



SELF ASSESSMENT

REPORT

2021/22



Self-Assessment Report for 2021/22 academic year

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College Self-Assessment Report 2021/22

Name of College	Tyne Coast College
Type of College	General Further Education College
UKPRN	10005999
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Date of last OFSTED Inspection	Tyne Coast College – October 2019
Outcome	Tyne Coast College - Good
Previous Self-Assessment 2019-20	Good
College Management Team Approval Date	18 th November 2022
Board of Governors Approval Date	7 th December 2022



1. Context and overview of curriculum

Overview of the strategic curriculum intent.

Tyne Coast College was created from a merger of South Tyneside College and Tyne Metropolitan College and serves the communities of north and south Tyneside. Our programmes meet the skills needs of this region and strongly support economic growth and prosperity. Incorporating South Tyneside and Tyne Metropolitan colleges, our key brands also include South Shields Marine School, recognised as one of the world's foremost maritime training centres, and Queen Alexandra Sixth Form.

Other provision includes 14-16 Youth College; TMC Campus, a specialist in construction crafts; IGNITE Centre for Engineering & Innovation; the Marine and Offshore Safety Training Centre (MOST), a UK-leading offshore training facility and Creative Studios, which feature state-of-the-art equipment and expert teaching in fine art, drama and theatre studies, film studies, graphic design, media, photography, and fashion and textiles.

Tyne Coast College is positioned in the North of Tyne (NOTCA) and the South of Tyne in the Northeast LEP. The landscape covers 7 local authorities. Newcastle, Northumberland, Sunderland, Durham, Gateshead, North Tyneside and South Tyneside.

The North of Tyne Combined Authority begins at the most southerly boundary of Northumberland. It encompasses Newcastle, North Tyneside and Northumberland Local Authority Districts. South Tyneside begins South of the River Tyne and borders Hartlepool and Tees Valley.

In 2021/22 the college had 3938 leavers on 16-18 study programmes. There were 3564 leavers on adult programmes. There were 113 leavers identified as students with high needs. There were 208 leavers on Apprenticeship programmes.

Meeting the Needs of the Local Economy

The college curriculum is planned to ensure the offer meets the identified skills requirements of the North East Strategic Economic Plan. The long-term ambition in the North East is that a demand for skills and the quality of jobs continue to improve, leading to higher productivity. To deliver this, the North East must be a place where:

- Individuals, regardless of age or employment status, have a good understanding of the employment opportunities available in the North East and the pathways to access them.
- Employers have strong links with education and training providers leading to responsive provision that meets local needs.
- All partners understand the importance of skills in improving productivity and living standards, with commitment to delivering good working environments for residents.

The Strategic Economic Plan identifies four areas in our economy where our assets and capabilities mean we have a strong opportunity for growth. We want to build on these areas, which are:

- Digital
- Advanced manufacturing
- Health and life sciences
- Energy.

This plan addresses the local region where the demography shows that the North East is a mix of urban, suburban, and rural areas spanning seven local authority areas. With 2million people, the Northeast is the ninth largest LEP area by population. Those qualified to degree level equates to 33.6% of the population. As of 2021, the region's population increased by 1.9% since 2016 growing by 37,668. Population is expected to increase by 1.3% by 2026 which will add a further 25,281. 53,000 are unemployed from a total



working age population of 1.2 million. The age group demographic for 16-34 years old is 24%. 35–54-year-olds equates to 24.2% of the population. 55–74-year-olds equates to 25% of the population. Under 16 year old's equates to 17%.

The northeast has 365,502 millennials (aged 25-39) against the national average for an area of this size of 377,600.

Long-term unemployment:

In South Tyneside, long-term unemployment is higher than that of the Northeast (5.9%) and also 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.

In North Tyneside, long-term unemployment is at 5.4% of the economically active population (5400 people). This is 0.4% less than the Northeast average, however, 1.3% more than that of England.

The ambition for Tyne Coast College is to:

Secure better outcomes for young people – by providing a range of flexible learning opportunities to support local area needs. To boost careers advice and guidance by working closely with schools and key employers by creating new pre-employment schemes. To work with external stakeholders to support multi-agency approach to deliver demand led curriculum.

- Provide key opportunities to local people to upskill - by supporting individuals' progression to positive outcomes. By helping to reduce unemployment and skills gaps. By working with employers and training providers to upskill and reskill learners focussing on digital skills and green jobs.
- Help people progress into work – by 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. By helping those with complex needs to move into their chosen destinations through the creation of Skills builder access to develop transferable skills into adulthood.
- Create a comprehensive, joined up 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.
- Ensure strong collaborative work with both North Tyneside and South Tyneside Local Authorities to develop 'fit for purpose' Colleges of the future. It is the intention that South Tyneside will become 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.



2. Summary of the self-assessment grades

Overall Effectiveness – Grade 2			
Quality of Education	2	Education Programmes for Young People	2
Leadership and Management	2	Apprenticeships	2
Personal Development	2	Adult Learning Programmes	2
Behaviour and Attitudes	2	Provision for Learners with High Needs	2

3. Quality of Education

Intent	
Strengths	<ul style="list-style-type: none"> Local and regional priorities are considered in curriculum planning. There are highly effective links with industry and local authorities. Curriculum is well structured to allow progression opportunities. In H&SC for example curriculum intent is mapped clearly to priorities which include the LEP, job shortages and also to address issues such as an ageing population. In Counselling the progression is constructed around a potential growth 799 to 922 Counsellors by 2024 in the Northeast alone. Learners and apprentices show high levels of satisfaction with their programmes of study and strongly agree that the courses support their readiness to work and the skills development required – 91.1% (1723 responses) for E&T and 96.7% of 240 responses in apprenticeship who felt their career goals were enhanced. Education and training is delivered effectively and overall apprentice satisfaction is 95.4% whilst it is 91.1% in E&T, recorded on the end of year survey.
Areas for improvement	<ul style="list-style-type: none"> Develop further the performance review process to ensure that the quality of education is strong across each department.
Implementation	
Strengths	<ul style="list-style-type: none"> Teachers and assessors have excellent subject knowledge, and 97.0% of E&T learners said that teaching was good on their main course and that for 95.3% of them the learning allowed them to extend prior learning. Assessment on programme is good with 93.9% (1435 respondents) stating that they had regular feedback and that is helps them know what to improve – agreed strongly by 94.3%. Learners are well supported in class, and this helps them make progress. 93.3% agreed that support was good and 92.3% agreed that ALS was effective at supporting progress.
Areas for improvement	<ul style="list-style-type: none"> Develop deep dive and lesson observation processes to allow clearer overview of the quality of education. This will allow for the development of targeted CPD for staff. Develop the use of feedback and the learner/apprentices' use of that feedback. Ensure that maths and English are developed across learning activities. These had lower responses on the on programme survey of 80.5% and 72.0% respectively.
Impact	



Strengths	<ul style="list-style-type: none"> • Outcomes for learners are significantly improved in 21/22. • Tyne Coast College has made significant and rapid improvements to its achievement rates in 21/22. Currently overall achievement rates are 85.6% (7502 leavers). This is an 8.5% improvement on 20/21. Achievement rates are now within 1.1% of national rates. • If English and maths are not considered, then the achievement overall is at 90.7%. This is a significant improvement of 6.1% on the previous year and also 4.0% above the last published national rates of 2018/19. • Apprenticeships have also shown significant improvement on 20/21. Overall there were 208 leavers in 21/22. There were 85 aged 16-18; 60 aged 19-23 and 63 aged 24+. In terms of achievement apps have improved by 19.2% overall since 2020/21, where achievement was 51.0%. It is now 70.2% against a national rate of 66.7%. • High grades in GCSE English and Maths are good. • Achievement data for disadvantaged groups has also shown considerable improvement.
Areas for improvement	<ul style="list-style-type: none"> • A new CPD process was introduced to support English and maths staff. This supports the retention and development of staff. • To ensure achievement rates are above national rates in all English and Maths provision.

4. Leadership and Management

Leadership and Management are good.

Strengths	<ul style="list-style-type: none"> • Leadership and management at Tyne Coast College is good. • Leaders and managers consistently promote high standards and expectations amongst learners which lead to strong outcomes for learners. This has led to significant improvement in outcomes in 21/22. • Tyne Coast College has made significant and rapid improvements to its achievement rates in 21/22. Currently overall achievement rates are 85.6% (7502 leavers). This is an 8.5% improvement on 20/21. Achievement rates are now within 1.1% of national rates. • If English and maths are not considered, then the achievement overall is at 90.7%. This is a significant improvement of 6.1% on the previous year and also 4.0% above the last published national rates. • Note the national achievement rate used for comparative purposes remains the 2018/19 figure: <table border="1" data-bbox="500 1499 959 1839"> <thead> <tr> <th>Age range National Rate</th> <th>Ach %</th> </tr> </thead> <tbody> <tr> <td>ALL (includes both age ranges)</td> <td>86.7%</td> </tr> <tr> <td>16-18</td> <td>83.4%</td> </tr> <tr> <td>19+</td> <td>89.9%</td> </tr> <tr> <td colspan="2">This is E&T provision only. Doesn't include Apps</td> </tr> </tbody> </table> • Leaders and managers ensure that the curriculum meets the needs of local employers, and also those with a national profile such as the Royal Navy, Army Reserve, RAF and Tyne and Wear Fire Service 	Age range National Rate	Ach %	ALL (includes both age ranges)	86.7%	16-18	83.4%	19+	89.9%	This is E&T provision only. Doesn't include Apps	
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This is E&T provision only. Doesn't include Apps											



	<ul style="list-style-type: none"> • Highly effective links with industry have been established where learners benefit from strong links with Northern PowerGrid “NPG” and EDF – Delivering Wind Turbine “MOET” Apprenticeships, on a national basis. There are also strong links to the Green Energy agenda with TNT for example. • In Construction the college works with employers such as Persimmon, Bell Group, Taylor Wimpey, British Gypsum, North Tyneside Council and Carney Consultancy. In Motor Vehicle the college works with British Engines and Mercedes. • Leaders and managers have strong stakeholder links with the local authorities, LEP and NOTCA which has made the college a provider of choice. • Leaders and managers recognised the need to improve accessibility to student services in 21/22. The college provided a new student hub layout for student services. This has had the impact of ensuring learners find services more accessible. For example, in 21/22 there were a total of 1796 finance application all year. We are currently at 1496 applications at the time of writing (PR12). • Leaders and managers ensured that the transition from synchronous, asynchronous and face to face delivery strategies. For example, at Queen Alexandra Sixth Form where pass rates were very high at 98.1% for A2 learners. This meant that learners returning post Covid were able to make rapid improvements in their achievements.
Areas for improvement	<ul style="list-style-type: none"> • Further develop actions to address attendance. • Further involvement of governors in college activity such as learning walks. • Further develop the appraisal process for all staff to allow for clearer lines of accountability through target setting. • Leaders and managers introduced a performance review process (PR9) which created an opportunity to spotlight departmental financial and operational performance targets. Further developments will include a link between current curriculum process and financial process to enable a remodelling of BP/PR in alignment with the accountability agreement. • Further development of MIS reports. These have improved, and managers have ensured that the accuracy of reporting is much improved. This allows clearer sight on in year retention, and early withdrawals for example. In 20/21 there were 181 early leavers amongst the 16-18 funded cohort. This has reduced to 132 in 22/23 a 27.0% decrease. The impact of this further improvement will enable senior managers to address emerging issues with departments from an earlier point. For example, through the PR system.

5. Personal Development

Personal development is good.

Strengths	<ul style="list-style-type: none"> • Personal development at Tyne coast College is good. • Consistent Scheme of Learning implemented in November 2021, upon recruitment of Pastoral Support Coordinators. Each personal development topic was categorised into a theme, in line with EIF and then rolled out on a half termly basis. Themes were designed to follow the learner journey across the academic year. Themes included: <ul style="list-style-type: none"> - Induction and introduction to college life and ethos - Keeping Safe - Wellbeing - LGBT - Healthy Minds - Healthy Lifestyles
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	<ul style="list-style-type: none"> - Citizenship - Next steps - Work readiness • Support for learners to develop employability skills, behaviours and attitudes improved during the year. For example, the On programme survey (1453 responses) showed that only 80.1% thought that their course helped build resilience and 84.9% thought that their programme of study built confidence. The end of year learner survey (1723 responses) showed that 91.4% agreed that they had developed skills valuable to employers; whilst 91.1% agreed that they'd developed attitudes and behaviours relevant to employment opportunities. This showed a clear improvement in learner satisfaction. All curriculum areas can demonstrate impact in opportunities for their learners to develop knowledge, skills and behaviours relevant to their next steps or employment. • There is a good level of understanding amongst construction learners around their contribution and role in developing a safe and friendly community. For example in department 16, 96% of learners stated that they recognised their role in this in the on programme survey, and through activities such as redecorating the Newcastle Dog and Cat Centre helped extend this understanding. • Some learners also developed their skills very successfully. For example two learners won awards from British Gypsum as student and apprentice of the year. A further student, in hairdressing, won the Lord Glenmara Memorial Prize. • Through enrichment activities students were given good opportunity to interact with external speakers, have industry encounters and attend trips/visits to local Universities. For example 160 learners made visits to Teesside, Northumbria and Sunderland Universities to explore a range of options such as Nursing Degrees, Forensic Science and Digital Media. • Strong links with professional sports clubs have created opportunities for learners in department 11, for example, to access training and support from international players and coaches. This is done through Newcastle United Foundation, Newcastle Eagles and Falcons. This includes using professional stadiums such as Kingston Park. • There are also good links with local the local art gallery where learners were able to exhibit their work and benefit from practical skills developing exhibition preparation. • In Health and Social Care learners have worked with 'Destiny Streetworx', a local charity for homeless people. This has been valuable in terms of understanding the issue of homelessness on Tyneside and in developing their skills around planning and delivery of fundraising activities. They also had visits or met groups such as disability north, the House of Objects, the Centre for Life, Seven Stories, canine partners, MH:2K, the money charity, the food bank. • The development of mental health services has been acknowledged in the learner surveys as an improvement. The learner survey at the end of the year indicates that mental health needs could be better supported. Whilst 86.5% said that support was at least good, this does show some further work could be done to ensure that all learners recognise the support for mental health is available and how to access it. This was a 6.3% improvement on the mid-year survey where only 80.2% of respondents agreed that the college encouraged them to look after their mental health. • Of the 625 learners, aged 16-18, that recorded external destinations, 95.7% were positive. • All licence to practice learners completed work placement.
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Areas for improvement	<ul style="list-style-type: none"> • At 74.0%, attendance in PD sessions is not high enough. • Guidance on sexual health and relationships requires improvement. The on-programme survey showed that only 62% of learners thought that this was effective. • Although 85.4% of learners agreed that the work experience provided by the college had been useful, this is an area for improvement. This did not meet the college's aspiration of 95% set in the last SAR. • Maximise the use of a digital platform (Grofar) for all 16-18 learners to capture all aspects of WEX. • Whilst enrichment activities were very positive for learners, it was clear that they did not often understand the term 'enrichment' and what it meant. Focus for 22/23 is to ensure that this is addressed and that the activities continue to provide good opportunities for learners to develop their wider learning. • Continue to follow up the 384 unknown destinations for 16-18 learners. • Currently only 59.3% of external adult destinations are known and this figure is currently being addressed. • To use CDF to grow employer base to secure target numbers (293) on industrial placement in 22/23.
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6. Behaviour and Attitudes

Behaviour and attitudes of learners are good.	
Strengths	<ul style="list-style-type: none"> • Overall behaviour of learners is consistently good, and leaders and managers set high expectations over standards of behaviour. For example, the On-programme survey (2022) showed that 98.7% of learners stated that they understood the need to treat everyone with respect. • This is supported by the increase in the number of misconduct activities at STC for example. In 20/21 there were 9 incidents that required formal processes. In 21/22 there were 27. College staff led actively on enforcing standards and expectations amongst the college community. This shows in the extent of the actions taken. Violence and bullying are rare, though dealt with effectively when they arise. A small minority of these cases 5 of 27 were violence or bullying related. The majority, 19 were in relation to behaviour issues. The data shows a more incisive attitude to misconduct and is matched by the volume of learners feeling safe (see safeguarding) at Tyne Coast College. • Outside of this process interventions by staff have contributed to ensuring learners have been supported well to achieve. For example, in Department 14 early action planning to support positive developments in behaviour and attitudes for college, work and life has enabled good achievement of 93.7% and an overall retention rate of 95.4% (increased from 94.2% last year) which is 2.5% above the national rate of 92.9% in vocational areas. The inclusion of English and Maths still leaves an achievement rate overall of 86.7% and 1.8% above national rate. • This is supported by the end of year learner survey where 91.4% (1723 responses) show that the college has developed personal skills and attitudes and behaviours valuable to employers. • Learners show a very strong awareness of their role in keeping the college a safe learning environment. (97.5%) This has been supported by development of the safeguarding team. (See safeguarding section.) • There is also a strong response for learners being fully aware of how to stay safe online (97.4% from 1453 responses) and who to approach if their wellbeing is at risk (92.6%). • Learners make good progress on their courses and overall achievement is 90.7% in vocational education and training. This is a significant improvement of 6.1% on 20/21.



	<p>Factoring in English and Maths outcomes are now within 1.1% of the national rate and this is also significant in terms of improvement of 8.5% since 20/21.</p> <ul style="list-style-type: none"> • Learners in STLS ran extra-curricular activities in their placements such as, language classes, dance, woodwork and Tag Rugby. • Purchase and use of CPOMS aligns safeguarding more closely to the local schools, in relation to types of learner behaviour for example.
Areas for improvement	<ul style="list-style-type: none"> • Develop further awareness of issues associated with radicalisation and extremism where 86.5% of respondents understood these issues fully. • Develop further action to identify and address local issues. • Further improve attendance and achievement in Functional Skills English and Maths. • Further develop attendance. • Build opportunities for learners to build self-expression to address mental health issues more clearly. The On programme survey showed a low response rate to being encouraged to look after mental health of 82.2% of 1723 responses. • The On programme survey showed a requirement to improve responses to confidence building (84.9%) and resilience building (80.3%). • The On programme survey showed a requirement to improve review sessions to address ILP (84.5%). • Build more opportunity to allow learners to develop more awareness of LGBT+ issues.

7. Safeguarding

Safeguarding is strong and effective.

Strengths	<ul style="list-style-type: none"> • Safeguarding is effective. This is against a background of a rising number of cases. 93.3% of learners (1435 responses) felt that the college provides a safe place to learn. Learners are also strongly aware of their role in maintaining this environment and 97.7% stated that they were fully understanding of their contribution to this safe environment. • The introduction of a new role of a designated safeguarding officers at each site, has again supported consistency and reassurance for our learners when reporting safeguarding. The supporting structure to those officers with experiences lead and a head of safeguarding has allowed strategic planning and development of our safeguarding resolve. • The accessibility and availability of those safeguarding officers has made the learners feel safe and it allows appropriate relationships to be built and a sense of trust where the learner feels they can disclose or can approach a member of staff that is dedicated to supporting/helping them. • In comparison to previous years the College has seen a significant rise in the number of Safeguarding referrals. In response to this the College has introduced a designated team to support the increasing volume. Referrals have increased by 31% compared to the previous academic year (pre covid). the impact of the Safeguarding Officers and their visibility plays a significant part in ensuring safeguarding concerns are captured and responded to. • This team have enhanced the College's culture of safeguarding. Referrals to social/adult service have increased by 33%. • 237 of referrals have been received by the Safeguarding team. These concerns can involve one or multiple students depending on their nature. The concerns are categorised based on a centrally established set of categories. Again, there can be one or multiple categories included. A common example is for 'mental health' to be accompanied by 'self-harm' or 'suicidal thoughts. Self-harm/suicidal thoughts/mental health represent 70% of referrals received.
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	<ul style="list-style-type: none"> • Of the 237, 195 (82%) have received further support and guidance from the team, whether that be support engaging external services or internal support. 11% declined further support, 7% of the 237 already have external support in place. 96% of the 237 achieved their qualification. • Safeguarding staff are highly trained and provide a very strong service. • Overall, we have robust safeguarding arrangements. We have prioritised its availability and accessibility, whilst increased awareness and enhancing a dedicated team to deal with the issues raised, in a timely and efficient way.
Areas for improvement	<p>Area for Improvement</p> <ul style="list-style-type: none"> • Further increased awareness of adult learners around the safeguarding team. Evidence from learner walks suggested that they were not always aware of accessibility and availability. However, where referrals were made 35 of 37 adults stayed with the college and achieved their qualification. • Further improve updates given to apprentices.

8. Education for Young People	
Education for young people is good.	
Strengths	<p>16-18 Learners (E&T)</p> <ul style="list-style-type: none"> • Female learners (1529 leavers) achieved less well than males (2409 leavers). Male achievement at 82.5% is 2.4% better than female achievement. At 80.1% female achievement is 3.9% less than their national rate. Male achievement is 0.5% below their national rate. In both cases there has been a significant improvement on performance in 20/21. Males increased their achievement by 13.4%, whilst females increased achievement by 4.3%. • For learners with LDD (1607 leavers) there is a small difference in achievement. LDD have an achievement rate of 79.8% and those without have a rate of 82.8% which is slightly better by 3.0%. When maths and English are excluded from the data, the performance of these groups narrows to 0.5%. Learners with LDD have significantly improved their achievement by 9.8% since 20/21. The improvement is largely driven by much better pass rates and high retention. For example LDD increased their pass rate from 76.3% in 20/21 to 87.6% in 21/22. • For 16-18 learners there is no significant gap between those learners from MHGs and those whom are White British. MHGs had an achievement rate of 80.5% and White British had a rate of 81.6%. Both groups increased their pass rates by around 3.0% and this contributed to increased achievement. • We have seen significant improvement in the achievement rate for young people requiring free school meals (FSM). There were 1228 leavers eligible for FSM and their achievement rate was 79.1%. This was 4.3% below national rate, though a 9.2% improvement in pass rates and led to an improvement in achievement rates of 9.1%. Though there is work to do to close this gap, further the improvements have been marked in 21/22. • HNL (47 leavers) have achieved above their national rate by 1.7%. High retention and a much-improved pass rate of 93.0% (up by 2.6%) contributed to an 85.1% achievement rate. • Learner support funded (LSF – 519 leavers) learners significantly improved their pass rates to 89.9% (up 8.6%). Their achievement rate of 82.7% is marginally under national rate by 0.7%, though it does compare favourably with their peers that are not in receipt of LSF, whom achieved at a rate of 81.4%. • Improved pass rates for young people with EHCPs (490 leavers) and a high, but declined, retention rate saw them achieve at a rate of 83.1%. This is 2.9% above



	their position in 20/21. Pass rates increased by 8.9%. This compensated for a 6.7% drop in retention from 98.3% to 91.6%.
Areas for improvement	<ul style="list-style-type: none"> • Female achievement to close gap on male achievement. • 3.6% achievement gap for FSM/non FSM • Looked after children (LAC – 53 leavers) have achieved less well against their national rate. At 64.2% this was 19.2% below national rate. Retention was low and has declined from 89.2% to 75.5%. • Address retention in EHCP learners. • Improve internal progression rates for 16-18 learners from 48.0% overall. Internal progression was slightly lower than in 20/21 where it was 51.0% • Whilst there is little difference between males and females in their main curriculum areas (1.6%) there is a greater difference between them in English and Maths of all types. Specifically, maths pulls female achievement down as it is 54.4% against a male achievement of 58.2%. Females do better than males in English achieving 79.5% against 77.1% for males.

9. Adult Learners

Provision for adult learners is good.

Strengths	<ul style="list-style-type: none"> • At 19+ there is 0.9% difference between male (1317 leavers) and females (2247 leavers). Achievement is 90.6% and 89.7% respectively. • For 19+ LDD learners (1003 leavers) there has been a significant increase in achievement to 89.1%. This is an improvement of 8.8%, supported by a clear increase in pass rates of 6.8% to 94.5%. The outcomes compare well with their non LDD peers and are above national rate for LDD by 0.6%. • MHG learners have increased their achievement by 6.8% to 94.3%. This is well above their White British peers who achieved a rate of 88.7%. • There were 287 leavers entitled to FSM. These achieved well and at 91.6% were 1.7% above the national rate. This is a significant improvement of 10.7%. • 311 adult learners received LSF. Achievement improved by 10.6% to 91.6%. this is supported by an increase in pass rates (94.4% from 85.3%) against high retention of 97.1%. • Learner with high needs (HNL) achieved well. There were 66 leavers and they achieved a 93.9% achievement rate. This is above their peers with no HNL by 4.0% and above the national rate by 4.0%. • Learners with an EHCP improved their achievement by 10.2% to 91.5%. this is 1.6% above national rate from a position in 2020/21 that was 8.6% below national rate. There is no significant gap between those with/without and EHCP.
Areas for improvement	<ul style="list-style-type: none"> • Female retention rates against males. At 92.4% it is 3.0% lower. • Male pass rates at 94.9% are 2.1% lower than females. • Improve achievement amongst White British adults.

10. Apprenticeships

Apprenticeship provision is good. Data and feedback from apprentices and employers clearly indicate good progress has been made in this provision.



<p>Strengths</p>	<ul style="list-style-type: none"> • Apprentices found their experience with Tyne Coast College very well supported by assessors. Of 240 responses 97.9% of apprentices felt well supported. • The college provided good learning activities (93.3% and had challenging targets to achieve (97.9% agreement of 240 responses). • Apprentices were also very confident that they knew about how to progress and what to do in order to progress. (96.3% of 240 responses) For example 96.3% stated that they were being well supported to complete their end point assessment. • Overall, there were 208 leavers in 21/22. There were 85 aged 16-18; 60 aged 19-23 and 63 aged 24+. In terms of achievement apps have improved by 19.2% overall since 2020/21, where achievement was 50.1%. It is now 70.2% • Overall apprenticeships have made significant improvements in their data. Against the national picture of declining achievement – last reported to be 55.7% by the government, Tyne Coast College has not only gone against that picture but has increased its achievement to 70.2%. This means that it is significantly above the 2018/19 rate by 3.5%; and also above the last published figure by 14.5%. • Apps achievement at both 19-23 (75.0%) 24+ (76.2%) are very strong and are both above their national rates by 5.4% and 12.7% respectively. • For apps aged 16-18 their achievement is short of national rate by 5.6% and is a key area for improvement. However, this figure represents a significant improvement on the previous year by 13.5%. • By level, apps have improved significantly across all levels offered. • Of Employers surveyed (86 responses) 90.7% said that they had played an active part in the review process with their apprentices. This contributed to better achievement. • A significant number of employers surveyed (88.4% of 86 responses) stated that the apprenticeship programme had benefitted their business. • The quality of teaching was a strength according to employer who in 88.4% of responses found that the teaching was of good quality. • Strong destination data for apprentices – 100% positive.
<p>Areas for improvement</p>	<ul style="list-style-type: none"> • Accounts – dept 13 • Bus Admin – dept 11 • Electrotechnical – dept 16 • Achievement for female apps aged 16-18 (27 leavers) has improved significantly since 20/21. Moving from 47.5% to 66.7% in outcomes it is still short of national rate (70.6% for females) by 3.9%. • Achievement for male apps aged 16-18 (58 leavers) has improved significantly since 20/21. Moving from 50.1% to 60.3% in outcomes it is still short of national rate (66.4% for males) by 6.1%. • Apps with LDD have not achieved as well as their peers at age groups 16-18 (11 leavers), 24+ (5 leavers). These are both well below their respective national rates. • MHG are under-represented in apps – there are 4 leavers. Achievement is 50.0%. • Involve employers more in the planning of content and structure of apprenticeships – of the 86 surveyed 64.0% felt that they had involvement in this process. • Increase apprentices’ awareness of end points and when they are due to achieve. This information rated a positive 82.8% agreement, but this was lower than all other responses. • Grow levels 4 and 5 apprenticeships for enhanced progression.



11. HNL	
Provision for HNL is good	
Strengths	<ul style="list-style-type: none"> HNL are well supported in the college and experience good quality education and training. Significant improvement has been made in achievement data. Young HNL (47 leavers) have achieved above their national rate by 1.7%. High retention and a much-improved pass rate of 93.0% (up by 2.6%) contributed to an 85.1% achievement rate. Improved pass rates for young people with EHCPs (490 leavers) and a high, but declined, retention rate saw them achieve at a rate of 83.1%. This is 2.9% above their position in 20/21. Pass rates increased by 8.9%. This compensated for a 6.7% drop in retention from 98.3% to 91.6%. Adult Learners with high needs (HNL) achieved well. There were 66 leavers and they achieved a 93.9% achievement rate. This is above their peers with no HNL by 4.0% and above the national rate by 4.0%. Adult Learners with an EHCP improved their achievement by 10.2% to 91.5%. This is 1.6% above national rate from a position in 2020/21 that was 8.6% below national rate. There is no significant gap between those with/without and EHCP. The offer for SEND learners in Foundation Learning has been aligned to the Preparation for Adulthood agenda and focussed on positive outcomes specifically for each learner. This includes the development of Skills Builder in conjunction with local authorities.
Areas for improvement	<ul style="list-style-type: none"> Improve access and transition arrangements to better provide an understanding of support needs in a more timely manner. Address retention with EHCP learners Further enhance relationships between curriculum and families. Establish clarity around staff caseloads and areas of responsibility around SEND/ALS to ensure continued strong provision.