

ANNUAL ACCOUNTABILITY STATEMENT

2024 - 2025



CONTENTS

- **College Mission and Purpose** [page 3](#)
- **Strategic Priorities 2020-2025** [page 4](#)
- **Context and Place** [page 6](#)
- **Travel to Learn** [page 8](#)
- **Approach to developing the Annual Accountability Statement** [page 12](#)
- **Contribution to national, regional and local priorities** [page 17](#)
- **Governing Body Statement** [page 28](#)
- **Hyperlinks/supporting documents** [page 29](#)
- **Glossary** [page 30](#)



OUR MISSION BIGGER, BETTER, STRONGER

OUR VISION TO TRANSFORM LIVES

WE BELIEVE IN HAVING A STRONG COMMUNITY PRESENCE AND TAKE PRIDE IN HELPING EVERY STUDENT TO ACHIEVE THEIR POTENTIAL.



OUR VALUES



POTENTIAL

We believe every student should achieve their potential.



RESPECT

We value the professionalism, commitment and excellence of our staff.



INCLUSIVE

We believe in having a strong and inclusive community presence, embedding everything we do in the community.



DIVERSITY

We believe in celebrating the differences between individuals and diversity in the community.



EXCELLENCE

We believe in having high standards in ensuring excellence in everything we do.



STRATEGIC PRIORITIES 2020-2025

THE AMBITION FOR TCC IS FORMED UNDER TWO STRATEGIC LONGER-TERM PRIORITIES FROM 2020-2025:

- **For Places**
- **For People and Productivity**

STRATEGIC OBJECTIVES

1. Securing better outcomes for young people
2. Providing key opportunities to local people to upskill
3. Helping people progress into work
4. Building a college for the future
5. Creating a hub for community developments.

SHORT-TERM OBJECTIVES 2024/25

- Continue to exceed 16-19 recruitment against allocation, to enable successful delivery of evolving curriculum
- Further develop T Level routes, student and employer engagement
- Strengthen our financial resilience
- Model a flexible careers offer aligned to skills demand, to continuously improve positive destinations
- Offer a broad and balanced SEND curriculum, with opportunities for Supported Internships, meaningful work experience and job opportunities
- Remain responsive to the Local Skills Improvement Plans and priorities
- Investment in resources and facilities both North and South to build a College for the future.

Tyne Coast College's (TCC) strategic curriculum intent defines at corporate level our mission and vision.

Our mission, vision and values drive our delivery of first-class provision and show a clear commitment of support to all of our staff and students equally.

The purpose is to provide outstanding educational opportunities that will benefit learners and the communities we serve. Our vision to grow further as a world-class educational facility, operating with a focus that transforms lives, placing learners at the heart of what we do.

Our mission allows us to play a key role in ensuring the long-term prosperity of both the local and national priorities. This will be achieved through the creation of a continuous and evolving curriculum. Working with designated employers and representative bodies, we will continue to show high regard for the Local Skills Improvement Plans (LSIPs) as we move into the second academic year, and act as a delivery partner for government backed programmes.

The college focuses significantly on the investments set out in the Post 16 Skills and Education Reform, with emphasis placed on the LSIPs, technical routes and higher technical qualifications which have been aligned to our three year Skills Plan, Strategic Plan and Curriculum Plan to address the requirements set out in this Annual Accountability Statement.

Key principles are as follows:

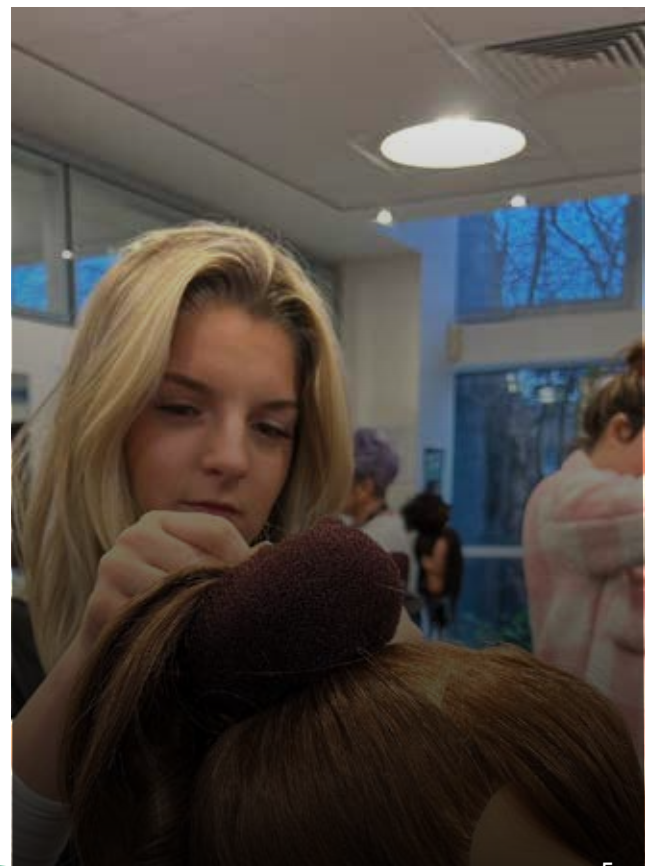
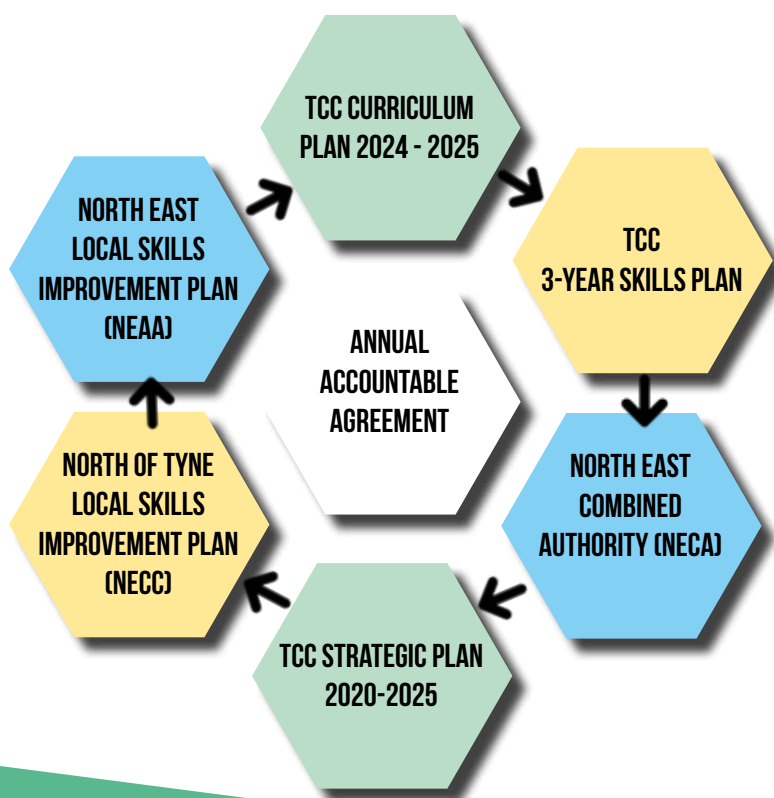
- To review how well the education and training provided by the college meets local need
- To review how well the college works with external stakeholders
- To ensure expansion of the curriculum offer has been aligned to meet government-backed programmes and local skills' demand
- To ensure that processes have been reviewed throughout the academic year and remodelled to address accountability assessment needs.

Better alignment between curriculum planning and financial support is progressing through mandatory performance reviews which are planned and funded through business planning. The business hosts four Performance Reviews (PRs) and three Business Plans (BPs) throughout the academic year. Managers and the senior team alongside MIS and the finance team are working through the current model to better integrate curriculum planning and financial planning.

The PR and BP process is designed to improve the provision and responsiveness of the college. We do this by focusing on both the financial performance and the quality performance of the college's departments. The process is supported through a quality cycle, which addresses all aspects of curriculum delivery, funding, and new initiatives. This was piloted throughout 2023/24 and will continue as the chosen model for 2024/25.

In 2024/25, the region will see the transfer of ESFA control to the mayoral combined authority for adult provision. It is the intention of the college to align the 16-19 curriculum (pathways) for 2024/25 to enable learners to progress into the key priorities outlined in the LSIP. The wider offer extends for 2024/25 to include lower-level courses in Construction, Digital and ESOL, as well as eight Technical Routes and seven Higher Technical Qualifications (HTQs).

We believe the curriculum for 2024/25 incorporates both the demands of local need, LSIP priorities and opportunities within the NEIoT. Our widening provision and more funding will enable us to invest further in our workforce and drive-up better outcomes for learners.



CONTEXT AND PLACE

Tyne Coast College (TCC) is positioned in the North East LEP area.

South Tyneside College and South Shields Marine School reside in South Tyneside, with Tyne Metropolitan College residing in North Tyneside, all of which are located in Tyne & Wear.

The landscape covers seven local authorities - North Tyneside; South Tyneside; Newcastle; Northumberland; Sunderland; Durham and Gateshead.

The transfer of responsibility for budget management in 2024/25 will be managed by the North East Combined Authority (NECA) and will cover seven counties (see map).

It is intended that the LSIP's remain as two separate documents (one for the north of Tyne and one for the south of Tyne) in 2024/25. The vision is to join both LSIPs together for 2025.

NECA 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 both partners and local authorities to ensure we create opportunities for communities to access provision that will enable them to upskill and improve life chances.

Tyne Coast College was created from a merger of South Tyneside College and Tyne Metropolitan College in 2017. Incorporating South Tyneside and Tyne Metropolitan Colleges, our brand also includes South Shields Marine School - including Ofsted 'Outstanding' Halls of Residence - which is recognised as one of the world's foremost maritime training centres. We are also sponsors of Tyne Coast Academy Trust (TCAT), which hosts three secondary schools, (Walker, Monkwearmouth and North East Futures (UTC) and two primary schools (Ridgeway &

Redby).

The North East economy in which we serve, has a population of 2,013,612. This has grown by over 29,987 in the last five years, with further growth expected in the next five years of over 24,378. The total region has grown by 3.4% and now consists of 825,301 jobs and is expected to grow by a further 18,812 in the next five years. This change outpaced the national growth rate of 6.5% by 3.1%. However, although the average salary has increased by almost £2k during the last two years, the region's average salary of £27.3k is £6.4k below the national average wage.

- Racial diversity is substantially low in this region when compared nationally. 95.4% 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 hold a Higher Education qualification which is below degree level, which is 0.7% below the national average.



THE MAP [SOURCE: NORTH EAST LEP] ILLUSTRATES THE COMMUNITIES WE SERVE AT TYNE COAST COLLEGE.

SOUTH TYNESIDE

In South Tyneside, long-term unemployment is higher than that of the North East (5.9%) and England (4.1%). 4,600 people have been unemployed for a period of 12 months or more, which is 6.6% of the economically active population.

NORTH TYNESIDE

In North Tyneside, long-term unemployment is at 5.4% of the economically active population (5,400 people). This is 0.5% less than the North East average, however, 1.2% more than that of England.

WE OFFER A BROAD RANGE OF COURSES FOR ALL AGES*. THESE INCLUDE:

- 16-19 study programmes
- Adult courses (ESOL, Digital Skills, Maths & English)
- Apprenticeship provision (L2 - L5)
- Higher Education
- Higher Technical Qualifications (L4 – L5)
- Community learning
- SEND provision
- Commercial / full cost

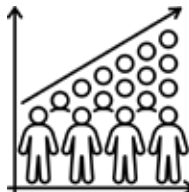
THE SKILLS SYSTEM IS FUNDED THROUGH:

- ESFA
- Apprenticeship Levy
- Adult Learner Loans
- Free Courses for Jobs
- Community Learning
- OfS
- Institute of Technology

*These courses are supported by a Senior Management Team, Heads of Department and supporting managers, teaching, and support staff.

29,987

INCREASE IN THE NORTH
EAST POPULATION OVER
THE PAST 5 YEARS



27.3K

IS THE AVERAGE SALARY FOR
THE REGION. (6.4K BELOW THE
NATIONAL AVERAGE)

26.4%

OF THE REGION'S RESIDENTS
POSSESS A DEGREE (OR
EQUIVALENT OR ABOVE)



TRAVEL TO LEARN



Tyne Coast College attracts learners from secondary schools north and south of the Tyne.

North of Tyne, we have 13 secondary schools that we consider potential feeder schools. Of the 13, eight have sixth forms and five do not. Of the 13, one of the schools is Ofsted rated 'outstanding', eight are rated 'good', three are 'requires improvement' and one is 'inadequate'.

Learners can travel between 15 to 60 minutes by bus to the college, with the nearest secondary school a two-minute walk away.

South of the region, there are nine secondary schools that constitute potential feeder schools to the college. Of the nine, four have their own sixth form college and five do not.

Of the nine, one is Ofsted rated 'outstanding', six are 'good' and two are 'requires improvement'. Learners

travel between 10 and 45 minutes by bus to college. The closest secondary school is a 10-minute walk away from the college.

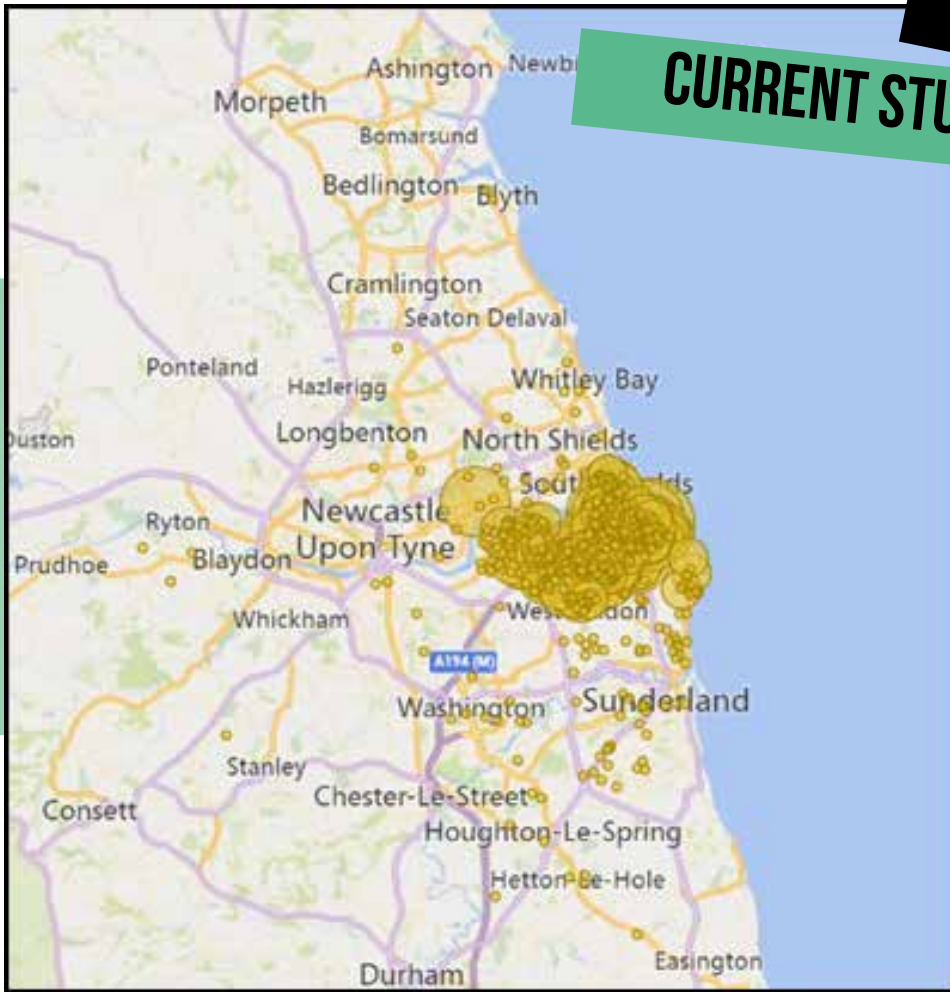
Learners from our specialist provision, (delivered in partnership with some of our key stakeholders), travel to learn via travel arrangements made through the partners.

Investment in digital local intelligence, enables us to better understand local demographics, including school leaver data, destinations and the percentage of Year 11s that remain at their own sixth form.

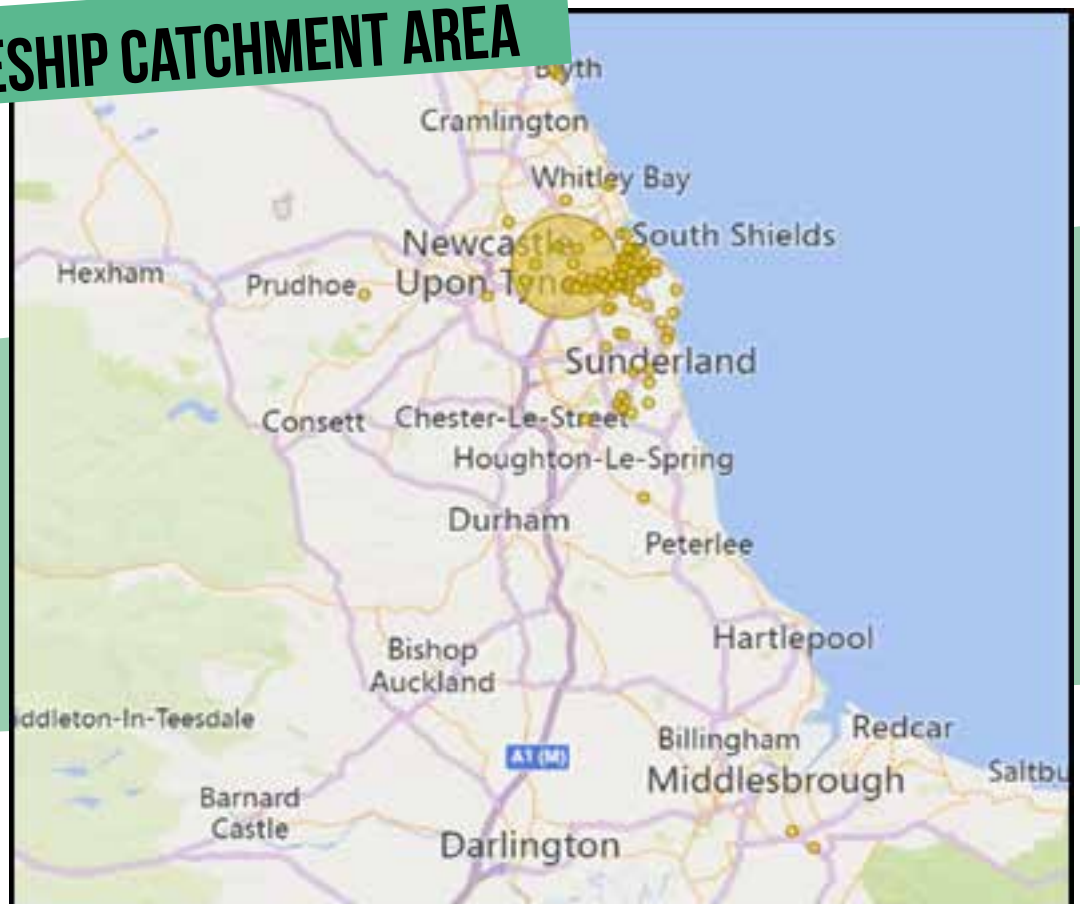
Our redeveloped marketing and school liaison plan has forged stronger links with Connexions, schools and career leads, to target all school leavers and NEETS. A 14-16 programme has been introduced, to support those young people who are least engaged in the school system, through the offer of a 24hr per week programme of study.

STC

CURRENT STUDENT CATCHMENT

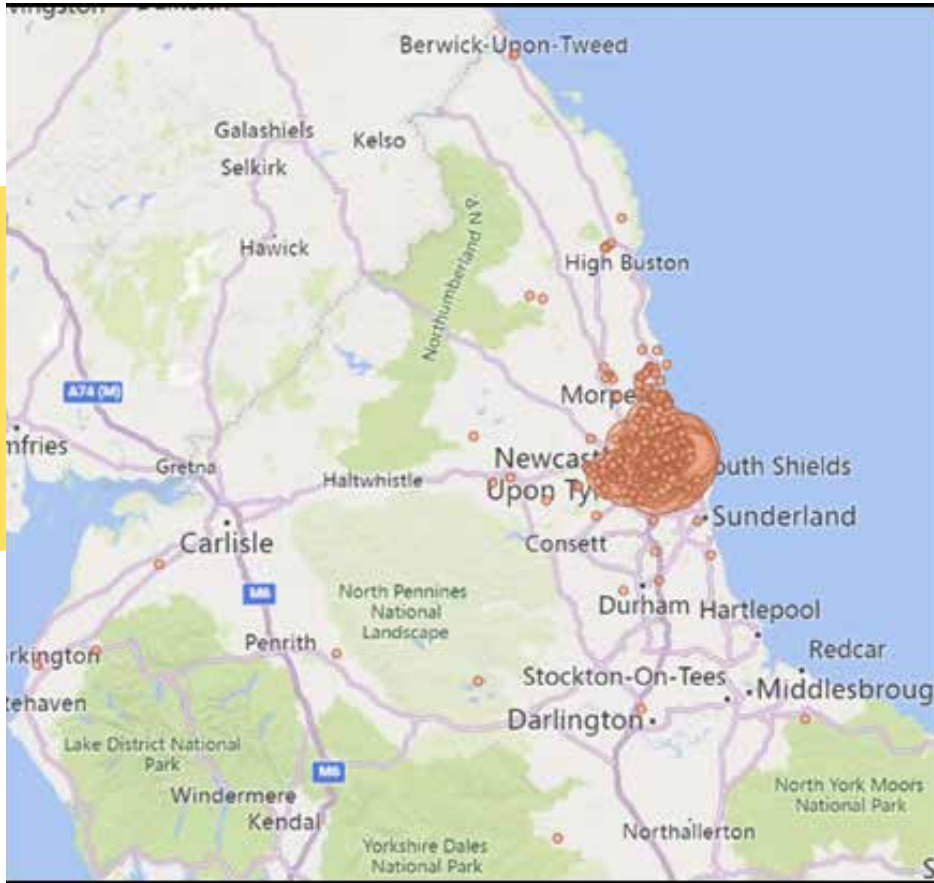


APPRENTICESHIP CATCHMENT AREA



TYNE MET

CURRENT STUDENT CATCHMENT



APPRENTICESHIP CATCHMENT AREA



SOUTH SHIELDS MARINE SCHOOL

CURRENT STUDENT CATCHMENT





APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABLE AGREEMENT

TCC took an extremely proactive approach last year to ensure it continued to offer learners high quality provision. Working with designated employers and through various stakeholder committees, the college was able to review the LSIPs, prioritise change and action proposed delivery to support demand. Working alongside employers and key stakeholders, the college was confident that the curriculum delivery for 2023/24 was both relevant to the LSIPs and responsive to employer demand.

In July 2022, the launch of the Education Inspection Framework (EIF) was introduced to all FE colleges across the sector. From September 2022, inspectors specifically evaluate the extent to which further education colleges contribute effectively towards meeting the skills needs of employers, other relevant stakeholders, and the local, regional, and national economy. As a result, a sub judgment on the college's contribution to 'skills needs' will now be added to the findings of the college Ofsted inspection report. The judgement will indicate whether the college demonstrates a limited, reasonable, or strong contribution to meeting skills needs.

The college was judged 'GOOD' by Ofsted in February 2024. Ofsted judged that TCC makes a reasonable contribution to the skills needs. The report stated that:

“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.”

“LEADERS AND MANAGERS HAVE A CLEAR RATIONALE AND VISION FOR THE PROGRAMMES THAT THEY PROVIDE FOR LEARNERS AND APPRENTICES.”

To further enhance the effective engagement of employers and other relevant stakeholders in 2023/24 and more importantly, to understand the skills needs of the local, regional, and national economy, the following actions were taken:

- Development of a three year Skills Plan (aligned to government priorities).
- Development of a 2023/24 Curriculum Plan, that addressed Government backed programmes (i.e. T Levels, Apprenticeships, Bootcamps and HTQs).
- Reviewed the TCC Strategic Plan.
- Reflected and evaluated Self-Assessment Report.

This placed strategic importance in ensuring that the college was at the forefront of local and regional priorities, to influence and lead on key regional / strategic developments.

The Accountability Agreement has been grounded in extensive research and strong relationships, both internally and externally, with other partner organisations.

The national priorities are:

- Construction
- Digital
- Engineering
- Health and Social Care
- Logistics
- Manufacturing
- Science and Mathematics

LOCAL SKILLS IMPROVEMENT PLAN PRIORITIES (LSIPs)

The Local Skills Improvement Plans (LSIPs) for the North East and North of Tyne were published in May 2023. The plans provide a set of actionable priorities to ensure each area benefits from a productive, resilient, and inclusive workforce.

The prioritised sectors for each LSIP are:

NORTH OF TYNE (NECC):

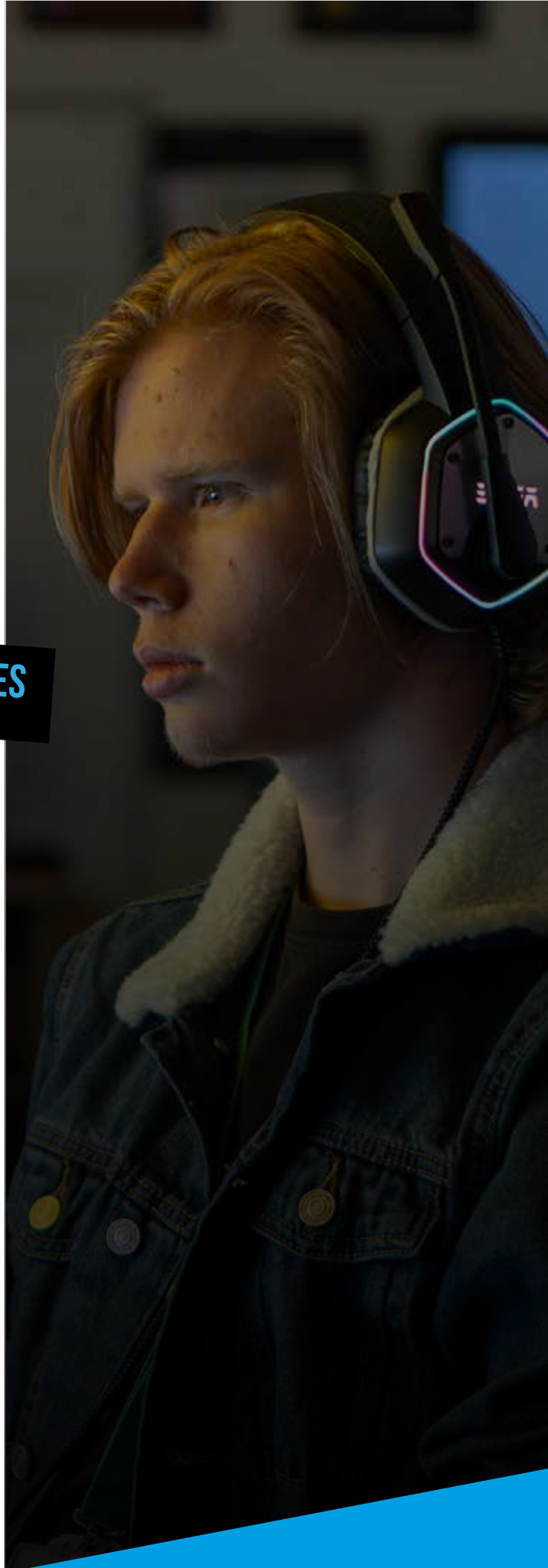
- Construction
- Green Energy/Industrial Decarbonisation and Net Zero
- Business and Professional Services
- Culture, Creative, Tourism and Hospitality
- Health and Social Care

SOUTH OF TYNE (NEAA):

- Advanced Manufacturing
- Construction
- Digital
- Health and Health Sciences
- Transport and Logistics

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



DUTY TO REVIEW

The college completes its Duty of Review to ensure the curriculum aligns with local needs. As part of this process, the short-term goals and strategic aims and objectives for 2023-24 were reviewed to inform the new key objectives for 2024-25 (please refer to page 17, contribution to national, regional and local priorities).

Undertaking the Duty to Review enabled the college to review provision aligning outcomes for 2024/25 to the local, regional and national priorities. From this, the review has enabled us to consider what our priorities for September 2024 - 25 will be.

SHORT-TERM OBJECTIVES 2024/25

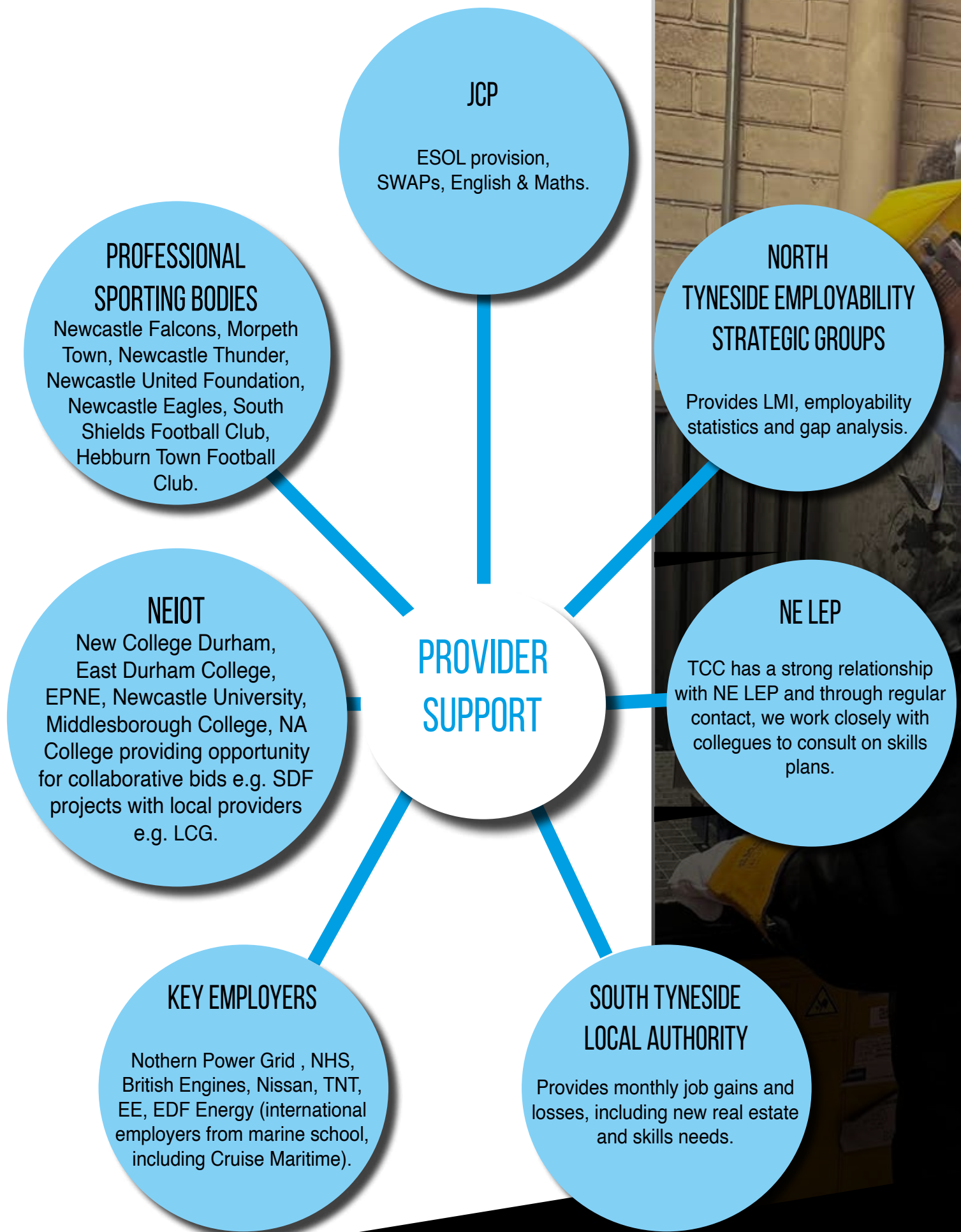
- CONTINUE TO EXCEED 16-19 RECRUITMENT AGAINST ALLOCATION, TO ENABLE SUCCESSFUL DELIVERY OF EVOLVING CURRICULUM
- FURTHER DEVELOP T LEVEL ROUTES AND STUDENT AND EMPLOYER ENGAGEMENT
- STRENGTHEN OUR FINANCIAL RESILIENCE
- MODEL A FLEXIBLE CAREERS OFFER ALIGNED TO SKILLS DEMAND AS WELL AS INCREASE POSITIVE DESTINATIONS
- OFFER A BROAD AND BALANCED SEND CURRICULUM, WITH OPPORTUNITIES FOR SUPPORTED INTERNSHIPS, MEANINGFUL WORK EXPERIENCE AND JOB OPPORTUNITIES
- REMAIN RESPONSIVE TO THE LOCAL SKILLS IMPROVEMENT PLANS AND PRIORITIES
- INVESTMENT IN RESOURCES AND FACILITIES BOTH NORTH AND SOUTH TO BUILD A COLLEGE FOR THE FUTURE.





CONSULTED STAKEHOLDERS

- North Tyneside Local Authority
- Pritchard Gordon Tankers
- Newcastle University
- Carnival Cruises
- North East Institute of Technology
- South Tyneside Local Authority
- North East LEP
- North of Tyne Combined Authority
- Ship Safe Training Group
- Education & Training Foundation
- Head Teachers Strategic Group
- NEAA & NECC ERBs
- Business Representative Groups
- Secondary schools
- North Tyneside Employability Strategy Group
- Clyde Marine Training





CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

We are improving our skills offer to ensure we meet the productivity gap and tackle existing and future skills gaps, in priority sectors. In this ever-changing labour market with fewer adults returning to education to retrain and upskill, TCC is adopting a responsive curriculum, aligned to the LSIP priorities.

Modes of delivery include a blended approach to teaching to reach those learners who are most disengaged. Local Market Intelligence is sourced using Economical Modelling Specialist International (EMSI), an excellent supportive tool that identifies the specific economic and social characteristics of the area, including, job trends, population and industry characteristics, in particular top growing characteristics. This tool is effective to support the curriculum planning activity and skills demands.

STRENGTHS IDENTIFIED BY THE DEPARTMENT FOR EDUCATION AS PART OF THE TCC ANNUAL STRATEGIC CONVERSATION ON THE 20TH APRIL 2023 INCLUDED:

- Well established and experienced senior team
- Specialist Marine curriculum offer
- Drive to deliver high quality outstanding teaching and learning – acknowledging the published achievement rates for 2021-2022, which has since increased further
- Responsiveness to FE reforms with the delivery and visionary ambitions for HTQs
- The continued commitment to maintaining collaborative partnerships.

Ofsted judged that TCC makes a reasonable contribution to the skills needs (Ofsted, February 2024). The report stated that:

“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.”

“SINCE THE APPOINTMENT OF SEVERAL NEW SENIOR LEADERS IN THE LAST TWO YEARS, THERE HAS BEEN AN INCREASE IN THE ENGAGEMENT WITH STAKEHOLDERS.”

“LEADERS ENSURE THAT STAKEHOLDERS ARE INVOLVED IN ALL AREAS OF THE CURRICULUM.”

THREE YEAR

ACHIEVEMENT TREND

The college was inspected by Ofsted in February 2024 and was judged as 'GOOD'. The inspection report reflected the college's own self-assessment and made reference to the 'decisive action leaders have taken' to ensure that learners and apprentices achieve their qualifications.

The college has high aspirations for its learners. Rapid and significant improvements are demonstrated by the quality of education learners and apprentices receive. Tyne Coast College makes good use of data, assessment and delivery strategies to ensure that the education our learners and apprentices receive provides them with high quality opportunities to achieve their aspirations. The data tables show that our 'well qualified' staff expertly plan learning to ensure our learners and apprentices develop the knowledge, skills, and behaviours to allow them to progress on to their next steps.

AGE	YEAR	LEAVERS	RETENTION RATE	PASS RATE	ACHIEVEMENT RATE	NATIONAL RATE
16-18	20-21	4469	90.3%	79.4%	71.7%	83.4%
	21-22	3938	91.7%	88.9%	81.6%	81.1%
	22-23	3723	92.7%	93.7%	86.8%	81.7%
19+	20-21	3594	91.8%	91.2%	83.8%	89.9%
	21-22	3565	93.5%	96.2%	90.0%	86.7%
	22-23	3412	95.0%	95.4%	90.7%	87.0%
ALL AGES	20-21	8063	91.0%	84.7%	77.1%	86.4%
	21-22	7503	92.6%	92.4%	85.6%	83.8%
	22-23	7135	93.8%	94.5%	88.7%	84.2%

The achievements of learners and apprentices are underpinned by rigorous and extensive measures to ensure the quality of education is of a consistently high standard.

"KNOWLEDGEABLE AND EXPERIENCED GOVERNORS PROVIDE EFFECTIVE SUPPORT AND CHALLENGE FOR LEADERS".

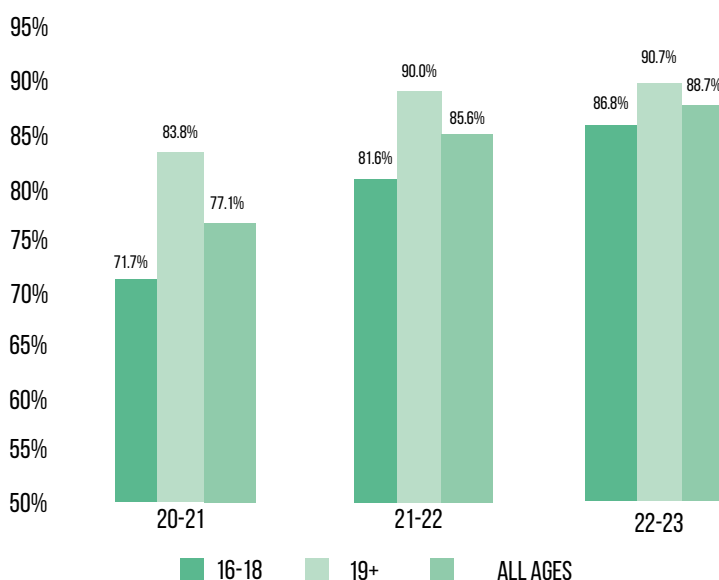
OFSTED INSPECTION REPORT, FEBRUARY 2024

The college has gained a very strong position in terms of its achievement data. This is particularly the case in English and Maths. For example, a recent RCU Mides Report shows that learners make excellent progress in these subjects when they join us from school.

"DOING SKILLS BUILDER THIS YEAR HAS PUSHED ME OUT OF MY COMFORT ZONE. YOU CAN'T STAY COMFORTABLE FOR LIFE".

FOUNDATION LEARNING STUDENT

TYNE COAST COLLEGE THREE YEAR ACHIEVEMENT TREND

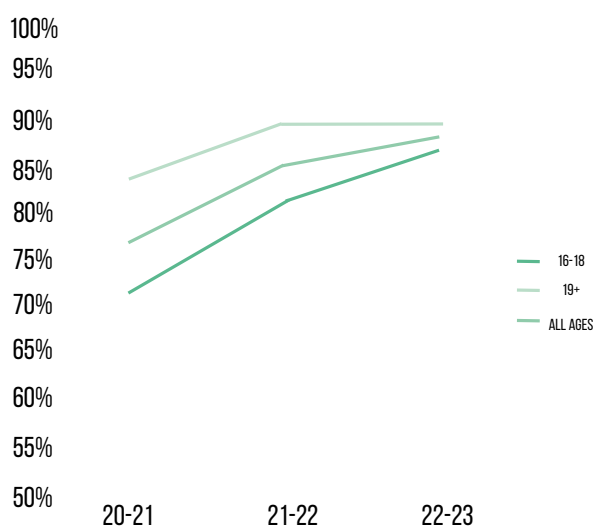


"I REALLY APPRECIATE THE SUPPORT ASSESSORS GAVE ME...MY ASSESSOR HAS BEEN REALLY UNDERSTANDING AND FLEXIBLE FITTING AROUND MY BUSY LIFE AND SUPPORTING ME. I FEEL MORE CONFIDENT IN MY JOB ROLE."

AN APPRENTICE, COLLEGE SAR

This means that our learners, particularly those who come from challenging socio-economic backgrounds experience the opportunity to achieve and progress to their next steps as well as any other learner. Vulnerable learner groups also make very good progress on their qualifications and 'achieve in line with their peers', (Ofsted, February 2024). This exemplifies our approach to providing challenging and successful learning opportunities for all.

TYNE COAST COLLEGE THREE YEAR ACHIEVEMENT TREND



Staff successfully integrate English and Maths in vocational areas and this, with strong delivery in dedicated English and Maths lessons, enables learners to be amongst the top achievers in comparison to regional and national rates of achievement. For example, 22.1% of our learners secured high grades in Maths against a national rate of 13.3% in FE (RCU Mides Report Oct 23).

"STUDENTS TRUST AND RESPECT STAFF, AND THIS INFLUENCES THEIR CHOICES".

OFSTED INSPECTION REPORT
FEBRUARY 2024

Ofsted reported that 'leaders engage well with stakeholders' (Ofsted, February 2024). We are continuing to develop our good links with employers and the Skills Agenda. This includes more involvement in college activities such as lesson observations. This allows us to support the development of current sector and relevant skills amongst staff and learners. As a result, our learners develop 'substantial new knowledge and important academic and vocational skills that prepare them well for their careers.' (Ofsted, February 2024). Over 90% of all our learners are highly satisfied with their experience with us and this is reflected in high levels of learners being retained and passing their qualifications.

REVIEW OF SHORT-TERM GOALS AND STRATEGIC AIMS AND OBJECTIVES

2023 - 2024

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.
		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.	<p>16-18 positive destination (of known destinations) – 89.6%</p> <p>Adults positive destination (of known destinations) – 73.4%</p> <p>Apprentices positive destination (of known destinations) – 100%</p>
		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 North East region.	<p>In 2023/24, we held three Marine Open events – November 2023, January 2024 and April 2024.</p> <p>The college's school liaison activity extends to schools and careers events across the region, with dedicated activities profiled in the school liaison guide.</p>

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 AOC T-level conference on the transition into T-Levels.
		Implement T Level offer in Education & Early Years in 2023/24 at both South Tyneside College and Tyne Met College, (with a further roll out in 2024/25 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. 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 2024/25 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. Continue to develop financial reporting in line with Quality cycle (2024/25).
		Review remission – policy update.	Curriculum plan for each curriculum area includes 7% remission of overall income. 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 2023/24, 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 2023/24, 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 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 learner's access to industry.	Subject sector Advisory Boards have informed the curriculum plan. These will continue to be developed in 2024/25.
		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 and improve 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.	Consistent attendance from TCC to ensure priority events are attended to support collaborative partnerships.
		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 North East LSIP projects. 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 2024/25 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 every department to ensure areas of priority are met and successful against realistic targets.	PR12, 3, 6 and 9 undertaken successfully to identify in-year position for both performance and financial position. Business planning has further supported this process by introducing systems earlier in 2023/24 (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 2024/25.
		Applications for 'Multiply' funding will be submitted once released by the local authority.	Multiply funding was unsuccessful and is now dissolved for 2024/25.

STRATEGIC PRIORITY	ACCOUNTABILITY STATEMENT AIM	OBJECTIVE	OUTCOME AND IMPACT
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 upskilling 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. 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, both in terms of costing and delivery.	LSIF revenue has been spent to support staff upskilling. Industry placements have been completed by staff to upskill in preparation for T Level delivery.
		Additional short programmes will include and support the renewable industries infrastructure: a) advanced manufacturing b) fabrication & welding 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. 2024/25 – short programmes for hybrid and electrical vehicles to be developed. 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 2024/25.
		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"> Hydraulic tightening EV charging installation and maintenance Hydraulic/Pneumatic systems Electrical testing and faulting Mechanical transition Solar charging Additionally, employability projects
		Continue to create online learning materials for easy access, as well as face to face delivery.	In partnership with the NEIoT, there is a collaboration to develop Retrofit courses which are due to go live in the summer of 2024.

STRATEGIC PRIORITY	ACCOUNTABILITY STATEMENT AIM	OBJECTIVE	OUTCOME AND IMPACT
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. 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. 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 13th – 16th February 2024 and achieved overall effectiveness of good and gained good in all graded areas. Ofsted judged that TCC makes a reasonable contribution to the skills needs (Ofsted, February 2024).
		Governors and employers will contribute to observations of teaching practice to develop industry focused delivery.	Knowledgeable and experienced governors providing support and challenges to leaders and managers with visibility in college, resulting in a positive impact; ensuring they have a good understanding of the strengths and areas of development the college has. 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.
		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.	A 24/7 Employee Assistance Helpline free for all staff to support. This also provides individual counselling where appropriate Mental Health Awareness Training for all staff. Wellbeing Teams page with up to date information to support with Wellbeing e.g. Menopause Group, Mental Health Week- wear it Green Day. Manager guide to recognise signs and symptoms of stress and tools to support staff. We are an accredited employer for the Better Health at Work Award.

GOVERNING BODY STATEMENT

On behalf of Tyne Coast College, it is hereby confirmed that the Annual Accountability Statement above reflects an agreed statement of purpose, aims and objectives as approved by the Board of Governors on 5th June 2024.

The Governing Body will undertake a review of local need every three years or when a new LSIP is published. The review will measure how well the education or training meets local needs, in particular needs relating to local employment. Our Annual Accountability Statement will reflect any actions the Governing Body has agreed to take as a result of that review.

Chair of Governors signature:

Name:

Malcolm R. Gandy

Date: 5th June 2024

Chief Executive Officer signature:

Name:

A. Whitford

Date: 5th June 2024

The Annual Accountability Statement will be published on the college's website on 30th June 2024.

SUPPORTING DOCUMENTATION

[Tyne Coast College Ofsted Report - February 2024](#)

[Tyne Coast College Strategic Plan 2020-2025](#)

[TCC Curriculum Plan 2024-2025](#)

[TCC Self-Assessment Report 2022-2023](#)

[TCC 3-year Skills Pan 2022-2025](#)

NEAA LSIP - as published on the NEAA website

NECC LSIP - as published on the NECC website

GLOSSARY

CEIAG - CAREERS EDUCATION INFORMATION AND GUIDANCE

ETF - EDUCATION TRAINING FOUNDATION

EIF - EDUCATION INSPECTION FRAMEWORK

EMSI - ECONOMICAL MODELLING SPECIALIST INTERNATIONAL

ESFA - EDUCATION AND SKILLS FUNDING AGENCY

FDAP - FOUNDATION DEGREE AWARDING POWERS

HTQS - HIGHER TECHNICAL QUALIFICATIONS

LSIP - LOCAL SKILLS IMPROVEMENT PLAN

NECA - NORTH EAST COMBINED AUTHORITY

NECOP - NORTH EAST COLLABORATIVE OUTREACH PROGRAMME

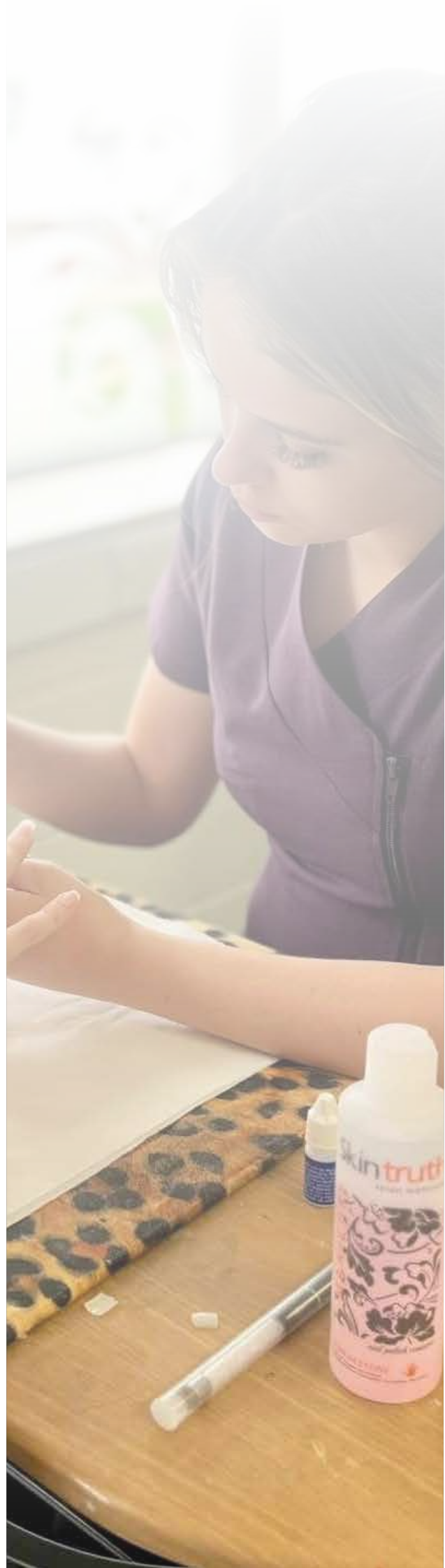
NEETS - NOT IN EDUCATION, EMPLOYMENT OR TRAINING

NEIOT - NORTH EAST INSTITUTE OF TECHNOLOGY

NELEP - NORTH EAST LOCAL ENTERPRISE PARTNERSHIP

TCAT - TYNE COAST ACADEMY TRUST

TCC - TYNE COAST COLLEGE





GETTING

SOCIAL



BIGGER
BETTER
STRONGER
TOGETHER.



Tyne Coast College
St George's Ave, South Shields NE34 6ET