staff to upskill in preparation for T Level delivery.  |





| Strategic Priority | Accountability Statement Aim | Objective   | Outcome and Impact  |
|--------------------|------------------------------|---|---|
|                    |                              | both in terms of costing and delivery.  |   |
|                    |                              | Additional short programmes will include and support the renewable industries infrastructure:<br>a) advanced manufacturing<br>b) fabrication & welding<br>c) offshore safety training for renewable technicians – time needs to be created to embed into curriculum planning. | Adult evening class at Tyne Met (Fab & Weld) has been developed.<br><br>2024/25 – short programmes for hybrid and electrical vehicles to be developed.<br><br>SSMS have engaged with local companies including Advanced Blade Repair, Scott Access, and Maersk training to consider a collaborative approach towards training of wind farm technicians. This will be further progressed in 24/25. |
|                    |                              | Work with employers to realise their ambition and forward thinking about workforce succession in relation to responding to the Green agenda.  | Employer base increased by 115%.  |
|                    |                              | Introduce Retrofit L2 short courses as an additionality to the main programme of study.   | A Retrofit L2 short course has been written in collaboration with NEIoT and implemented.  |
|                    |                              | Introduce renewable and green energy insight at L1 as a short course to either the main programme of study or apprenticeship.   | Written and implemented in 24/25, including: <ul style="list-style-type: none"> <li>• Hydraulic tightening,</li> <li>• EV charging installation and maintenance.</li> <li>• Hydraulic/Pneumatic systems</li> <li>• Electrical testing and faulting</li> <li>• Mechanical transition</li> <li>• Solar charging</li> <li>• Additionally, employability projects</li> </ul>                          |



| Strategic Priority | Accountability Statement Aim  | Objective  | Outcome and Impact  |
|--------------------|---|--|---|
|                    |   | Continue to create online learning materials for easy access, as well as face to face delivery.  | In partnership with the NEIoT, there is collaboration to develop Retrofit courses which are due to go live in the summer of 2024.   |
| 8                  | Continue to develop the College's highly skilled workforce, which is capable of driving innovation and growth towards a sustainable future. | Upskill teaching colleagues in alignment to the T Level professional development programme through ETF.  | 100% of those predicted to teach technical routes have had access to bespoke training through the ETF programme.  |
|                    |   | Continue to access the 'Taking Teaching Further' fund to upskill industry professionals and 'grow our own' staff.  | Two teachers are currently accessing Taking Teaching Further.<br><br>Staff have accessed industry placement training to support with upskilling their knowledge and delivery of the new technical qualifications.   |
|                    |   | Ongoing training to support apprenticeship delivery.   | All assessors have accessed APTM training.<br><br>Ofsted (Feb, 2024) stated "apprentices benefit from consistently high-quality teaching".  |
|                    |   | Education Inspection Framework (EIF) ongoing training to include sub-judgement (skills contribution), intent, implementation and impact, safeguarding – key themes will be addressed from feedback shared from classroom observations and learner walks. | The college was inspected from the 13 <sup>th</sup> – 16 <sup>th</sup> February 2024 and achieved overall effectiveness of good and gained good in all graded areas.<br><br>Ofsted judged that TCC makes a reasonable contribution to the skills needs (Ofsted, February 2024). |
|                    |   | Governors and employers will contribute to   | Knowledgeable and experienced governors providing support and challenge to leaders and  |



| Strategic Priority | Accountability Statement Aim | Objective   | Outcome and Impact  |
|--------------------|------------------------------|---|---|
|                    |                              | <p>observations of teaching practice to develop industry focused delivery.</p>  | <p>managers have visibility in college and a positive impact; ensuring they have a good understanding of the strengths and areas of development the college has.</p> <p>Employers continue to engage in college observational activities to support the currency of our practice in preparing learners and apprentices for their next steps. New advisory boards to support LSIP priority areas have been introduced to support further.</p>  |
|                    |                              | <p>Human Resources will continue to lead on all aspects of supporting colleague wellbeing and mental health, including creating a culture that enables staff to openly access support work-life balance in a realistic, constructive, and positive way.</p> | <p>A 24/7 Employee Assistance Helpline free for all staff to support. This also provides individual counselling where appropriate.</p> <p>Mental Health Awareness Training for all staff.</p> <p>Wellbeing Teams page with up-to-date information to support with Wellbeing, e.g. Menopause Group, Mental Health Week – wear it Green Day.</p> <p>Manager guide to recognise signs and symptoms of stress and tools to support staff.</p> <p>We are an accredited employer for the Better Health at Work Award.</p> |

## TCC Contribution to National, Regional, and local Priorities

### Short term objectives for 2024-25

|   |  |
|---|--|
| 1 | <ul style="list-style-type: none"><li>• Continue to exceed 16-19 recruitment against allocation, to enable successful delivery of evolving curriculum</li></ul>                              |
| 2 | <ul style="list-style-type: none"><li>• Further develop T Level routes and student engagement</li></ul>  |
| 3 | <ul style="list-style-type: none"><li>• Strengthen our financial resilience</li></ul>  |
| 4 | <ul style="list-style-type: none"><li>• Model a flexible careers offer aligned to skills demand to continuously improve positive destinations</li></ul>                                      |
| 5 | <ul style="list-style-type: none"><li>• Offer a broad and balanced SEND curriculum, with opportunities for Supported Internships, meaningful work experience and job opportunities</li></ul> |
| 6 | <ul style="list-style-type: none"><li>• Remain responsive to the Local Skills Improvement Plan and Priorities</li></ul>  |
| 7 | <ul style="list-style-type: none"><li>• Investment in resources and facilities both North and South to build a College for the future.</li></ul>   |